SASSETA
SAFETY & SECURITY

SECTOR SKILLS
PLAN 23/24

FOREWORD

South Africa is facing an employment crisis, poverty, inequality, with many of people set to lose their jobs because of a combination of the country's stagnant economy and the lingering shocks of the coronavirus pandemic. A pandemic of this magnitude has caused the feelings of fear, confusion, anxiety, and massive uncertainty in the labour market.

The SETA's ought to play a crucial role in harnessing and mitigating the impact of coronavirus pandemic in terms of reskilling (upskilling) and training people for the new norm and the economy. Education and skills development are at the apex of the government agenda, and it is for this reason that to overcome the legacy of our country's past, the government took a conscious decision that skills development will be at the center of driving the transformation agenda and inclusive growth.

The SASSETA Board is fully conscious of its responsibilities of fulfilling its mandate and ensuring that the SETA contributes towards the achievement of transformational imperatives as entailed in the National Development Plan (NDP) and the National Skills Development Plan (NSDP), as the Safety and Security sector is one of the major contributors to employment in the country.

The Board is committed to contribute towards the achievements of the priorities of the Economic Recovery and Reconstruction Plan Skills Strategy and will continue to position the strategic framework of the SETA to support national objectives. It will also continue to strengthen risk management capabilities that would enable an effective response to ensuring promotion of service delivery improvement and efficient utilization of resources to ensure the fulfilment of the SETA mandate.

The Board is committed to promoting a culture of high performance and accountability, to ensure that the SETA delivers according to the outcomes outlined in the NSDP. This will be achieved through allocation of discretionary grants to qualifying stakeholders. We would ensure that the sector responds to the clarion call in the National Development Plan (NDP) to "ensure that the people of South Africa are and feel safe".

The Board will continue to position the strategic framework of the SETA in the context of opportunities and risks, while also continuing to strengthen risk management capabilities that would enable an effectively response to our mandate and skills priorities of the sector. The Board and Management will collectively apply the knowledge and expertise to address transversal and sector specific education and training needs of the sector. This will be accomplished by implementing a variety of learning programs to address critical and scarce skills in the sector.

It is with great pleasure that I, therefore, present the 2023/2024 SSP update to the Minister of Higher Education, Science and Innovation in partial compliance with the requirements of the Skills Development Act 1998 as amended, the NSDP, and the SSP Framework and Guidelines. The 2023/2024 SSP update is endorsed by duly authorised representative.

In gratitude:

Mr C Mudau
Chairperson of the Board

EXECUTIVE **SUMMARY**

The 2015-16 #FeesMustFall protests brought the insufficient tertiary-level student funding problem into the national consciousness, with students arguing they are excluded from higher education as they do not have sufficient funds. Given the need for funding to assist students to convert their educational aspirations into reality as well as pressure on the tertiary institution to use their resources to effect transformation, the current student model and its challenges must be explored. Although various models of funding currently exist in South Africa, no model has been explicitly and fully implemented within the higher education sector.

In the lingering impact of Covid-19 pandemic, unemployment, poverty, and youth skills development remains a prominent global concern. Efforts to stop the spread of the novel coronavirus particularly the closure of nonessential businesses are having an unprecedented impact on the South African economy. During the first quarter of 2022, the official unemployment rate in South Africa was 34,5%. This represents a 0.8% decline from 35.3% in the fourth quarter of 2021. Approximately 7.9 million persons are unemployed in South Africa. (Stats SA, 2022)

The crisis of the Covid-19 pandemic highlights the need for urgent action to cushion against its health and economic consequences, to protect vulnerable populations, and to set the stage for a lasting recovery plan in the skills development space.

The new urgency for remote teaching caused by the Covid-19 pandemic has created an opportunity for the country to adopt policies that focuses on channeling resources to the development of the infrastructure that can support remote teaching and learning.

In 2022, South Africa is estimated to spent over 20% of consolidated expenditure on learning and education. The importance of employable skills development in a broader sense is increasingly understood by many countries including South Africa and significant efforts

- Economic outlook – remain subdue,GDP growth by 1.9% in the 1st quarter 2022.
- Consumer price index (CPI) 7.4%.
- The labour market remains volatile and fragile, with unemployment rate of 34.5% (and the employment growth will remain steady).
- Covid-19 pandemic lingering impact – exacerbated the pre-existing inequalities (63% Gini Coefficient).
- Energy security remain a lingering challenge - the impact of load shedding is affecting all the economic sectors and negatively impacted on the productivity and efficiency.
- Digital transformation - the 4IR is changing the nature of tasks within the occupations and the skills required to perform them.
- Crime rate has increase - mass shooting incidence are a major concern in society and security cluster agencies.

SASSETA is the main driver of skills development initiatives within the safety and security sector. One of the outcomes of NSDP is to **'Identify and increase the production of occupations in high demand'**. SASSETA through its Discretionary Grant Funding Policy Framework will make provisions of skills programs, learnerships, bursaries, work-based learning to support and facilitate skills development in the sector. The Discretionary Grant Funding Policy Framework aims to ensure effective implementation of the SASSETA strategic objectives to support programmes addressing both entry and high-level skills and research needs in the Safety and Security Sector.

The Discretionary Grant Funding Policy Framework aims to ensure effective implementation of the SASSETA strategic objectives to support programmes addressing both entry and high-level skills and research needs in the Safety and Security Sector. The South African safety and security sector comprises of public and private sector employers. Public sector employers incorporate organisations in the Justices, Crime Prevention and Security (JCPS) cluster which incorporates Police, Defence, Justice and Constitutional Development, and Correctional Services as well as entities reporting to these Departments.

The private sector employers comprise of private security companies as well as law firms. The latter organisations provide services to clients who are in turn charged a fee. SASSETA has grouped its constituency into seven sub sectors (chambers), namely: Policing, Corrections, Defence, Justice, Intelligence Activities, and Legal Services, as well as Private Security and Investigation Activities. There is also a significant number of trade unions who represent the interests of workers in the safety and security sector.

From the perspective of the 2019 - 2024 Medium-Term Strategic Framework (MTSF), SASSETA is contributing towards Priority 3: "Education, Skills and Health", especially in relation with expanding access post-school education opportunities (which subsume skills training). Research suggests that factors such as globalisation and technological advancements are changing the patterns of crime. Moreover, the high unemployment rate is also said to be contributing factor to high levels of crime in South Africa.

These developments have ramifications for skills development in the South African safety and security sector. These in turn compel role players in the JCPS cluster and the broader safety and security sector to redefine their focus to address the changing nature of crime and realign their objectives to serve national imperatives.

SASSETA has identified several strategic partnerships with public universities, TVET colleges and other strategic institutions to enhance quality and responsiveness of skills training interventions in the sector. The SETA will continue bolster existing partnerships and initiate collaboration other organisations to support the strategic priorities identified in the SSP.

SASSETA will endeavor to strike a balance between sector-based priorities and national priorities. It will also work together with the sector to provide necessary training for the Justice, Crime Prevention and Security (JCPS) cluster to achieve its objectives. The sector skills plan has identified the following six skills priority actions to drive focus and strategic directions of the SETA for the next five years.

(i) Build and strengthen strategic partnership with sector training institutions and other organisations

Arguably, all organisations exist to create value of some kind, and there is likely to be merit in adopting a strategic approach in value creation. In pursuit of a vision: "A skilled and capable workforce for an inclusive growth", SASSETA will establish and build various partnerships which seek to foster knowledge, professional skills and improve response of education and training to the needs of the sector and economy. Partnerships also promote relevant occupational directed training programmes fuelled by demand-led skills approach. Governments are enjoined to carry out the primary responsibility for education and training reforms and policy design. However, the actual delivery of education and training can best be achieved through strategic partnerships between government, employers, trade unions, business organisations and various stakeholder groups in the formal and informal sectors of the economy.

SASSETA partnerships are primary oriented and focus on advancing its core mandate and general skills development in the country. Partnerships are crucial to drive better outcome and share good practices and reducing duplication of efforts. SASSETA will work hard to build and strengthen partnerships of common interest to optimise service delivery.

(ii) Advance programmes that support transforming and professionalising the sector

The major thrust of education and training interventions in the sector should deepen professionalisation and aggressively influence the transformation agenda. The SASSETA will continue to position its strategy and programmes to advance these processes across the sector.

(iii) Accelerate the production of information communication and technology (ICT) skills

Shortages of digital skills and lack of urgency in implementing measures to tackle cybercrime remains a challenge in South Africa. Technological advancements and data protection laws are driving the need for specialist ICT technicians and ICT professionals in general, as well as the operational ICT skills needed by all stakeholders in the sector.

The Criminal Justice Revamp plan will also drive ICT skills needs as well as skills required by operational personnel who will be required to make use of new ICT processes. Within the private security sector, special skills will be driven by the environment, where ICT is playing an increasingly central role in the provision of effective security services.

(iv) Support the production of technical and specialised skills in the sector.

The safety and security sector is a labour-intensive sector and requires more technical and specialised skills to deliver on its multi-faceted demands and mandate. The sector to effectively respond and deliver to its dynamic and complex mandate would need well trained workforce and equipped with specialised skills such as detectives, forensic investigators, cybersecurity experts, IT technicians, mechanics technicians, drone pilots, data analytics, specialist in sexual offenses, specialist in public order policing, environmentalist, etc.

(v) Contribute toward building an active citizenry

The SETA should support a broad range of marginalised people, rural and community-driven development projects, which give control of planning decisions and investment resources to communities. This approach will helps building resilience, inclusion, and social accountability.

The National Development Plan (NDP) emphasises the need to build an active citizenry as an important element of realising Vision 2030. A key component of the crime prevention model is to involve communities in combatting crime and violence, and gender based violence crimes. Such a model involves Community Patrollers, Community Policing Forums as well as other volunteer programmes. Facilitating meaningful citizen participation in crime prevention through enhancing skills development of these groups, particularly in relation to skills such as negotiation and mediation is required.

(vi) Support SMMEs and Entrepreneurships

SMMEs have been recognised as a key driver of economic growth, and more importantly, as a major source of employment. This emphasizes the NSDP outcome "greater inclusivity and collaborations across the system". Moreover, SASSETA has a huge number of employers that falls within the range of the SMMEs, and a significant amount of the learning interventions are channels in uplifting this small medium enterprise in promoting entrepreneurship.

The skills development issue in the sector and South Africa at large, is thus pertinent both at the demand and supply level and extensive efforts to upskill the workforce are required, both in quantity and quality. It also requires the establishment of industry participation mechanisms in training programmes.

SASSETA would strengthen its monitoring and evaluation systems as it plays an important role in the design and delivery of learning and skills programs. The Board is cognisant of the fact that the effectiveness of the skills development programs should be driven by a strong M&E system.
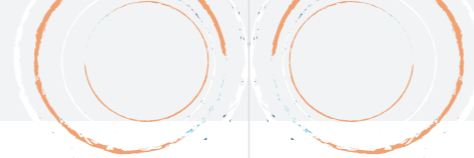
Signed-off by:

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Thamsanqa Mdontswa (Mr.)   Date: 01 August 2022
Chief Executive Officer

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Chris Mudau (Mr.)   Date: 01 August 2022
Chairperson: SASSETA Board

TABLE OF **CONTENTS**

LIST OF BOXES

LIST OF ABBREVIATIONS

ATR	Annual Training Report
DCS	Department of Correctional Services
DoD	Department of Defence
DHET	Department of Higher Education and Training
ETQA	Education and Training Quality Assurance
FDI	Foreign Direct Investment
HEI	Higher Education Institution
HET	Higher Education and Training
HRD-SA	Human Resource Development Strategy for South Africa
ICT	Information and communication technology
JCPS	Justice, Criminal, Prevention and Security
MOA	Memorandum of Agreement
MTSF	Medium-term Strategic Framework
NDP	National Development Plan
NGO	Non-Governmental Organization
NGP	New Growth Path
NSDS	National Skills Development Strategy
NVC	National Certificate Vocational
OFO	Organising Framework for Occupations
PFMA	Public Finance Management Act
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PPP	Public-private partnership
PSCs	Private Security Companies
QCTO	Quality Council for Trades and Occupations
QLFS	Quarterly Labour Force Survey
RPL	Recognition of Prior Learning
SDA	Skills Development Act
SANDF	South African National Defence Force

SAHRC	South African Human Rights Commission
SAJEI	South African Judicial Education Institute
SALRC	South African Law Reform Commission
SAPS	South African Police Service
SAQA	South African Qualifications Framework
SARS	South African Revenue Service
SASSETA	Safety and Security Sector Education and Training Authority
SAWLA	South African Women Lawyers Association
SETA	Sector Education and Training Authority
SMME	Small, Medium-size and Micro-enterprise
SIPs	Strategic Integrated Projects
SSA	State Security Agency
SSP	Sector Skills Plan
TVET	Technical Vocational Education and Training
WSP	Workplace Skills Plan

1. METHODOLOGY

Hybrid methodology was adopted and employed both qualitative and quantitative. The research approach choice was influenced by the purpose and required outcomes of the study. This method helps us to effect quality appraisal and systematic review of evidence and data synthesis. This was augmented by focus group discussions and interviews with key informants in the sector, as well as engagement with the Chambers of the SETA (i.e., representatives of the sub sectors).

(a) Scope and limitations: Impact of the sector skills plan
- **Limited labour market information.**
  - Safety and security sector is a very sensitive sector by its nature as it deals with intelligence and-counterintelligence: certain information is classified, i.e., State Security, Defence, SAPs, etc. This impact on the richness of our data and the extent of its inclusion in the SSP, and therefore, access to information and records is very challenging.
  - Competitive advantage protection: businesses sometimes do not make a full disclosure of their human capital information to safeguard their competitive advantage.
  - Lack of investment in the labour market tools & infrastructure also adversely impact on the data completeness, e.g., periodical collection of data in the sector.
  - Uneven data from one subsector to the other.
- **Dynamics & lack of investment in human capital systems and governance.**
  - Lack of active data adversely impact on skills projections (passive and active).
  - Recruitment processes (companies human resource practices) can undermine the skills supply & demand trends.
  - Lack of information on job openings - may cause demand & supply mismatch.
  - Organising Framework for Occupations (OFO) tends to be rigid and does not cover nor appropriately accommodate some of the occupations and their specialisations in some s ubsector(s).
- **Covid-19 pandemic lingering impact.**
  - Subdue weakens in the economic activities & employment prospects.
  - Education related activities negatively impacted.

(b) Data sources
- **A wide range of data sources are being used to develop and shape the recommendations in the SSP, for examples:**
- **Standard statistics useful for skills analysis.**
  - Stats-SA Labour Force (and other) Survey.
  - Enterprise Statistics (i.e., WSPs/ATRs).
  - PSET Statistics.
  - Macro-economic Statistics.
  - Crime Statistics.
  - SASSETA Skills Survey Repository
- **Skill- specific data sources**
  - International Labour Market Working Papers.
  - SA skills in High Demand.
- **Secondary data sources**
  - Relevant Annual Reports & Strategic Documents, e.g., NDP 2030, NSDP, White Paper on PSET, DHET Directives, National Treasury Working Papers HR Plans, etc.
  - Research Academic Papers, Authority Documents, Journals, Books & Expert Opinions, Research Sub-Sector Studies, etc.

2. RESEARCH PROCESS

- **Phase 1: Data audit, sources & write up**
  - Data collection
  - Continuous auxiliary research
  - Research team
  - SETA Survey(s)
  - Auditing data source
  - Subsector(s) research: Qualitative & quantitative
  - Write up in line with the SSP framework
- **Phase 2: Engagement with Dept. & other SETAs**
  - Technical engagements with the Dept. (e.g., SSP Forum, Research Forum & other SETAs)
  - Interviews with key informants (Chambers)
  - Sub-sector(s) Focus Groups
  - Sub-sector research studies
  - Research team
- **Phase 3: Write up the draft SSP**
  - Research team discussion & management
  - Data audit & synthesis
  - Draft SSP produced & submitted to the Dept. for review
  - Board consideration & draft approval for submission
  - Peer review by other SETAs
  - Stakeholders (Chambers) engagements on the SSP
- **Phase 4: Analysis of WSPs/ATRs**
  - Annexure 2: Data Analysis (WSPs/ATRs)
  - Validation of data
  - Selection: Top 10 PIVOTAL Skills List
- **Phase 5: Engagement with material stakeholders**
  - Continuous auxiliary research
  - Engagement with material stakeholders, e.g., Chambers
  - Dept. Skills Branch engagements
  - Research team discussion
- **Phase 6: Production, presentation & submission of final SSP**
  - Incorporating inputs received from various stakeholders
  - SASSETA Governance Structures:
    - Chambers
    - Governance & Strategy Committee
    - Board consideration & approval
  - Final draft SSP submitted to the Dept. for approval by the Minister

A hybrid research process in developing the sector skills plan for the safety and security SETA was used.

The phases in the research process some overlap to each other while other occur simultaneously.
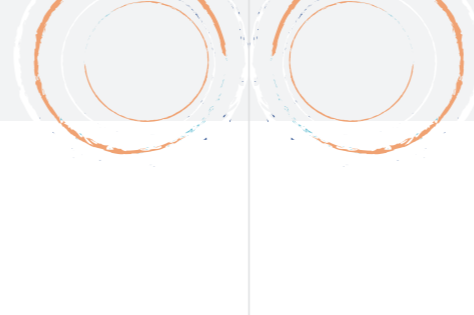
Summary of the Research Studies conducted during 2021/22

Topic	Research methods and Data analysis	Objectives of study		Data collection tool	Sample size and scope	List of data sources and datasets	Date completed
1. Policing subsector: *An Overview of Human Capital, Skills & Occupations*	**Research method:** *Mixed research* Qualitative Method: phenomenological research. Quantitative Method: Survey **Data analysis method** Quantitative analysis: Descriptive statistics Qualitative analysis: Thematic analysis.	**The study sought to:** • Profile of the Policing sub-sector. • To identify and elaborate on key change drivers that influence the demand for and supply of skills in the Policing sub-sector. • To determine occupational shortages and skills gap as well as the requisite skills interventions required. • To assess the effectiveness of existing SETA partnerships in the Policing sub sector. • To identify possible strategic partnerships that SASSETA could forge with other stakeholders to advance skills planning.		Online surveys and face to face interviews	**Convenient sampling.** Three (3) organisations in the Policing Chamber participated in the study: i.e., the South African Police Service (SAPS), the Road Traffic Management Corporation (RTMC) and the Independent Police Investigative Directorate (IPID). Planned sample size: 30, but 13 respondents participated in the study	Websites, journal articles, government, and academic research reports, SASSETA 2021/22 WSP data	**30 March 2022**
2. Skills Survey for Legal Services and Private Security Sectors in South Africa: *A Qualitative Modelling*	**Research method:** Mixed Research Methods *Qualitative method:* Phenomenological research. *Quantitative Method:* Survey **Data analysis methods** *Quantitative analysis:* Descriptive statistics Qualitative analysis: Content analysis.	**The study sought:** • Conducting research per subse-ctor with a focus on the sector profile, • Identifying key skills issues and skills development priorities per subsector, and • Determining the extent of skills mismatch to identify hard-to-fill-vacancies (scarce skills) and top-up skills (skills gaps) in the subsectors under review.		Online questionnaire	Planned sample size was 300, however 98 respondents participated in the study	Websites, journal articles, government, and academic research reports.	**30 March 2022**
3. Understanding the role of Private Training Providers in the Safety and Security Sector: *A case of Private Security and Legal Services Sub-Sectors.*	**Qualitative Research method** Phenomenological research. **Data analysis method** Content analysis	**The study was intended to:** • Understand the role of private learning institutions as a provider of skills provider in the Safety and Security Sector, and • Identify quality assurance gaps and weaknesses in private learning institutions in the Safety and Security Sector.		Telephonic semi structured interviews	The planned sample size was 40, however 12 respondents participated in the study	Websites and journal articles	**30 March 2022**

Topic	Research methods and Data analysis	Objectives of study		Data collection tool	Sample size and scope	List of data sources and datasets	Date completed
4 The importance of workplace learning in the safety and security sector: *A Case study on selected SASSETA learnerships.*	<u>**Qualitative Research method**</u> Phenomenological research. <u>**Data analysis method**</u> Thematic analysis	**The study sought to:** • Understand the employer's approach in implementing workplace learning in the safety and security sector. • Investigate the challenges encountered in workplace learning within the safety and security sector		Semi structured interviews contain open-ended questions	Planned sample was 30, however, the actual respondents participated in the study were 18.	Websites and journal articles	**30 March 2022**
Ensuring reliability and validity in the research studies	For all the four studies conducted during 2021/22, researchers ensured the reliability and validity of the results/findings through: • The creation of appropriate research designs, • The choice of appropriate research methods and samples, and • The execution of the research studies carefully and consistently to avoid errors and/ or bias.						

CHAPTER 1
SECTOR
PROFILE

1.1   Introduction

The Safety and Security Sector Education and Training Authority (SASSETA) is one of the 21 SETAs that was established and entrusted with the requisite authority to facilitate the skills development in the safety and security sector. The Skills Development Act, 1998 (SDA) makes provision for the establishment of Sector Education and Training Authorities for each economic sector.

SETAs are entrusted with authority to facilitate and directs the skills development in their respective economic sectors. South Africa's historically low structural growth may in part be due to poor outcomes in education. To the best of our knowledge, there has not been any published work on the relationship between economic growth and education in South Africa. However, the international evidence seems to indicate that low-quality education has been a drag that partly explains the low long-run growth in the country.

Addressing skills needs of the sector is important because the sector without a skills workforce will not be able to maximise its delivery, grow and function effectively. The skill development ecosystem in South Africa is complex, large and diverse, providing varied levels of skills across an extremely heterogeneous population. It may appear somewhat trite to conclude that employers want workers (or graduates) to be "work-ready", and struggle to recruit and find fit for purpose prospective workers.

The data sources used to inform the sections of this chapter comprise of a combination of primary and secondary data. These entail the SASSETA 2022/23 WSP [1] data, National Treasury reports, the South African Labour Guide, the International Monetary Fund (IMF) reports, material from websites of the regulatory and oversight bodies in the sector, information from non-profit organisations (NPOs) with a footprint in the sector, newspaper articles as well as information from other civil society organisations in the sector. This chapter articulate and discusses the safety and security sector profile in the context of the South African economy and labour market.

1.2   Economy and business

Economic outlook remains subdue, GDP growth by 1.9% in the 1st quarter 2022, Consumer price index (CPI) sitting at 7.4% breaking the upper inflation band for South African Reserve Bank inflation target (Between 3 minimum – 6 maximum). South African gross domestic product (GDP) expanded by 1,9% in the first quarter of 2022, representing a second consecutive quarter of upward growth. GDP is projected to grow by 1.8% and 1.3% in 2022 and 2023 respectively.

The labour market remains volatile and fragile, with unemployment rate of 34.5% (and the employment growth will remain steady). The labour market came under strain and recovering from the Covid 19 lockdowns and pandemic and the outbreak of public violence in July.

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[1] This data entails only received and approved WSP/ATR received by SASSETA during the 2021/22 financial year (i.e. 969 organisations).

Job losses continue to be more pronounced in lower skilled occupations with many of which were highly sensitive to the pandemic restrictions.

The Covid-19 pandemic lingering impact is exacerbating the pre-existing inequalities. Businesses have been severely affected and many have closed their operation. Energy security remain a lingering challenge. The impact of load shedding is affecting all the economic sectors and negatively impacted on the productivity and efficiency. The safety and security sector has not been spared from the social and economic shock caused by the Covid-19 pandemic.

1.3 Safety and security sector: Scope of coverage

The Safety and Security Sector in South Africa is both public and private. The Public Security Sector consists of government security agencies and law enforcement bodies, whose role is to protect and serve the public and the interests of the state.

On the other hand, the private sector element of the security sector comprises those companies and bodies who provide security and legal services to paying clients. Box 1-1 present the SIC codes and the specific constituencies associated with each of the subsectors are depicted in Box 1-1 below.

Box 1-1: SIC Codes, subsectors, and constituencies

SIC Codes	Subsector	Constituency
9110A*	Policing	• The Independent Complaints Directorate (IPID), The Secretariat for Safety and Security, Civilian Secretariat for Police, The South African Police Service (SAPS
91301 91302		• Municipal and Metro Police Services, Traffic Management / Law Enforcement • Road Traffic Management Corporation (RMTC)
9110B*	Corrections	• The Department of Correctional Services (DCS) • Private correctional services providers
		• Kutama Sinthumule Correctional Centre • Mangaung Correctional Centre
		• Judicial Inspectorate for Correctional Services • Correctional Supervision and Parole Boards
9110D*	Defence	• The Department of Defence (DOD) • South African National Defence Force (SANDF), SA Navy, SA Air force • SA Military Health

SIC Codes	Subsector	Constituency
9110C*	Justice	• The Department of Justice and Constitutional Development (DoJCD) • National Prosecuting Authority (NPA), Special Investigations Unit (SIU)
91104	Intelligence Activities	• The National Intelligence Agency (NIA)
91105		• The South African Secret Service (SASS)
88110	Legal Services	• Legal and paralegal services • Sheriffs
88111		• Legal Aid Services
88920	Private Security and Investigation Activities	• Private security, investigation, and polygraph services

Source: RSA, Government Gazette No. 42589 (2019)

1.3.1 The key role players in the sector

This section provides a synopsis of the key stakeholders in the Safety and Security Sector. These includes employers, trade unions, regulatory and oversight bodies, and civil society organisations, which have an important role to play in the context of skills development as outlined in the Skills Development Act, NDP and NSDP. They play a key role in increasing the skill levels of the workforce in order to improve productivity and economic growth. To ensure sustainable and effective talent management and succession planning, organisations need to understand their current and future business needs as well as their skills needs.

The key role players will play a crucial role in achieving the specific outcomes of the NSDP: Identify and increase production of occupations in demand' (Outcome 1), 'Linking education and workplace' (Outcome 2), 'Improving the level of skills in the South African workforce' (Outcome 3) and 'Encourage and support worker-initiated training' (Outcome 7) (NSDP, 2019).

1.3.1.1 Employers in the sector

Employers in the Safety and Security Sector consist of two distinct groups: Private sector organisations and public sector organisations. Private sector organisations fall mainly within three subsectors, that is, the Legal Services, and the Private Security and the Investigation Activities. The corrections services subsector has two private prisons that were established as Public-Private Partnerships with the Department of Correctional Services.

On the other, public sector organisations in the sector include the four large government departments. These are the South African Police Service (SAPS), the Department of Defence (DoD), the Department of Correctional Services (DCS), the Department of Justice and Constitutional Development (DOJ & CD), as well as various bodies established to provide oversight, regulatory and/or advisory functions to public sector entities.

1.3.1.2 Trade unions

It is argued that trade unions in South Africa are the strongest and well-disciplined compared to other countries in Africa. It is also estimated that there are more than 100 registered trade unions in the country. These unions are affiliated to three major trade union federations namely, the Congress of South African Trade Unions (COSATU), the Federation of Unions of South Africa (FEDUSA) and The South African Federation of Trade Unions (SAFTU).

The primary role of trade unions is to represent their members in various fora and to ensure that employers adhere to relevant legislation and regulations that advance and protect fair labour practice. Table 1-1 below depicts registered trade unions operating in the safety and security sector. It is also worth noting that the Legal services subsector is largely not unionised.

Table 1-1: Trade unions in the safety and security sector

Name of trade Union	Chamber (subsector)
• KAWU - Kungwini Amalgamated Workers Union • SATAWU - South African Transport and Allied Workers Union • DETAWU - Democratised Transport Logistics and Allied Workers Union • NASUWU - National Security and Unqualified Worker's Union • AWU - Abanqobi Workers Union • SANSAWF - The African National Security and Allied Workers' Forum • PTAWU - Professional Transport & Allied Workers Union of South Africa • DUSWO - Democratic Union of Security Workers • AMCU - Association of Mineworkers and Construction Union • PSWTU - Private Sector Workers Trade Union • PATU - Progressive Allied & Travel Union of South Africa • SOCRAWU - Security Officers Civil Rights and Allied Workers Union • NTM - National Transport Movement • SAPSWU - South Africa Private Security Workers' Union • SACSAAWU - South African Cleaners, Security and Allied Workers' Union • UASA - The Union • UPSWU - United Private Sector Workers Union • NDCAWU - National Democratic Change and Allied Workers Union • HOTELLICA P Hotel, Liquor, Catering Commercial &Allied Workers Union	Private security and Private Investigations
NEWAWU - National Education, Health, and Allied Workers' Union	Justice
POPCRU - Police and Prisons Civil Rights Union	Policing and Corrections
SAPU - South African Policing Union	Policing and Corrections
IPUSA - Independent Policing Union of South Africa	Policing
SSAPSA - Society of State Advocates and Prosecutors of South Africa	Justice
PSA - Public Servants Association	Justice

Source: South African Labour Guide (2019); https://ipusa.org.za

*IPUSA is not yet a party to the Safety and Security Sectoral Bargaining Council (SSBA) which include the State as the Employer and its Employees in the South African Police Service

1.3.1.3 Regulators and oversight bodies

Also, among the key role players for the safety and security sector are various regulatory and oversight bodies. These are presented in Table 1-2 according to the subsectors for which they provide regulatory or oversight functions.

Table 1-2: Regulatory and Oversight Bodies in the Safety and Security Subsectors

Corrections	
Judicial Inspectorate for Correctional Services (JICS)	The Judicial Inspectorate for Correctional Services (JICS) is an independent oversight body with the broad mandate to investigate any matter concerning the treatment of inmates in correctional centres and on conditions in correctional centres. Its reports are submitted to Parliament and the Minister of Justice and Correctional Services
National Council for Correctional Services (NCSS)	The National Council for Correctional Services (NCSS) is a statutory body consisting of 20 members, that has the mandate of guiding and advising the Minister of Justice and Correctional Services in developing policy related to the correctional system and to the sentence-management process.
Correctional Supervision and Parole Boards	Correctional Supervision and Parole Boards determine on a case by case basis, the possibility for the conditional release of offenders from a correctional centre into the system of community supervision prior to the expiration of their entire sentences of imprisonment as imposed by a court of law. They have been established in the 52 management areas of the DCS and three of the five members of each board are filled by suitable civilians who receive intensive training from the DCS.
Corrections	
Defence Force Service Commission	The Defence Force Service Commission provides researched and informed advice to the Minister of Defence and Military Veterans on all aspects of service conditions for members of the Defence Force to enable the establishment and maintenance of sustainable conditions of high morale and a state of combat readiness.
Reserve Force Council	The Reserve Force Council is an independent consultative, advisory and coordinating body, whose members are appointed by the Minister of Defence and Military Veterans with the purpose of providing the Department of Defence with advice on matters concerning the Military Reserves.
Office of the Military Ombud	The Office of the Military Ombud's mandate is to investigate complaints lodged by members of the military regarding his or her conditions of service.

Justice	
The Public Protector	The Public Protector of South Africa is a constitutional entity mandated to investigate any conduct in state affairs or in the public administration in any sphere of government that is alleged or suspected to be improper or to result in impropriety or prejudice, to report thereon and to take appropriate remedial action.
Human Rights Commission (SAHRC)	The South African Human Rights Commission (SAHRC) is a constitutional entity and exists to promote respect for human rights and a culture of human rights in South Africa. Specific activities involve investigating and reporting on the observance of human rights and taking steps to secure the appropriate redress of any violation of human rights. In addition, the SAHRC monitors measures taken by organs of state to give effect to the Bill of Rights in respect of housing, healthcare, food, water, social security, education, and the environment.
Judicial Service Commission (JCS)	The Judicial Service Commission (JSC) advises national government on any matter relating to the judiciary or the administration of justice. The JSC also interviews candidates for judicial posts and makes recommendations for the appointment of Judges and deals with complaints against Judges.
Legal Services	
Law Societies	Four statutory law societies have existed in South Africa since 1938 when the country comprised of four provinces. The Cape Law Society now has jurisdiction over all attorneys practising in the provinces of the Western Cape, the Eastern Cape and the Northern Cape; and The Law Society of the Northern Provinces now has jurisdiction over all attorneys practising in the provinces of Gauteng, Mpumalanga, the North West and Limpopo. The KwaZulu-Natal Law Society and the Law Society of the Free State have jurisdiction over attorneys in their respective provinces. These four statutory law societies regulate and exercise control over the attorneys' profession and exist to "uphold and improve the standards of professional conduct and qualifications of practitioners" and "to provide for the effective control of the professional conduct of practitioners". The statutory law societies also register articles of clerkship for candidate attorneys who undergo a prescribed period of compulsory practical training.
General Council of the Bar of South Africa	The General Council of the Bar of South Africa (GCB) is a federal body representing the organised advocates' profession in South Africa and has ten constituent societies of practising advocates called Bars. There is a Bar at the seat of every provincial and local division of the High Court of South Africa. Membership of a Bar is limited to advocates in private practice. The Bar Councils enforce code of ethical conduct for their members while the Admission of Advocates Act 74 of 1964 sets the minimum education and admission requirements to enter the advocacy profession.

South African Board for Sheriffs	The South African Board for Sheriffs is a statutory body and exists to maintain the esteem of and enhance the status of, and to improve the standards of training of and functions performed by, sheriffs. The Board also ensures that sheriffs comply with their legal and constitutional obligations. The Board sets standards for training of persons, who are or intend to become sheriffs; promotes professionalism; monitors sheriffs' conduct; and takes disciplinary action when necessary.
Policing	
The Civilian Secretariat for Police	The Civilian Secretariat exercises civilian oversight over the police service, with the aim of ensuring a "transformed and accountable police service that reflects the values of a developmental state". This is achieved through a partnership approach, in which the Secretariat engages with other oversight bodies to build safer communities and a professional police service. The Civilian Secretariat is specifically mandated to monitor the implementation of the Domestic Violence Act, 116 of 1998 and the overall management of the Community Police Forum environment.
Independent Police Investigative Directorate (IPID)	The IPID is a police complaints body that exercises independent and investigative oversight over the SAPS and Municipal Police Services to enhance their accountability and transparency. Specifically, the IPID investigates any alleged misconduct of, or offence committed by, a member of police service and makes appropriate disciplinary recommendations.
Departments of Community Safety and Liaison	The primary objectives of PSiRA are to regulate the private security industry and to exercise effective control over the practice of the occupation of security service provider. PSiRA exercises its mandate through two keys means. Firstly, all security service providers and security officers are required to apply to PSiRA for registration, which is granted based on their ability to meet set requirements. Secondly, PSiRA inspectors (who have peace officer status) conduct regular onsite inspections of security services providers and acting against cases of non-compliance.
Private Security and Investigation Activities	
Private Security Industry Regulatory Authority (PSiRA)	The primary objectives of PSiRA are to regulate the private security industry and to exercise effective control over the practice of the occupation of security service provider. PSiRA exercises its mandate through two keys means. Firstly, all security service providers and security officers are required to apply to PSiRA for registration, which is granted based on their ability to meet set requirements. Secondly, PSiRA inspectors (who have peace officer status) conduct regular onsite inspections of security services providers and acting against cases of non-compliance.

Source: Authors compilation (2022)

1.3.1.4 Civil society and NGOs

Also included in the key role players in the safety and security sector are a number of non-governmental organisations (NGOs) or non-profit organisations (NPOs) that provide a range services including, research, lobbying, training, professionalisation and legal services to targeted constituencies. There are several civil society organisations involved in conducting research. Some of these organisations, such as the Institute for Security Studies, focus on research spanning the entire sector while others focus on specific sub sectors such as the African Police Oversight Forum which focus primarily on policing. In addition, there are also a number of organisations that conduct research on specific areas within the security sector such as research on violence against women. Within the sector there exist a number of Professional Bodies/NGOs that seek to address transformation and enrich professionalisation of the sector.

There is a plethora of non-governmental organisations (NGOs), non-profit organisations (NPOs) as well as community-based organisations (CBO) which are actively involved in the safety and security sector. Organisations such as the Back Lawyers Associations (BLA), the National Association of Democratic Lawyers (NADEL), the South African Judicial Institute Education (SAJIE) and the South African Women Lawyers Association (SAWLA) focus on the professionalisation and transformation of the legal sector.

The business community has also established a number of bodies and NPOs that work with the sector and the business community at large on safety and security issues. Such bodies include Business and Against Crime South Africa (BACSA), the South African Banking Risk Information Centre (SABRIC) and the Consumer Goods Council Crime Prevention Programme.

There are also a number of NPOs registered with the Department of Social Development (DSD) operating within the security sector and according to the DSD services offered by NPOs involve activities such as:

- Crime prevention and promotion of public safety and precautionary measures among citizens.
- Victim support services, including counselling and advice to victims of crime.
- Rehabilitation of offenders, including programmes and services to reintegrate offenders into society, access to half-way houses, probation and parole programs, and prison alternatives.
- Consumer protection, i.e., services to protect consumers' rights, and advocating for the improvement of product control and quality, and
- Legal services, advice and assistance in dispute resolution and court related matters.

Finally, there are a number of specific community-based forums that operate within the sector including Community Policing Forum, Community Safety Forums and Community Patrollers. These bodies range from business-initiated structures and community organisations, as well as professional bodies providing a variety of services in the sector.

1.4 Economic contribution of the sector

Internationally, it is increasingly recognised that the stability that results from a well-functioning security sector is not an end in itself. Its importance lies in the fact that it permits other development to take place, but it must be appreciated that whilst stability permits economic and political progress, it does not cause them. There are many factors that can determine political and economic life, which even a perfectly function security sector may be unable to cope with.

The development experts, for so many years ago, resisted the notion that security was essential precondition for economic growth and development, and took a dim view of the security sector as a whole. Yet the historical records of state formation and economic development are unambiguous. Brozoska (2003: 21) declares that "States that have grown economically and matured politically have without exception done so when their government have been able to provide security." GDP is expected to grow by an average of 1.8 % over a three-year period. The upward revision comes after the National Treasury had projected the GDP growth to grow at an average of 1.7 % over a two-year period when it tabled its Medium-Term Budget Policy Statement (MTBPS) in November last year (National Treasury, 2022).

Commodity prices, which have supported our economic recovery, slowed in the second half of 2021. Also, violent unrest in July 2021, and restrictions imposed to manage the third wave of Covid-19 further eroded the gains made in the first half of the year. Meanwhile, National Treasury noted that significant risks to the outlook include the emergence of new Covid 19 variants in the context of low vaccination levels, rising global inflation, and continued disruptions to power supply.

The private security and legal services subsector fall under the finance, real estate and business services sector. Annual, quarterly and regional statistics on labour and GDP by the StatsSA do not provide disaggregated data beyond sector level, thus the need for estimation where necessary. The finance, real estate and business services sector itself, according to StatsSA reports, houses sixteen (16) other subsectors such as real estate activities, financial intermediation, photographic and advertising activities.

Figure 1-1: GVA in absolute figures; target subsectors & overall economy

	2013	2014	2015	2016	2017	
	R 31,58	R 30,59	R 42,13	R 35,02	R 48,62	Private Security
	R 27,06	R 27,01	R 30,46	R 24,57	R 34,67	Legal Services
	R 576,71	R 592,53	R 607,58	R 621,80	R 633,41	Business Services
	R2 699,88	R 2 752,41	R 2 786,74	R 2 805,24	R 2 842,42	Overol Economy
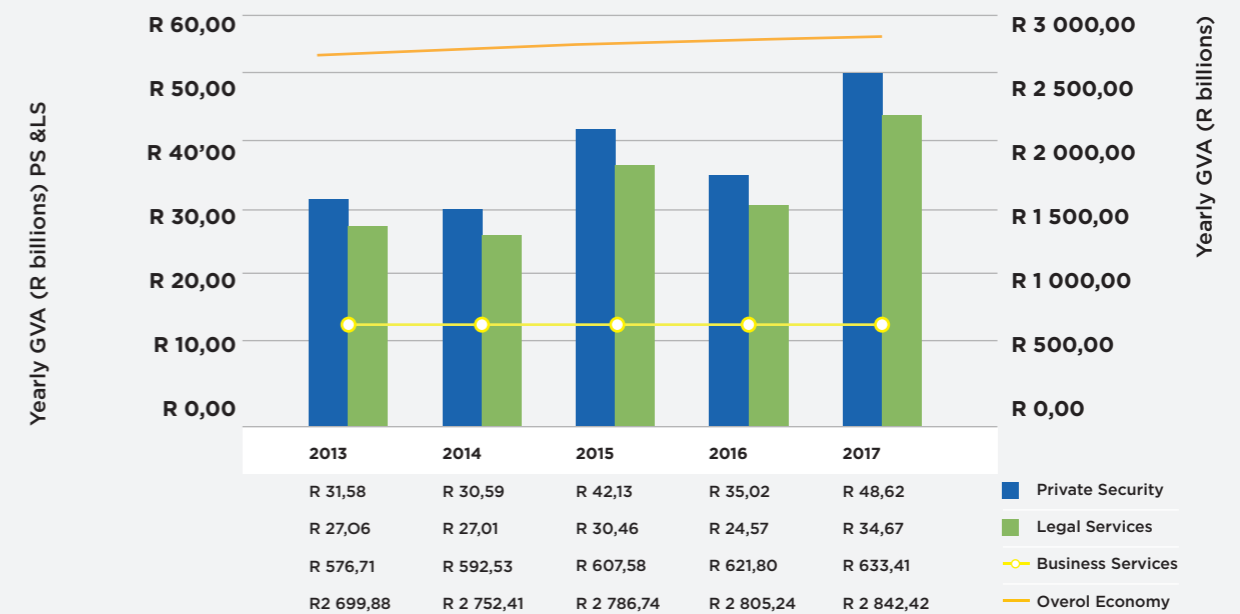
Source: StatsSA (2018)

On Figure 1-1, the bars (with left side scale) represent yearly GVA of the private security and legal services subsectors while lines (with right side scale) represent yearly GVA of the finance, real estate and business services sector and the national economy. There is a gradual increase in GVA for all subsectors with private security starting from R31.5 billion in 2013 to R48.6 billion in 2017 while the legal services subsector starts from R27.1 billion in 2013 to R34.7 billion in 2017. Similarly, absolute GVA for the business sector saw a steady increase from R576.7 billion in 2013 to R613.4 billion in 2017 while GVA for the national economy also increased from R2,7 trillion in 2013 to R2.8 trillion in 2017.

Trends also show that in terms of value addition, private security has more impact in the economy than the legal services subsector. Throughout the years under review, private security consistently generated higher GVA than legal services with the largest difference notable in 2015. Instead of using absolute GVA figures, percentage contribution can also be used. These contributions relate to the portion of national GVA which can be attributed to service provision in the target subsectors. This information is presented in Figure 1-2. On the chart, the lines (with vertical scale) show the percentage contribution of private security, legal services and both subsectors combined while the bars (on horizontal scale) show percentage contribution of the entire sector to the overall economy.

Figure 1-2: % contribution to GVA of the finance, real estate and business services sector and target subsectors

2013	2014	2015	2016	2017	
21,36%	21,53%	21,80%	22,17%	22,28%	Business Services (sector)
1,17%	1,11%	1,51%	1,25%	1,71%	Private Security
1,00%	0,98%	1,09%	0,88%	1,22%	Legal Services
2,17%	2,09%	2,60%	2,12%	2,93%	PS + LS

Source: StatsSA (2018)

Figure 1-3: Employment headcounts; target subsectors & overall economy

2013	2014	2015	2016	2017	
290	290	323	331	338	Private Security
67	67	75	77	78	Legal Services
2037	2039	2273	2373	2329	Business Services (sector)
15177	15320	16018	16018	16171	Overol Economy

Source: StatsSA (2018)

The private security contribution changes from 1.17% in 2013, 1.11% in 2014, 1.51% in 2015, 1.25% in 2016 and 1.71% in 2017 whilst legal services contribution changes from 1.0% in 2013, 0.98% in 2014, 1.09% in 2015, 0.88% in 2016 and 1.22% in 2017. Both trends show a steady, fluctuating increase in percentage contribution to the GVA of South Africa; with the total contribution of the two subsectors peaking at nearly 3% in 2017. Meanwhile, the overall finance, real estate and business services sector continued to outperform the rest with a steady, uninterrupted increase in percentage contribution over the review period. The sector's contribution starts at 21.4% in 2013 up to 22.2% in 2017.

Figure 1-3 presents the number of people employed in the overall economy, the finance, real estate and business services sector and the targeted subsectors. Headcounts were collected from the quarterly labour force surveys and the 2016 finance, real estate and business services sector report. The left side scale (with bars) presents information for subsectors while sector and national information is presented on the right scale (with lines).

Results on Figure 1-3 show that private security employment headcounts changed from 292 988 people in 2013 to 317 415 people in 2017 while legal services changed from 67 792 people in 2013 to 73 453 people in 2017. Private security employment headcounts were constantly above legal services employees throughout the review period, with evidence of a gradual increase in the number of employed in both subsectors.

The National Treasury also said that longstanding structural constraints entrench South Africa's high levels of poverty and unemployment. The government continues to advance a multifaceted strategy to achieve higher and sustained economic growth rates (National Treasury, 2022).

1.4.1 Government expenditure in the safety and security sector

The main mandate of the Peace and Security function is to ensure the safety and security of residents in the country through an efficient and effective criminal justice system. In order for this function to advance it mandate, the budget of R664.3 billion over the medium term has been set aside. Over the next three years, this function will focus on intensifying the fight against crime and corruption and implementing personnel reforms to contain departmental compensation within the expenditure ceiling (National Treasury, 2022).

As the 4th Industrial Revolution (4IR) continue to play a huge role in the day to day running of business, the peace and security function is not spared (National Treasury, 2022). An allocation of more than R35 million to invest in information technology and communication (ITC) related functions for the Office of the Chief Justice, the Investigating Directorate of the National Prosecuting Authority (NPA) and the Public Protector of South Africa confirms the significance of ITC for public sector entities in the safety and security sector (National Treasury, 2022). Figure 1-4: Estimate of future government expenditure in the Peace and Security cluster. Over the medium term, government intends to intensify the fight against corruption and ensure sufficient capacity for investigating and prosecuting criminal cases emanating from the State Capture Commission.

Figure 1-4: Estimate of future government expenditure in the Peace and Security cluster
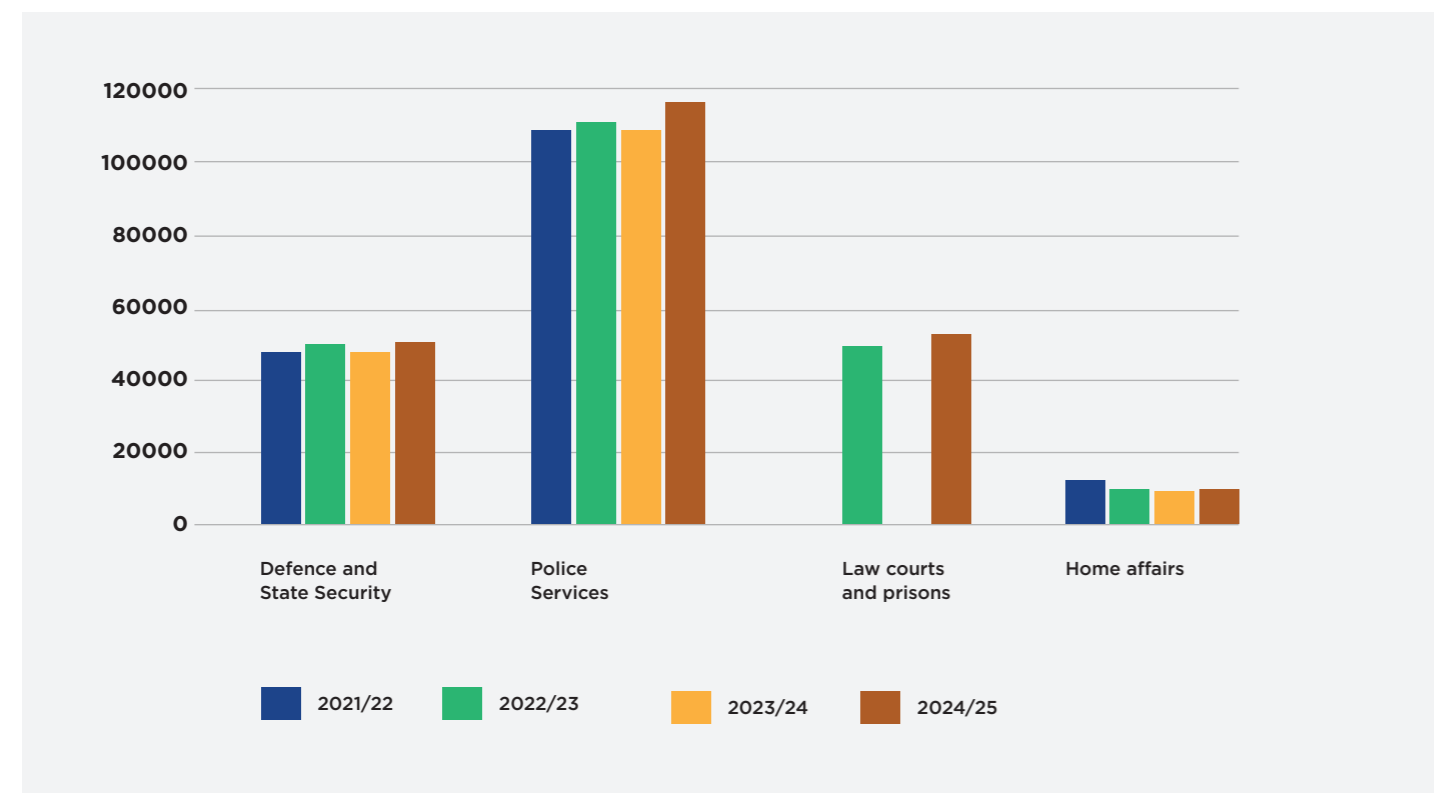
Source: National Treasury, Budget Review (2022)

Table 1-3: Estimate of future government expenditure in the Peace and Security cluster. To this effect, R426 million has been allocated to the Investigating Directorate of the NPA and the Financial Intelligence Centre National Treasury (2022). From the R426 million mentioned above, R262.1 million will be utilised to appoint 68 permanent personnel in the Financial Intelligence Centre and an estimated 90 staff members in the Investigating Directorate of the NPA. An amount of R34.3 million is reprioritised to Legal Aid South Africa over the Medium-Term Expenditure Framework (MTEF) period to capacitate the six newly established Specialised Commercial Crimes Courts in Limpopo, Mpumalanga, North West and the Northern Cape provinces (National Treasury, 2022).

Table 1-3: Estimate of future government expenditure in the Peace and Security cluster.

Departments	2021/22	2022/23	2023/24	2024/25	Percentage (%) of total MTEF allocation	Average annual MTEF growth
Defence and State Security	49 042	49 983	48 871	50 289	22.5%	0.8%
Police Service	108 453	110 220	108 577	114 222	50.1%	1.7%
Law courts and prisons	4 9 713	50 800	50 015	52 296	23.0%	1.7%
Home Affairs	11 208	9 670	9 564	9 822	14.1%	-4.3%

Source: National Treasury, Budget Review (2022)

The South African Defence Force is expected to spend R1 billion to implement the required reforms to it human capital structure. The department is allocated R1 billion in 2022/23 and R800 million in 2023/24 to implement these reforms, which include early retirement without penalisation of pension benefits. structure over the medium term.

The South African Police Service receives an additional R8.7 billion over the MTEF period, of which R2.9 billion is to cover costs arising from the 2021 public service wage agreement. The remaining allocation will enable the department to appoint 12 000 entry level constables.

1.4.2 Comparison with other public sector expenditure

The South African Government has committed to reduce the levels of poverty and inequality in South Africa. This is evident in the current expenditure and future amount government is willing to spent on the programmes that seeks to alleviate poverty and address inequality. 56.% of the national expenditure is dedicated to Learning and Culture, Health, and Social Development functions.

Moreover, Learning and Culture accounts for 24.3% of the total national expenditure, while the second largest item is Social Development (18.1 %), followed by Health and Community Development (13.8% and 13.6% respectively). On the other hand, the General Public Services function has the least budget allocation followed by the Peace and Security (3.8% and 12. % respectively) (International Bank for Reconstruction and Development, 2018; National Treasury, 2022).

1.4.3 Private security and legal services sub sectors

The private security industry in South Africa is among the largest in the world. It is now a more than R45 billion-a-year industry, and it is growing at a staggering rate. Most customers using private security services are businesses, and individual users are starting to invest more in security systems and the services that go along with them. There has been an increase in the crime rate over the years, and private security is the solution customers are relying on more and more.

The legal services sub-sector in South Africa plays a vital role in upholding the rule of law and promoting fair, democratic, and equitable functioning of the country. While somewhat exposed to South Africa's poor economy, the legal services sub-sector enjoys a stable increase in business as more companies are seeking compliance and advisory services in the face of new legislation and a shifting regulatory framework (Statistics South Africa, 2019). According to the Statistics South Africa (2019), this industry contributes more than R40 billion annually.

Figure 1-5: Estimated economic contribution of private security and legal services in South Africa

Source: International Monetary Fund (2021)

Figure 1-5 shows previous and projected economic contribution of the Private Security and Legal Services sub sectors in South Africa. The figure depicts a consistent increase in the two economic sub-sectors (i.e., private security and legal services). The private security industry seems to be more resilient compared to the legal services sub-sector. However, if these values are interpreted in a per-capital model, the legal services contribute far more than the private security services (IMF, 2020).

1.5 Labour market: *Safety and security sector*

In today's labour markets it is increasingly individuals who are expected to carry the burden of complying with changing labour market demands (Kelly and Harrison, 2009). Many government initiatives with the aim of making young people more employable 'operate within rationalities that place the burden of employability onto young people citing a range of deficiencies in relation to young people's education, knowledge of the job market and motivation' (Kelly and Harrison, 2009).

1.5.1 Employer profile

There were 4054 levy-paying organisations in the safety and security sector (SASSETA SMS data, 2022). Most of these organisations were in the Legal Services (2 320) and the Private Security and Investigation (1 488) subsectors. Table1-3 illustrates the number of active employers in the sector by means of levy contribution.

Table 1-3: Active employers by subsector

Subsector(s)	Number of Levy Paying Organisation	Government Dept./Entities
Defence	1	Department of Defence (SANDF)
Corrections	4	Department of Correctional services (Including three private correctional services centres who have a PPP arrangement with the DCS)
Justice	3	Department of Justice and Constitutional Development (Including the NPA and the Office of the Chief Justice)
Legal Services	2 489	Competition Commission, LPC, LSSA and the law firms
Policing	7	RTMC, IPID, CSPS and SAPS, North West Department of Community Safety, Limpopo Department of Roads and Transport (Provincial Secretariat), Eastern Cape Department of Safety and Liaison
Private Security and Investigation Activities	1 550	Private sector organisations
Total	**4 054**	**9**

Source: SASSETA SMS Data (2022)

** The information reflected is based on the data sourced from levy payers, not the entire safety and security sector

The Private Security and Investigation Activities, and the Legal Services sub-sectors have relatively more active employers in terms of levy contributions, which is 1550 and 2489 respectively. Subsectors that include government department has 9 organisations. Table 1-4 shows levy paying organisations in the safety and security sector from 2016/17 to 2022/23 financial periods.

Table 1-4: Levy paying organisations in the safety and security sector

Subsector	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Legal Services	2 058	2 650	2 950	2 980	2 320	2489
Private Security and Investigation Activities	1 292	1 620	1 892	1 992	1 488	1550

Source: SASSETA SMS data (2021)

Table 1-4, the number of levy-paying employers (LPEs) in the Legal Services subsector has been fluctuating between 2017/18 (2 058) and 2022/2 (2 489), even though the fluctuation is showing an increasing trend. A similar trend has also been observed in the Private Security and Investigation Activities subsector, although the number decreased from 1 992 in 2020/21 to 1 488 in 2021/22 there is an increase again on the current financial year of 168.

Although the SETA does not have empirical evidence to explain the decline in the number of LPE's in the two subsectors between 2020/21 and 2021/22 periods, it could be posited that Covid-19 pandemic and the slow economic growth are amongst the factors behind the 3% and 5% decline in the number of LPE' between 2020/21 and 2021/22 for the Legal Services and the Private Security and Private Investigations Activities subsectors, respectively.

In the private component of the sector, the Legal Services subsector is dominated by small law firms and para-legal professionals. Businesses in the subsector include firms of attorney (of which only 18.3% employ more than one person, and only 0.8% employ more than 10 people) and non-governmental organisations (NGOs), as well as not-for-profit organisations (NPOs). The companies rather than individuals dominate the Private Security and Investigation Activities subsector. These range from large extensions of multinational companies, through to large, medium and some very small locally owned companies (SASSETA 2022).

1.5.2   Employers in the Safety and Security Sector who submitted WSPs

Table 1-5 depicts number of employers who submitted their Workplace Skills Plans (WSPs) and Annual Training Reports (ATR)to SASSETA during the 2022/23 financial year according to size of organisation and subsector.

Table 1-5: Employers by organisation size per sub-sector (who submitted their WSPs)

Subsector	Size of organisation		
	Small (0-49 Employees)	Medium (50-149 Employees)	Large (150+ Employees)
Private security	153	106	279
Legal services	331	97	29
Policing	-	-	4
Corrections	-	-	4
Justice	-	-	3
Defence	-	-	1
Total	**484**	**203**	**320**

Source: SASSETA SMS data (2022)

It further shows that small organisations have the highest total number of employers (484), followed by the large organisations (320), whereas the least number of submissions were from medium organisations (203). Small organisations comprise mainly of law firms, while large organisations are dominated by private security companies. It is also worth noting that some of the law firms, private security companies, and public sector departments fall under large organisations (SASSETA SMS Data, 2022).

1.5.3 Provincial distribution of employers who submitted WSPs

Table 1-6 depicts the geographic (provincial) spread of employers in the sector.

1-6: Geographic location of employers by province

Subsector	Gauteng	Western Cape	Kwa Zulu-Natal	Free State	North West	Limpopo	Northern Cape	Eastern Cape	Mpumalanga
Private security	269	76	71	9	13	63	5	30	34
Legal services	218	74	53	17	9	4	3	39	8
Policing	3								
Defence	1								
Corrections	1		1		2				
Justice	3								
Total	495	150	124	27	22	69	8	69	42

Source: SASSETA SMS data (2022)

Table 1-6 reflect the provincial breakdown of the WSP/ATR submission for the 2022/23 financial year submission. Based on the information presented on table 1-6, Gauteng province is leading followed by Western Cape by 495 and 150 respectively. Northern Cape and North West are the least contributing provinces with 8 and 22 submissions respectively.

1.5.4 Total employment in the sector

Figure 1-6 provides an overview of the total employment in the safety and security sector. Based on the information from the SMS (2022) and Annual report of 2021, 917 178 employees are represented in the sector. The majority of employees are engaged in the Private Security (557 277 or 60.76%) and Policing (183 286 or 19.98%) subsectors, while the least number of employees are in the Justice (22 831 or 2%) and the Legal subsectors (39 876 or 4.35%).

Figure 1-6: Total employment (%)
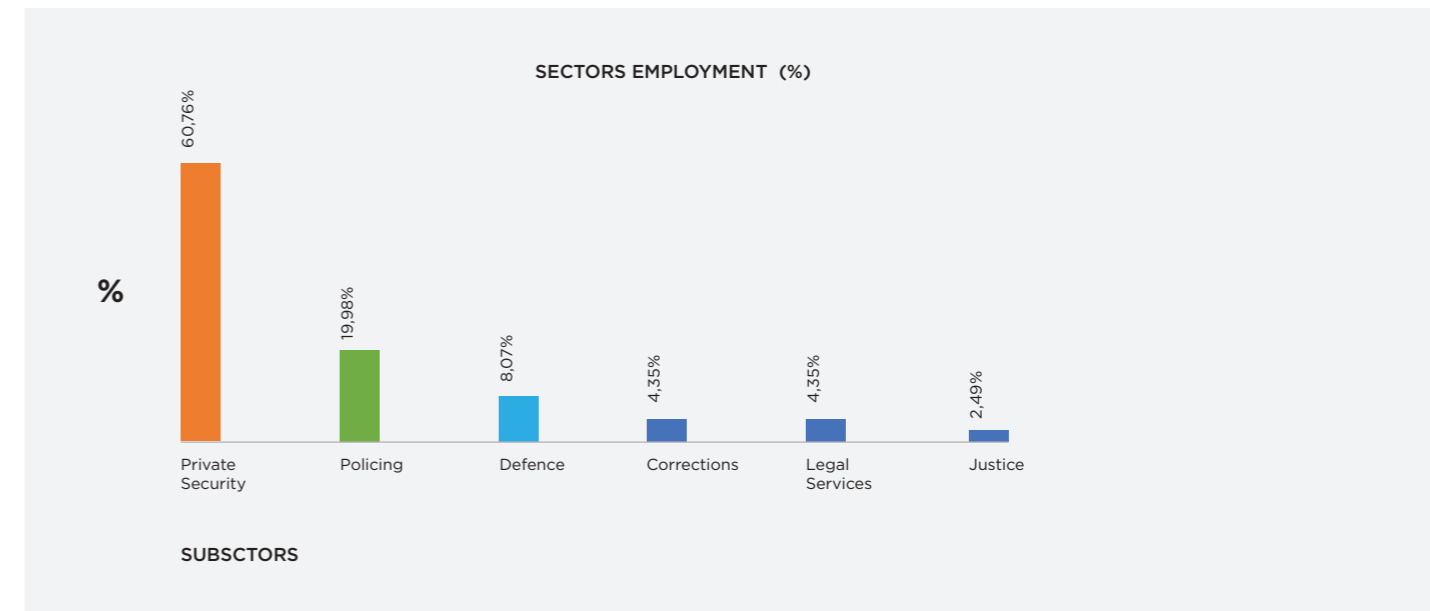
Source: SASSETA SMS data (2022)
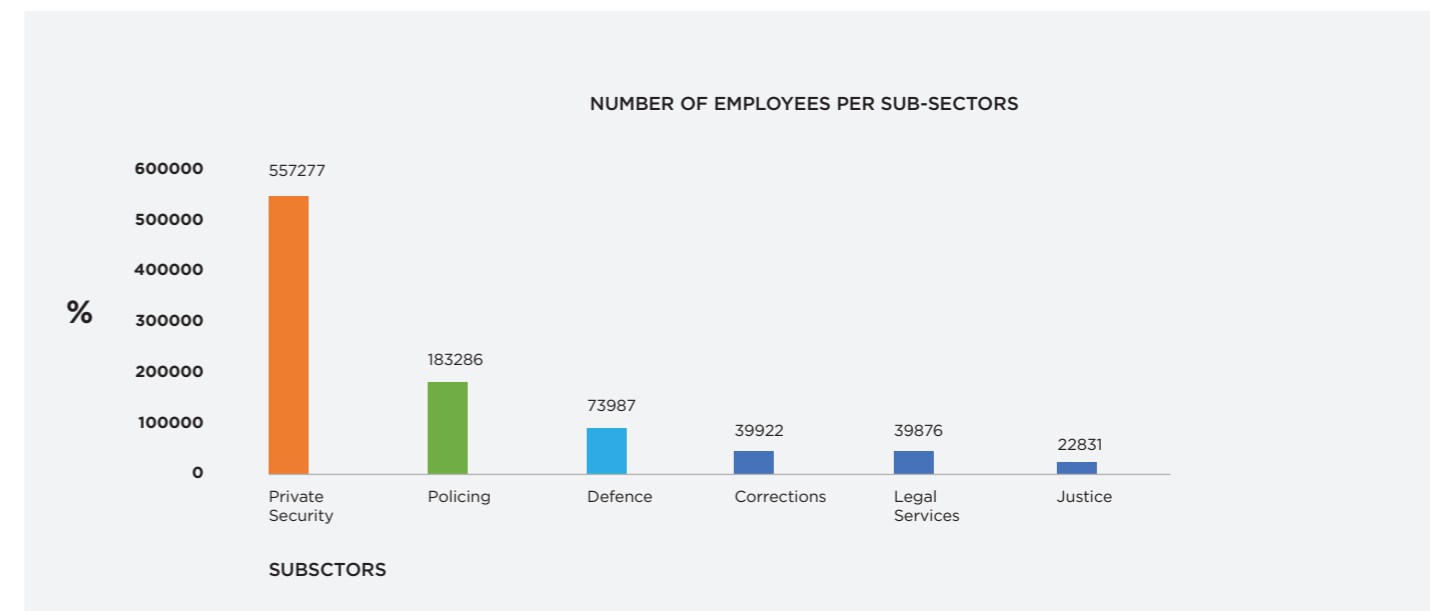
Source: SASSETA SMS data (2022)

1.5.5   Employment by province

Figure 1-7 illustrates the labour force distribution per provinces. It shows that most employees in the Safety and Security sector are based in Gauteng (40.20%) followed by KwaZulu-Natal (13.95%) and the Western Cape (13.16%). The least number of employees in the sector are based in the North West Province (3.28%). Gauteng is affected by the fact that all the government departments, and numerous civil society organisations as well as private sector companies have their head offices in the province.

Figure 1-7: Labour force status by province (%)

Northern Cape — 3,28
North West — 3,28
Mpumalanga — 5,09
Limpopo — 5,31
Free State — 5,32
Eastern Cape — 8,80
KZN — 13,95
Westetern Cape — 13,16
Gauteng — 40,20
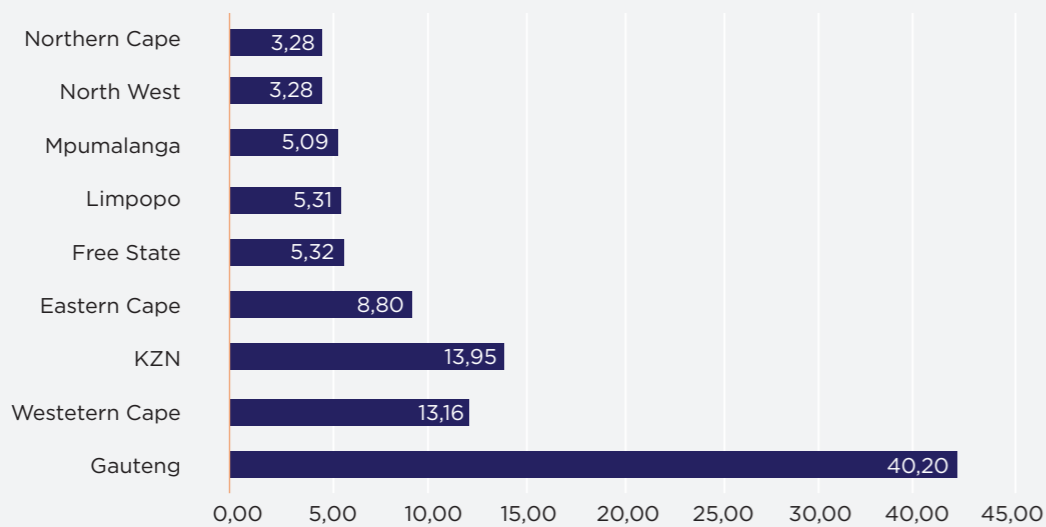
Source: SASSETA SMS data (2022)

1.5.6   Employment per occupational group

Four out of the seven SASSETA subsectors (except Intelligence, Defence and Policing) submitted the information on the occupational category of their employees according to the OFO codes. In order to rectify this data limitation, SASSETA is in the process of engaging with relevant stakeholders to resolve this. Figure 1-8 show occupational classification in the sector.

Figure 1-8: Occupational classification in the sector (%)

- Service and Sales Workers
- Clerks
- Technicians and As sociate Professionals
- Professionals, and Legislators, Senior Officialsand Managers
- Managers

72%

9%

8%

6%

4%
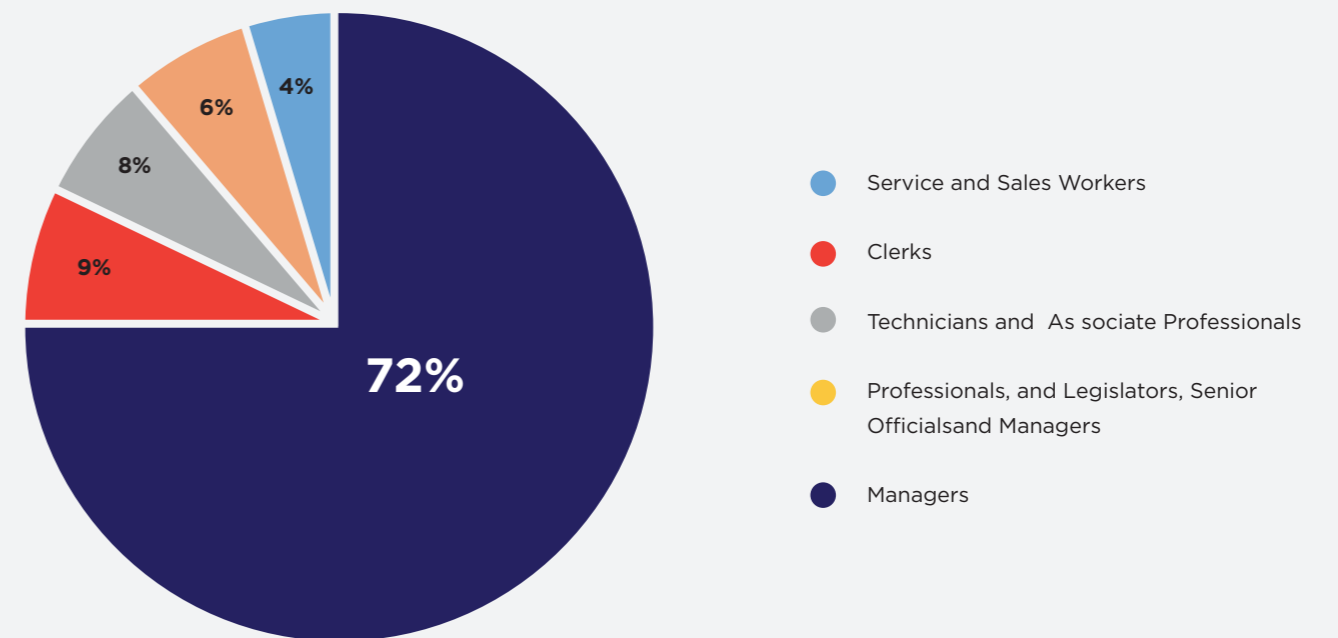
Source: SASSETA SMS data (2022)

Figure 1-8 above depicts that most employees (72%) in the sector are Service and Sales employees, followed by Clerks (9%) and Technicians (8%). The rest of the employees are Associate Professionals (7%), Professionals, and Legislators, Senior Officials (6%) as well as Managers (4%). This general representation is affected by the reality that the majority (90%) of employees in the Private Security subsector are categorized as Service and Sales Workers.

Figure 1-9 articulate that in the Correctional Services subsector most workers are categorised as Service and Sales Workers (68%), followed by Clerks (19%). The Figure 1-7 below displays the occupational classification in the Justice subsector.

Figure 1-9: Occupational classification in the Corrections subsector (%)
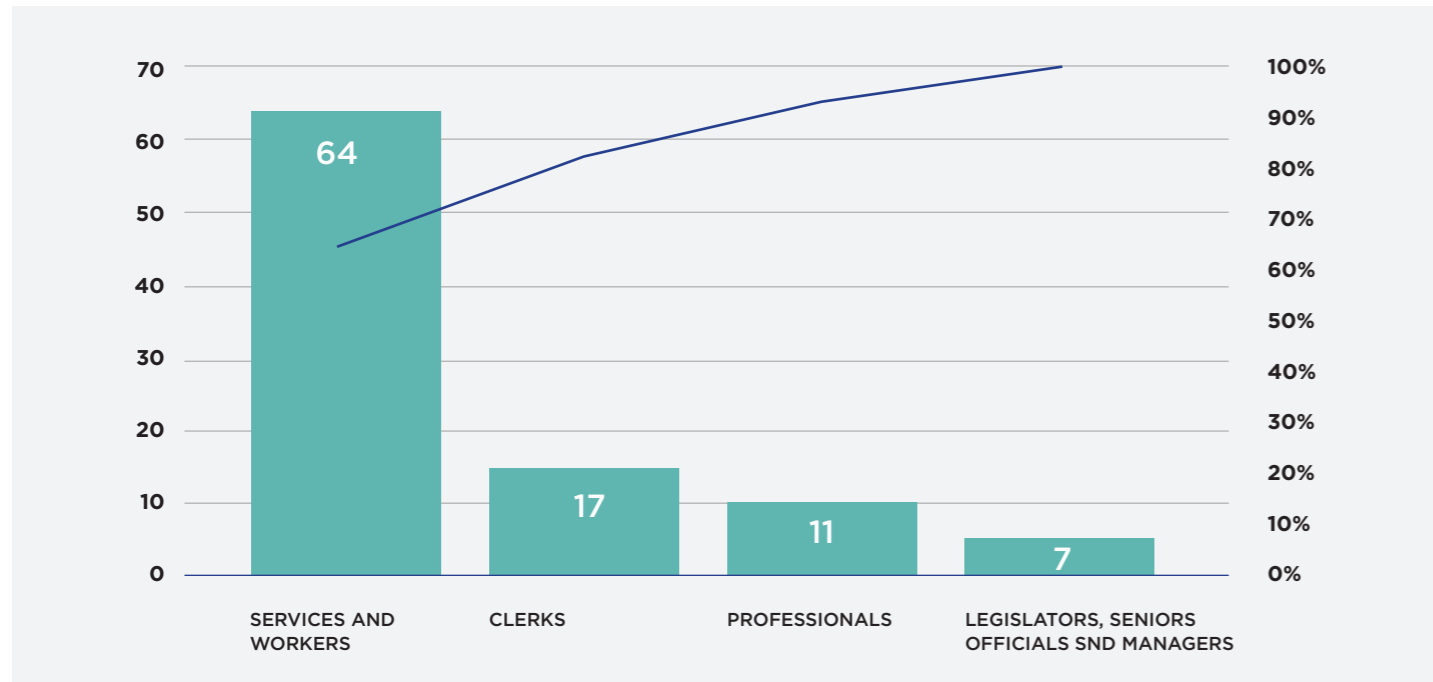
Source: SASSETA SMS data (2022)

In contrast to the above-mentioned statistics, the Justice sub-sector represented more by clerks (47) and professional is the second largest followed by Legislator, Senior Officials and Managers (33%) and (11%) respectively.

Figure 1-10: Occupational classification in the Justice sub-sector (%)

Source: SASSETA SMS data (2022)

Figure 1-10 above reveals that the Defence subsector has a wider range of occupational categories compared to other subsectors in the safety and security sector. Nonetheless, Service and Sales Workers is a dominating category (39%), followed by Clerks (22%) and Craft and Related Trades Workers (16%). Technicians and Associate Professionals account only for (14%), while the least contributing category is Professionals (9%).

Figure 1-11: Occupational classification in the Defence sub-sector (%)
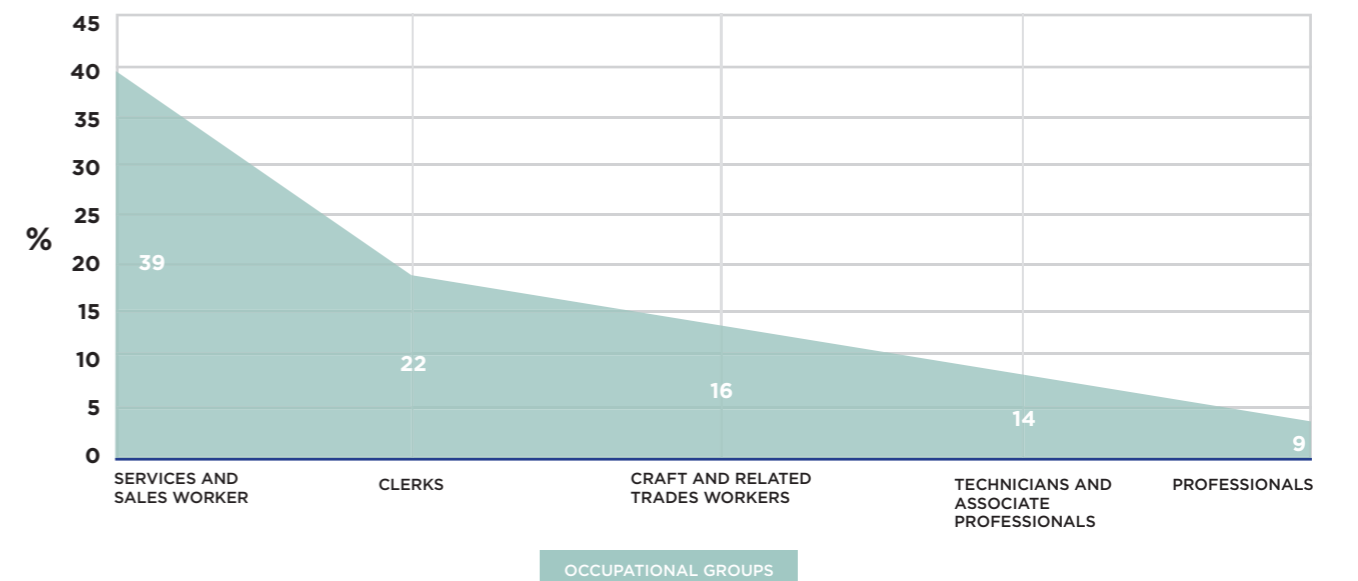
Source: SASSETA SMS data (2022)

In contrast with other subsectors, occupational data in the Policing subsector is presented in terms of semi-skilled workers (with discretionary decision- making powers, skilled technically, academically qualified as well as professionally qualified) as shown in Figure 1-11.

Figure 1-12: Occupational classification in the Policing sub-sector (%)
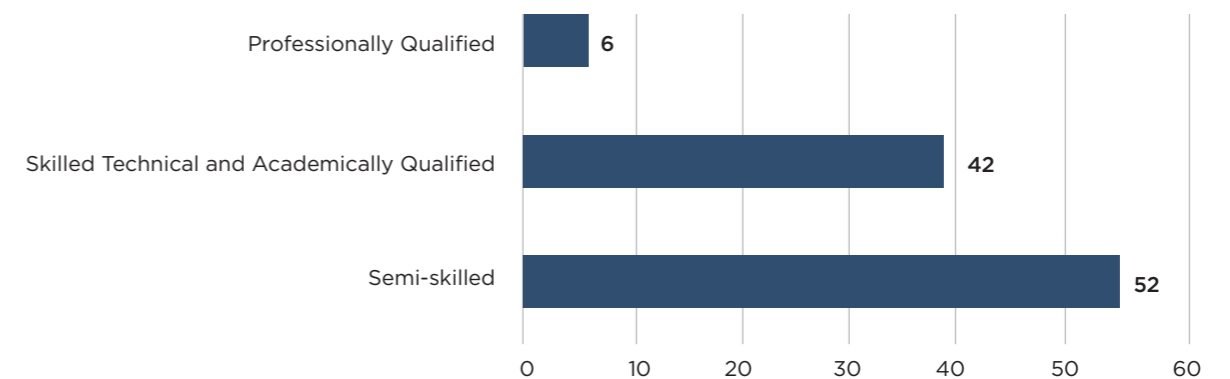
Source: SASSETA (2022)

Figure 1-12 above illustrates that 6% of the employed population is classified as professionally qualified, whereas 52% workers are under the semi-skilled class. The second largest population group is under the category of skilled technical and academically qualified with percentage of 42%. It also confirmed by the research that was conducted by SASSEAT (An Overview of Human Capital, Skills & Occupations) SASSETA (2022).

1.5.7 Demographic profile in the sector: Racial, gender

Figure 1-10 illustrates racial composition in the safety and security sector. It shows that 85% of the total employment population is represented by Africans followed by White with 7% and the least racial representation is Indians with 2%.

Figure 1-13: Racial composition (%)
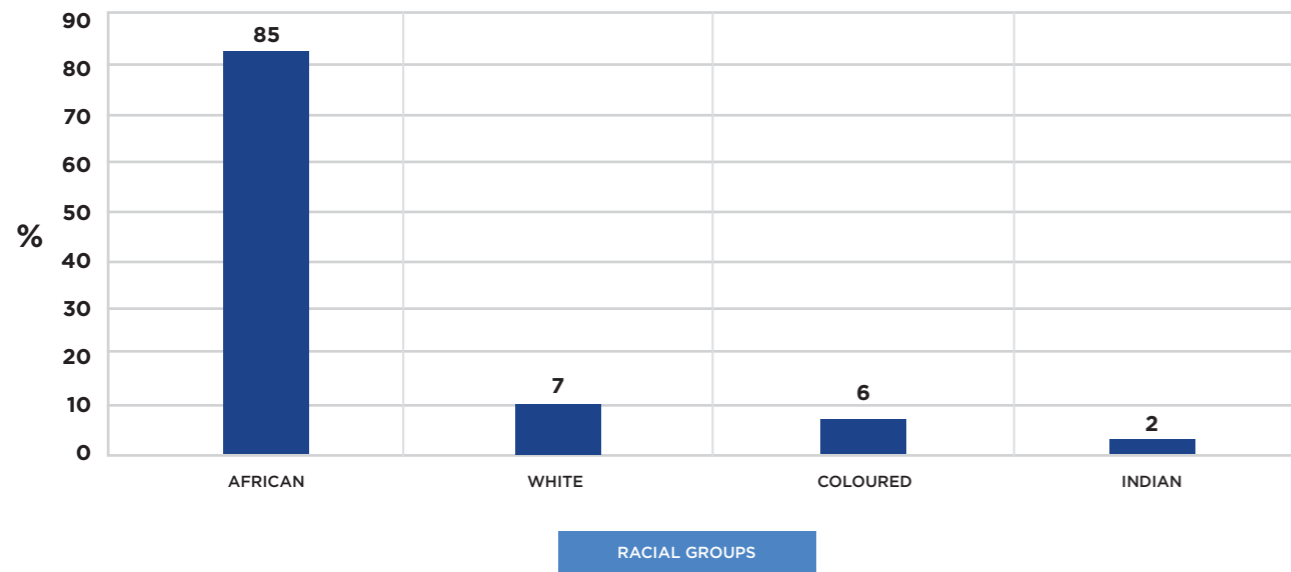
Source: SASSETA SMS data (2022)

Figure 1-13 depicts racial representation per subsector. The data depletes that African are a major contributor in all sectors of the safety and security sector in the South African economy. In the private sub-sector alone Africans represent 92%. The least contributing race is Indians in all sub-sectors however they are more represented in the legal services.

Figure 1-14: Racial representation per subsector (%)
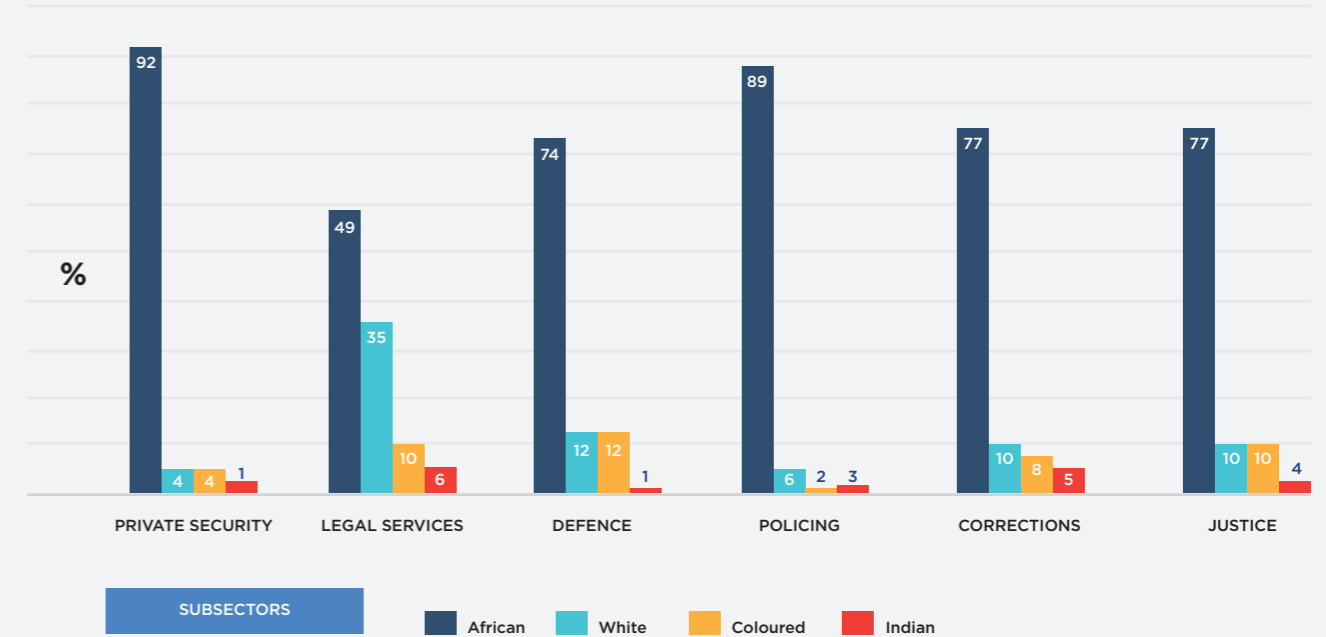
Source: SASSETA SMS data (2022)

Figure 1-14 articulate the gender composition in the sector. It shows that 69% of the sector's employees are males whilst 31% are females. This representation is influenced by the profile of the Private Security subsector, where most employees (79%) are males, while in Policing, almost two thirds (66%) of employees are males, while the Corrections and Defence subsectors are at 69% and 71% male, respectively. In contrast to the picture painted above, females dominate in both the Justice (58%) and Legal Services (63%) subsectors.

Figure 1-15: Gender composition (%)
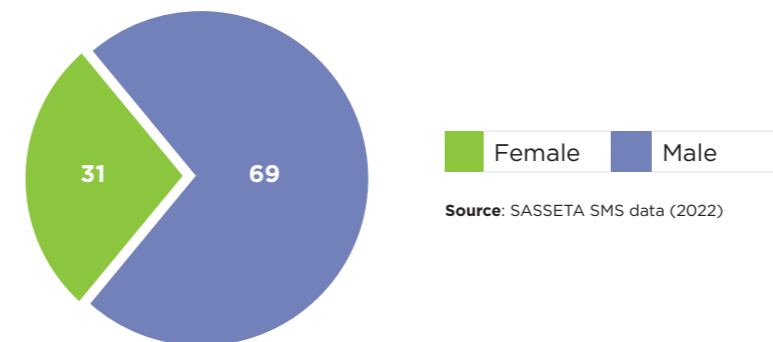
Source: SASSETA SMS data (2022)

Figure 1-15 above shows employees with disabilities per subsector of the safety and security sector. It further demonstrates that there are 1129 people living with disabilities employed in the sector and the majority (26%) of these employees are employed in the correctional services, while the minority (less than 1%) are employed in Policing.

Figure 1-16: Employees with disabilities per subsector (%)
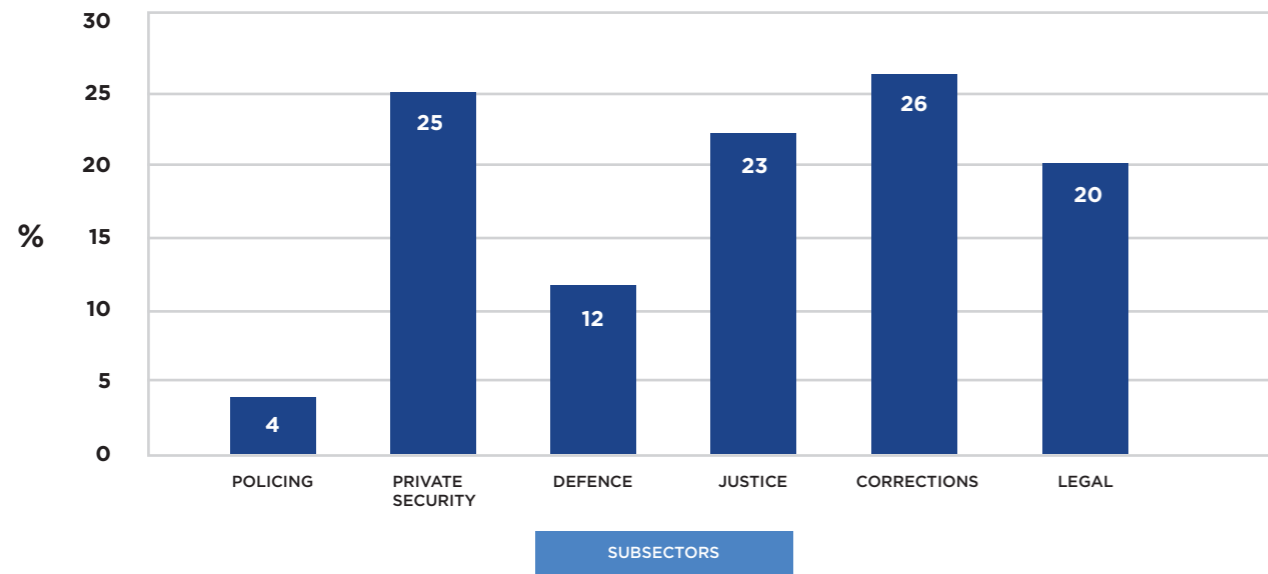
Source: SASSETA SMS data (2022)

Figure 1-16 shows age distribution in the sector. It indicates that most employees (45%) in the sector consist of the youth under the age of 35, while only 5% are over the age of 55. The most youthful of the subsectors is Private Security, where 53% of workers there are under the age of 35 and only 2% are over the age of 55. Policing has the largest proportion (60%) of employees between the ages of 35 and 55, while the majority (23%) of employees in Corrections are over the age of 55.

Figure 1-17: Age distribution in the sector (%)
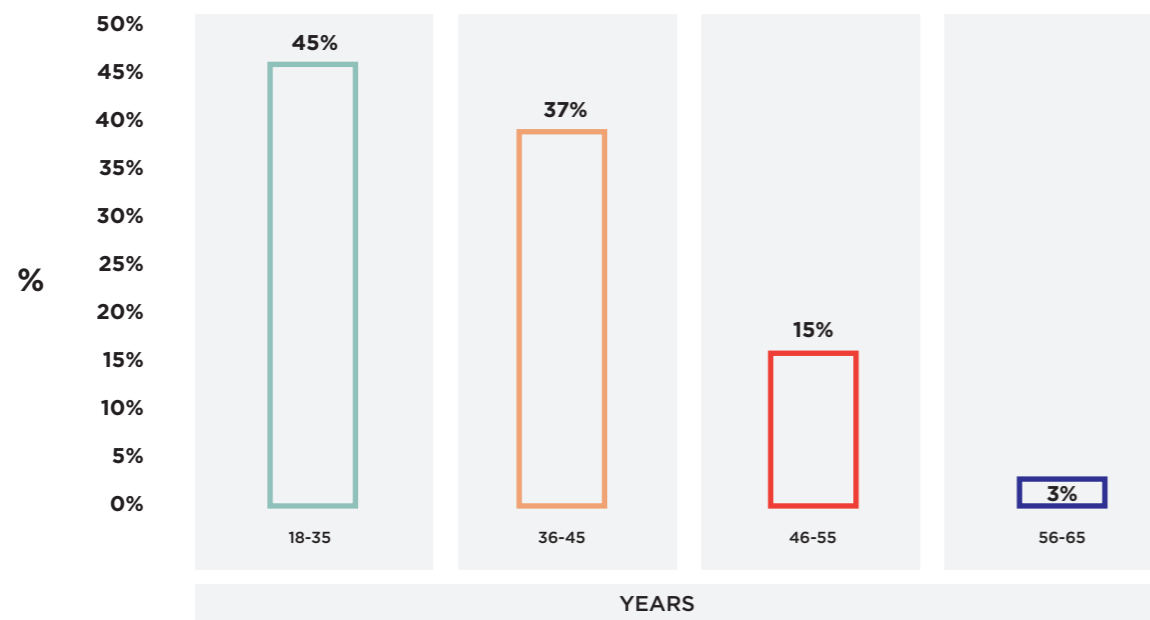
Source: SASSETA SMS data (2022)

1.6   Training and workforce development: *Upskilling and reskilling*

Skills development is a cumulative process that occurs at every stage, takes place in a variety of settings, engages a highly diverse stakeholders, involves multiple delivery mechanisms, and must constantly respond to changing nature of occupational requirements. An efficient skills development system embraces the entire spectrum of education and training and provides opportunities for recognition for prior learning and lifelong learning.

The output of education in South Africa has thus been misaligned with trends in the demand for labour. SETAs plays a critical role in matching demand-supply of skills by:

Facilitating & monitor skills development in the sector:
– Re(up)skilling the workforce in the sector.
– Support dynamic & impactful skills development in the sector.
– Core sectoral occupations - build & maintain competencies in the sector.
– It facilitates & monitors skills development in the sector.
– Ensuring the skills system responds to industry demands
– Build & maintain competencies in the sector.
– Direct investment in needed areas & improve the quality of the PSET system.

Analysis of the skills supply & demand:
– Hard - to - Fill- Vacancies.
– 'Soft skills' versus 'Hard' Business Knowledge.
– Skills gap reported by employers - causes of the skills gap.
– Support better training and jobs match.
– Upskilling & reskilling - required interventions.

Key changes in the economy which have impacted the demand for generic skills include increased global competition, drive for productivity growth, a steep increase in the use of technology and the growing sophistication of consumers. There have also been significant changes in the composition of the economy, with a shift from an industrial to a service and communications (IT) orientated economy.

This has altered the types and intensity of skills required, with increased emphasis on skill occupations, such as managers, professionals, and associate professionals. As organisations endeavor to meet changes in the occupational and sectoral composition of the economy, some employees are unable to demonstrate the multi-functional skills that are needed, nor are they able to effectively adapt to new working practices. This is often compounded by failings in the organisation to provide the necessary training to equip staff to meet new job requirements.
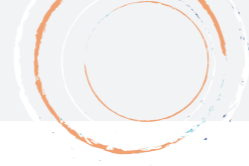
1.7 Impact of Covid -19: *Labour market insights*

The Covid -19 pandemic has completely changed how society is functioning, and businesses are striving to implement protocols set by their government and medical experts. There are plenty of rules that businesses and commercial buildings need to follow to maintain coronavirus pandemic rules.

The Covid -19 pandemic had a mixed effect on sector performance, resulting in lower demand from some markets and higher demand from other markets. To maximise the returns from the large investment in skills and tertiary qualifications, it is not sufficient to concentrate solely on the supply of skills. Priority also needs to be placed on employer demand and emphasising better utilisation of skills.

Skills utilisation is as important to workforce development as skills acquisition and the key critical success factors to achieving better use of skills include good leadership, supportive culture, communication, consultation, participative processes and commitment to harnessing and nurturing the talents and skills of the workforce. However, market distortions and inefficiencies might cause an adverse cycle of high costs, inadequate quality of supply, and low demand. This adverse cycle means that the political and policy promise of skills development helping to ease the unemployment problem is at risk of remaining unfulfilled.

1.8 Conclusion

The subsectors studies show that the Safety and Security sector is labour-intensive, while the sector simultaneously requires technical and specialised skills to deliver its multi-faceted demands and mandate. It was also established that the sector is an important part of the South African social and economic landscape. Furthermore, an overwhelming majority of employees in the sector are Service and Sales Workers (70%), followed by Clerks (9%) as well as Technicians and Associate Professionals (6%).

Additionally, categories of Professionals, Legislators, Senior Officials and Managers respectively constitute only 4% to 5% of total employment. This overall picture is highly influenced by the bulky Private Security subsector, wherein 90% of employees are classified as Service and Sales Workers.

Most employees are African (85%), and an overwhelming majority is in the Private sector, followed by Whites and Coloureds (7% and 6% respectively). It is worth mentioning that Indian representation is the highest in the Legal services subsector (6%), although they only constitute 2% in the entire sector. It is also worth mentioning that Whites constitute 35% of the Legal services subsector, even though they account for only 7% in the entire sector. The sector is male dominated (69%), while females make up to (31%).

This is significantly influenced by the profile of the Private Security subsector (79% of employees are male). In contrast, females dominate the Justice (58%) and Legal Services (63%) subsectors, respectively. Generally, 47% of the sector's employees are youth (under the age of 35), while only 5% are over the age of 55. The next chapter (chapter 2) discusses key skills change drivers and their ramifications for skills development in the sector.

CHAPTER 2
KEY SKILLS CHANGE DRIVERS

2.1   Introduction

Understanding complexities of skills shortages can help shift the emphasis of policies, programs and investments that are needed. Increasingly, there is a recognition that skills development should promote economic growth, employment, equity, and efficiency. Also, developing qualifications based on competencies required by the industry and strengthen soft skills, language skills and ICT skills along with technical skills to improve job readiness. Put in place recognition of prior learning and pathways between formal and informal learning and institutional and workplace-based training.

Blattman and Ralston (2015) argue that strong diagnostics for skills change drivers are important. They can reduce the risk that integrated approaches for skills interventions may fail to identify proper priorities or become "solutions to poorly diagnosed problems," resulting to "shotgun approach" that may lead to inefficiencies and low return on investment.

Diagnostics do not need to start from scratch and can be built on existing analytical work (Datta et al., 2018). This chapter presents a high-level key skills issues and change drives for the skills development in the safety and security sector and South Africa in generally. These challenges require a comprehensive and integrated solutions to tackle the underlying social and cultural dynamics as well as economic barriers.

2.2   Factors affecting demand – supply of skills

As committed by government in the National Development Plan (NDP), by 2030, South Africa should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The education, training and innovation system should cater for different needs and produce highly skilled individuals.

There are many factors that could impact and disrupt the supply side push (i.e., long lead time to produce the skills) and demand side (i.e., supply of skills is not sufficient in both quantity and quality to meet current demands to optimise change or continuity).

2.2.1   The dual demand – supply side challenge

The Covid -19 pandemic has worsened the precarious situations of the labour market in South Africa. The impact of the Covid -19 pandemic has affected both the demand side (e.g., business closures, fewer vacancies, lack of entry level jobs) and supply side (e.g., school closures, reduced training).

The pandemic has created a strain in both the demand – supply side in the labour market which leads to inadequate quality of supply, and low demand and negatively impact on the investment and skills development in the sector. Matching demand and supply is critical for an effective and responsive skills development system to the industry skills needs.

However, this will depend on a close coordination between government, the private sector and training providers. A close cooperation between these players – e.g., employer participating in designing courses and in curriculum design, or trainees receiving enterprise-based as well as classroom training, is likely to lead to far fewer mismatches

2.2.2   Industry 4.0

The Fourth Industrial Revolution (4IR) represents a new era of innovation in technology that is envisaged to enhance human-machine relationships, unlock new market opportunities, and fuel growth economic growth and industrialisation across the global. The 4IR is changing tasks within occupations and therefore, also the skills required to perform them. Many young people are still taught with out-of-date curricula and pedagogy, which means they are not well prepared for the demands of the fast-changing labour market. Furthermore, for many existing jobs that will remain, the nature of work performed is being changed by technology.

Digital transformation has accelerated during the pandemic, with increased use of virtual offices, automation of business processes and artificial intelligence. This evolution has fundamentally changed the traditional labour market and occupations. Changes in technologies, processes, regulations, or systems call for new skills and hence, the need for upskilling (reskilling) workforce at all levels in sector.

The survival and profitability of industries in South Africa and elsewhere hinges firmly on the skills of the workforce and how effectively these skills are harnessed and coordinated to achieve the set targets of the industry.

2.2.3   Climate change

The climate change vulnerabilities have given the impression that the climate impacts from natural disasters threatens long- term economic growth, gains human progress, food security, regional migration, social and economic infrastructure, security, with implications for skills and jobs. It creates significant fragility in people's lives and livelihoods, especially those in vulnerable and marginalised communities at risk of climate-induced shocks.

In severe impacts of climate change, the security sector capacity is call upon to intervene and restore order and assist with recovery. The safety and security sector has to invest on disaster recovery skills, climate adaptation and response, resilience, and technical assistance to mitigate disasters related to climate impacts, increase their preparedness, and enhance recovery efforts when disasters strike, as well as in mainstreaming disaster risk management.

2.2.4 Population growth

The population is growing and changing. This present a number of challenges in terms of meeting the increase demand for essential services, but it also presents an opportunity. New entrants to the labour market bring new thoughts, innovations and ideas. The current population of South Africa is 60.7 million (Stats-SA, 2022 est.) and is s equivalent to 0.76% of the total world population. The population of any country has implication on a range of issues, for example, spatial planning and development, distribution of resources, jobs, education and training including service delivery, etc. The implication for the population growth it triggers many security concerns: economic and environmental security, unemployment, communal security, health security, and personal security which involves the threat of various types of violence.

The United Nations recommends the citizens to police ratio of one police officer per 220 citizens (UN 2018). In contrast to this international benchmark, South Africa is currently at a ratio of one police officer to 413 people (SAPS, 2021). This implies that one police officer services almost double the number of citizens as compared to the international standard, which might have a negative effect on police service delivery. South Africa has a very high crime rate for the years, and it need fully equipped and well-trained police and security cluster to fight crime and maintain law and order with the border of the Republic.

The population growth in the sector has acute implications for the capacity and training, enforcement of law and order including enforcement of bylaws and various treaties of the country. Furthermore, this call for the ongoing skills development to sharpen policing techniques and efficiency.

2.2.5 Unemployment and poverty

Unemployment rate in South Africa has been very for the years and currently sitting at 34.5%, in the quarter of 2022 financial year. This represents a 0.8% decline from 35.3% in the fourth quarter of 2021. Approximately7.9 million persons are unemployed in South Africa. (Stats-SA, 2022).

Statistics South Africa (Stats SA) recorded the liquidation of 982 companies and 828 close corporations during the first 11 months of 2021. This added to a total of 2,035 liquidations in 2020. The closure of companies (due to the pandemic, unreliable electricity supply and other factors) and scaling down of activities by others have had a big negative impact on South Africa's employment over the past two years.

Furthermore, following the week-long social unrest in July 2021, and the adverse impact that this had on economic activity and physical infrastructure, Gauteng and KwaZulu-Natal lost a combined 323,000 jobs during the third quarter of 2021 because of the social unrest. This contributed to a total loss of 660,000 employment opportunities in the third quarter of 2021.

The high levels of unemployment tend to foster opportunistic behaviour such crime and social instability due to deepening poverty and inequality. When social unrest ensues, the services and resources at the disposal of subsectors such as Policing, Justice and Corrections will come under tremendous pressure.

In recent years, the country experienced an increase in violent public protests fuelled by concerns such as dissatisfaction with public service delivery, wage strikes and labour unrest and xenophobia (DoJ & CD, 2015). Not surprisingly, unemployment and poverty further deepen learning gap between rich and poor. This further perpetuate the inequalities and impact on the quality supply of labour. Moreover, the bimodality of South Africa's education system is perpetuating economic inequality through employment and earnings channels. Poverty incidence rates and unemployment rates are distributed according to levels of education and race. The highly educated were the primary beneficiaries of the skill-intensive economic growth.

2.2.6 The changing nature of crime

Apart from the overall increase in crime rates, the South African law enforcement agencies have identified the need to deal effectively with complex crimes including cybercrime and other organised crime which often involve cross-border and trans-national activities. Various aspects of globalisation are also changing the patterns of crime and pose challenges to the capacity and resources of the criminal justice system. In order to deal effectively with these crimes, new high technical skills for investigation and technological skills are required.

(a) Cybercrime

As the economy becomes increasingly digital, an increase in cyber threats is outpacing the ability of some companies to manage this risk effectively. All types of data held, e.g., employees' personal information, corporate data, customer information, intellectual property and key infrastructure is at risk. Currently, it is still difficult to assess the long-term impact of the COVID-19 crisis, but it will certainly have given a significant boost to digitalisation in the corporate environment. However, at the same time, the cyber threat is accelerating, and the fact that large numbers of staff are now working from home presents new risks.

Cyber criminals are adapting their tactics and are now targeting people in their homes, which in many cases, is now their office too. As working from home becomes a gateway to new forms of data theft, companies face increased cyber risk. However, cyber criminals attempting to access corporate data, customer information and intellectual property are not the only threat to businesses. Employees can also be a weak link in corporate IT security systems.

Cyberspace has redefined how people, business and the global economy operate. However, emergence of the digital economy has also resulted in the proliferation of cybercrime. South Africans have become a target of cybercrime because these criminals not only are aware that our law enforcement agencies are not equipped to detect and fight cybercrime, but they also know that citizens are very lax when it comes to securing their devices and have "it will never happen to me attitude" (Rick Crouch & Associates, 2019).

The evolving and heighten cyber threats, the Safety and Security Sector needs to develop the technological and professional capacity to address cybercrime (DoJ & CD, 2015). Law enforcement agencies, prosecutors and public sector cyber professionals must receive training on current and anticipated cybercrime trends and techniques. A massive input of soft and technical intelligence training skills (a form of upskilling and reskilling) is required to prevent, combat and detect complex and sophisticated crimes efficiently and effectively.

(b) Organised crime

Part of the globalisation process is the increase in trade across borders and an increasing interdependence between states. It is argued that this increased trade provides an environment that is highly conducive to the activities of transnational organised criminal groups. Transnational organised crime involves multiple crime categories such as trafficking in illicit drugs, humans, arms, diamonds, wildlife, counterfeit goods and fake medicines. Furthermore, typically organised crime is very profitable, and the proceeds are used to bankroll new criminal undertakings (Gastrow, 2013). Such crime is organised in complex, cross-border networks, so that a government is challenged to deal with the rapid spread of activities within its own borders.

In addition, transnational organised crime is becoming an international security threat. This reality drives the need to develop capacity in the policing and justice subsectors to investigate, prosecute, and counter international criminal networks and global organised crime syndicates. There is a massive need for skilling/up-skilling or re-skilling on the soft, technical and intelligence training skills in the sector to efficiently fight this type of crime. Several training skills programmes will thus be directed in enhancing skills in this and other areas.

(c) Drug trafficking

The trafficking of illicit drugs creates consternation among governments around the world and the rapid globalisation of the drug trade over the past decade virtually assures that no country is immune to the threat. Although the illicit drug trade has always existed, with the dawn of democracy and the end of South Africa's international isolation, South Africa became both an attractive market and a transit country for drug traffickers.

Drug usage in South Africa is twice the world norm; at least 15% of South Africans have a drug dependency problem and this number is expected to rise. A massive input of soft and technical intelligence training skills is thus required in the sector (in the form of skilling/up-skilling and re-skilling) in order to combat this complex and sophisticated crime efficiently and effectively.

(a) Human trafficking

There is a growing concern about human trafficking in South Africa. By its nature, human trafficking is a component part of complex cross-border organised crime (Presidency, 2014). The Prevention and Combating of Trafficking in Persons Act, 7 of 2013 gives effect to South Africa's obligations in terms of international agreements in respect of the trafficking of persons. A massive input of soft and technical intelligence training skills is therefore required in the sector (a form of skilling/up-skilling or re-skilling) in order to deal this type of crime.

(b) Environmental crimes

Organised crime syndicates are raiding environmental assets resulting in significant disruption to economic activity and loss of natural resources. Resources and specialised skills are required to combat theft of natural resources and assets in the infrastructure networks, for example, illegal mining and rhino poaching. The SAPS intend to cooperate more closely with a variety of stakeholders to prevent environmental crime (SAPS, 2014). Therefore, a lot of skilling/up-skilling or re-skilling personnel in the sector is needed to effectively enforce and progressively uphold environmental laws.

(c) Maritime crimes

African maritime insecurity, particularly in connection with acts of piracy and the need for effective maritime security in Southern Africa's waters, has seen the South African National Defence Force (SANDF) deploying several naval and air assets to the Mozambican coastline. Piracy, although still rife in Somalia, the Seychelles and Kenya, is now aimed at Southern Africa.

In addition, piracy impact negatively on the affected countries' economies, as 80% of Southern Africa's imports and exports are transported by sea. South Africa is also helping strengthen navies from neighbouring countries, such as the Mozambican Navy. Its personnel are receiving training from the SA Navy in Simon's Town (DOD, 2013). There is a lot of skilling/up-skilling required or re-skilling personnel in the sector to effectively enforce and progressively uphold maritime laws.

(d) Gender-based Violence and Crimes Against Children

Despite remarkable progress, much still needs to be done to address high levels of violence against women and children. The urgency of addressing this issue is underlined by the recent spate of terrible violence and sexual offences against children in Gauteng province and other parts of our country, and the police have warned that the numbers are on the rise. This violence which is unjustifiable and largely preventable is a major barrier to the full realisation of the human rights of children as enshrined in the Constitution of the Republic.

The Constitution further states that every child has the right to be protected from maltreatment, neglect, abuse or degradation (Sonke Gender Justice, 2019 and ISS, 2020). Data from the SAPS data suggests a significant drop in reported crimes against women and children. However, police statistics on sexual assault and gender-based violence are said to be typically unreliable as relatively few victims officially report incidents. During lockdown, for example, victims may have been unable to report these crimes if they live in the same residence as perpetrators. There may however have been some reductions due to less alcohol being consumed and more household or community intervention to prevent these crimes from occurring (ISS, 2020).

2.2.7 The Covid-19 pandemic

The South African labour market is segmented coincide with inequalities that are geographical, social, educational, and economic. The Covid-19 and its lingering impacts has exposed and worsened the labour market inequalities. The Covid-19 pandemic poses an unprecedented global challenge to all of society. Many businesses have transferred their physical activities to online operations, as have criminals.

As cybercrime increases in complexity and victims increase in quantity, law enforcers in some countries are moved to other duties. The economic impact of Covid-19 created a further layer of complexity for the public and for government, an increase in the likelihood of cybercrime. The Covid-19 has brought about a change in criminal activity whilst the pandemic may have reduced the threat of physical crime, for example, home break-ins and pickpocketing, targeted cybercrime had been on the rise as criminals exploit widespread anxiety during the pandemic (SAPS, 2021).

2.3 Policies affecting skills demand and supply in the sector

The national policies and strategies serve as a framework for skills demand and supply. These policies also have implications for skills planning in the sector. Below are national polices and strategies that are either meant to promote or have skills development implications for the sector.

2.3.1 The Medium-term Strategic Framework 2019 – 2024

In October 2019, the South African Cabinet approved its Medium-Term Strategic Framework (MTSF) as government's blueprint for the next five-year planning cycle (i.e., 2019-2024). This national planning framework seeks to drive coherence and impact throughout the education and training system and the society at large (DPME, 2019).

Out of the seven priorities of the 2019 -2024 MTSF, four are of paramount importance to the safety and security sector, namely: Priority 1: Building a capable, ethical and developmental state. Priority 2: Economic transformation and job creation, and Decent employment through inclusive growth. Priority 3: Education, skills and health; and Priority 6: Social Cohesion and Safer Communities (DPME, 2019). SASSETA is directly contributing towards the above priorities of the MTSF through awarding bursaries, internships, learnerships, internships, special projects and skills programmes to unemployed and employed beneficiaries.

SASSETA enters into annual Serve Level Agreement with the DHET to ensure that these priorities are address and supported accordingly (DHET, 2019). The SETA also supports Priority of the MTSF by supporting Non-governmental Organisations (NGOs), Community Based Organisations (CBOs) and Trade Unions as per the Service Level Agreement with the DHET (DHET, 2019).

2.3.2 National Skills Development Plan (NSDP)

The purpose of the National Skills Development Plan (NSDP) is to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development (DHET, 2019). The NSDP call upon SASSETAs play a role on both the demand and supply side of the labour market in respective sectors.

The demand side, SETA will continue to conduct labour market research and develop sector skills plans (SSP); develop Strategic Plans (SP), Annual Performance Plans (APP) and Service Level Agreements (SLA); as well as submit quarterly reports to the Department of Higher Education and Training (DHET).

On the supply side, the SETA will continue to address sector skills needs and priorities; address scarce and critical skills (PIVOTAL) through implementation of learning programmes (i.e., Artisans and Learnerships); facilitate easy access and different entry points (Articulation and RPL); and collaborate with the relevant Quality Council, especially the Quality Council for Trade and Occupations (QCTO) to ensure quality and provision of learning programmes (DHET, 2019).

The Sector Skills Plan of the SETA is duly aligned with the outcomes of the NSDP, government imperatives and industry initiatives in relation to skills development.

2.3.3 The Human Resource Development Strategy of South Africa (HRDS-SA)

The Human Resource Development Strategy for South Africa (HRDS-SA) is a macro-overarching strategy which seeks to locate education and training within the broader developmental agenda of the country. The strategy plays a critical role in shaping skills development for the economic sectors.

It drives the alignment of various government programmes in addressing human capital and skills shortages and emphasises the need for a national 'scarce skills list' which is aligned to South Africa's social and economic priority goals (Republic of South Africa, 2001). SASSETA will continue to pursue and advance the objectives of the Human Resource Development Strategy through skills development projected implemented for both employed and unemployed beneficiaries.

2.3.4 White Paper on Post-School Education and Training

The White Paper on Post-School Education and Training (DHET, 2013) set out how the education sector and wider social and economic policies will interact to drive our ambitions for inclusive growth. Government understands that education and creating a fairer society is not just a desirable goal in itself but is essential to the sustained long-term prosperity of the South African economy.

The White Paper on Post-School Education and Training also calls for partnerships in order to strengthen linkages between the post education sector and labour market (or workplaces). SASSETA continues to forge strategic partnerships in order to bolster their skills development commitments in the safety and security. Maintain good stakeholder relations in support of an effectual post-school education and training system.

2.3.5 The South African Economic Reconstruction and Recovery Plan

The South African Economic Reconstruction and Recovery Plan (ERRP) encapsulates a comprehensive health response to save lives and curb the spread of the pandemic. In addition, the plan includes interventions that are intended to restore the economy while controlling the health risks. The ERRP envisage building a sustainable, resilient and inclusive South African economy (Presidency, 2020).

The key priorities of the ERRP include gender equality and economic inclusion of women and youth, and green economy interventions. Moreover, skills development is at the centre of successful implementation of the plan (among others) (Presidency). SASSETA will continue to support women and youth over and above the implementation of skills development priorities and initiatives as captured in the Annual Performance Plan (APP) and the Service Level Agreement (SLA).

2.3.6 The Economic Reconstruction and Recovery Plan Skills Strategy (ERRPSS)

According to DHET (2022), skills are regarded as a key element in realizing the plans of the economic recovery and reconstruction (ERR). The development of the strategy that will advance the production of skills that are in demand for the country to succeed in reconstructing the economy is critical. The skills strategy pronounces key interventions that will play a major role in advancing the ERRPSS.

More importantly, SASSETA strategy supports the implementation of the ERRPSS) in ways that both maximise opportunities for new entrants to the labour market and promote the preservation of existing jobs and the creation of new jobs (DHET 2022).

2.4   Key skills issues related to the safety and security sector

There are four key skills issues related to the safety and security sector. These include enhancing the capacity of training institutions, restructuring and revamping of the criminal justice system, enhancing professionalisation and transformation, as well as bolstering technical and specialised skills. As part of the overall strategy to transform the criminal justice system, state institutions are adopting measures to enhance the professionalisation of the police, correctional services, prosecutions, the judiciary, legal profession, sheriffs as well as oversight and regulatory bodies in the sector.

2.4.1 Enhancing the capacity of training institutions

In the sector (except for the private legal sector), most of the key role players run their own training facilities (or academies) or colleges which are responsible for providing both industry basic and advance training to their employees. SASSETA will continue to work closely with the training institutions in the sector to complement their capacity and advance the production of occupations in high demand in the sector to keep up with the require pace of change.

2.4.2 Restructuring and revamping of the Criminal Justice System

There are key areas of training required within the criminal justice sector which will focus on enhancing and complimenting the revamp of the criminal justice system plan. The plan outlines a framework to establish a single, integrated, seamless and modern criminal justice system while also addressing critical issues of public trust and confidence.

The skills gap identified in specialist areas such as ballistics, cybercrime detection skills, forensic skills and crime scene investigations and management ought to be addressed on a continuous basis. A good skills base in these areas is pivotal for the successful and effective investigation and prosecution of various serious crimes. Equally, the need to establishment of an integrated system containing all information relating to the justice system and the upgrade of key components of ICT infrastructure at national and provincial offices as well as service points and courts.

The lack of interface of electronic information systems between the departments of Justice, Correctional Services, Police, Health and Social Development (DSD) is impacting negatively on court-based justice services. The prolonged duration of ICT system's integration problems, the role-players in the Justice, Criminal, Prevention and Security (JCPS) cluster.

The sector also requires capacity to manage technical project teams and large-scale technology infrastructure development. Rapid changes in technology have impact on the sector in terms of effective service delivery, and its demand skills need to be upgraded to ensure the effective and efficient usage of technology in the sector.

2.4.3 Professionalisation and transformation of the sector

The NDP (National Planning Commission, 2012) and the White Paper on Policing (Civilian Secretariat for Police Service, 2016) have identified the need to professionalise agencies within the criminal justice sector as crucial step in fighting crime and corruption. Equally, the United Nations (2010) professional policing is guided by the Strategic Guidance Framework (SGF) for international police peacekeeping. The key instruments to achieve this goal include:

• Utilising consistent and harmonised approaches to provide public safety.
• Implement police reform in host countries; and
• Enabling the necessary specialised skills and competencies to meet peacekeeping demands and challenges (UN, 2014).

2.4.4 Technology

The world is changing at an incredible pace and people will need skills to be able to analyse, adapt, problem solve, manage and work in an increasingly connected way. The workforce in the sector is affected by technology directly or indirectly. Technology is a shift from manual to automated forms of security which include offsite monitoring and remote access control.

In the face of high crime levels, large corporations demand access to the latest security technology and are willing to make substantial investments to prolong the longevity of the systems they install. Improved access control systems such as biometric (e.g., fingerprint) access or card identification need to be supported by advanced camera surveillance that can clearly identify people and objects under all conditions.

However, the shortages of skills and lack of urgency in implementing measures to tackle cybercrime in South Africa still remain a challenge. A large percentage of the incidents are not being reported to law enforcement agencies and fully investigated due to lack of capacity and good skills, of quality remain a concern that need urgent attention to the captains of the sector. Of the cases reported, an even smaller percentage reaches the courts, where successful prosecutions take place and information is made available to the public domain.

Technological advancements and data protection laws are driving the need for specialist legal practitioners, IT technicians and professionals as well as the operational skills needed by all attorneys to ensure that they continue to meet their professional obligations to clients. The use of drones and the need for drone pilot training electronic case and evidence management (court online, and case lines) training to the Justice and Legal Services subsectors.

2.4.5 Technical and specialised skills

The safety and security sector is labour intensive and requires more technical as well as specialised skills to deliver its multi-faceted mandates and demands. Bolstering the technical and specialised skills in the sector need to be addressed urgently. The development of new infrastructure and maintenance of existing infrastructure for support such as car repairs and building maintenance is a major issue that needs attention too in the public sector.

Equally, there is a need for the development of specialisation within the criminal justice cluster, such as specialists in public order policing, sexual offenses, detectives, and forensic investigators, etc., this specialisation will require ongoing dedicated training initiatives to take place.

2.4.6 Limited resources

The scale and pace of budget cuts have knock-on effect (or impacts) on addressing skills development across the sub-sectors. If budget appropriations are not honoured, this has important implications for institutions' abilities to deliver quality skills programmes and services. The demand is always growing, you can never go too fast on growth whist the reduction on budget comes with constraints and challenges in the demand-supply of skills (Up(re)skilling). In other words, budget austerity (budget cut i.e., recruiting & training) have adverse impact on the demand and supply of skills. The desire to achieve greater efficiency and effectiveness is being challenged or undermined by the pace of the budget cuts.

2.5 Conclusion

Globalisation has brought many changes in the world, and some of these are impacting on all the economic sectors in both positive and negative ways. The change drivers are normally classified as industry-specific, but policy imperatives are normally non-industry-specific since all sectors are implied. The drivers of change that were discussed whether industry or non-industry specific, impact the safety and security sector as they influence the skills base required for the sector and the way services are delivered.

The implication for national policies and strategies in the sector are far reaching. Among the key objectives of the national development plan (NDP), for example, is to build communities where people are and feel safe. Therefore, it is important to develop a skilled workforce which would be able to respond rationally to needs and changes of work they are required to perform.

However, South Africa's expenditure on education is characterized by substantial disparities between inputs and outcomes. The weak correlation between spending and outcomes is also observed (World Bank, 2018). The next chapter (Chapter 3) deliberates on the extent of skills demand vis-a-vis skills supply in the safety and security sector.

CHAPTER 3
OCCUPATIONAL SHORTAGES AND SKILLS GAP

3.1   Introduction

Human capital is the health, knowledge, capabilities, skills, and resilience that people accumulate through life (Maclean et.al, 2013). It equips them to realise their full potential and become productive members of society and is a key driver of economic growth, poverty reduction, and shared prosperity. He argues that countries that invest efficiently and equitably in building, protecting, and deploying human capital will be better prepared to compete in a global economy that rewards higher-level cognitive skills.

Investing in human capital is the priority to make the most of this evolving economic opportunity. Three types of skills are increasingly important in labour markets: advanced cognitive skills such as complex problem-solving, sociobehavioral skills such as teamwork, and skill combinations that are predictive of adaptability such as reasoning and self-efficacy. Building these skills requires strong human capital foundations and lifelong learning.

This chapter discusses the state of skills, sectoral occupational demand and the occupational shortages, the extent and the nature of skills supply in the safety and security sector and the sectoral priority occupations (PIVOTAL) in the safety and security sector.

3.2   Sectoral occupations in high demand

The extent of the scarce skills and skills gaps in South Africa has been fiercely debated, for example, the Global Competitiveness Report (WEF, 2019) found that the skills shortage is one of the several grave constraints facing the South African economy. Powell and Reddy (2014) contend that the scarcity of skills is a constraint for socio-economic development and impacts negatively on business operations.

Skills development is a cumulative process that occurs at every stage, takes place in a variety of settings, engages a highly diverse stakeholders, involves multiple delivery mechanisms, and must constantly respond to changing occupational requirements. The sector does experience skills shortages, with employers reporting difficulties in recruiting skills labour.

Understanding the complexities in sectoral occupations in high demand can help to shift the emphasis on programs and maximise investments in the production of the skills, competencies and occupations in demand, but also the scarcity of quality jobs and strategic workforce planning.

3.2.1   Hard-to-fill vacancies and skills gap

The skills development issue in South Africa is pertinent both at the demand and supply level. Generating sufficient employment opportunities is a complex challenge given the enormity of population entering workforce each year. From the supply side, the issue is primarily related to employability of the workforce due to varying reasons ranging from poor education, lack of training facilities, inadequate skilling, quality issues leading to mismatch of skill requirements, and poor perception of vocational education vis-à-vis university education. These have inadvertently created skill shortages and contributed to higher unemployment.

The occupational make-up and mix in the sector show the importance of cross-economic- sectoral occupations, including concentrations in the medical services professionals, information technology, engineers, chemists, psychologists, vocational counsellors, social workers, finance and related professionals, logistical support and related professionals, language practitioners, interpreters, and other communication disciplines, automotive and technical related professionals.

The magnitude of the vacancy rate and hard-to-fill occupations cannot be effectively gauged only statistically as it could contain some qualitative aspects. Notwithstanding, the sector does experience some difficulties in filling occupations such as forensics, investigators, detectives as well as medical services.

The importance of skills across the whole occupational spectrum is increasing, and occupations which require higher skill levels are growing faster than those which require lower skill levels. The need for sector-specific technical skills is growing in tandem with the increasing need for more transferable, generic skills (or upskilling, or re-skilling the workforce).

3.2.1.1   Occupations with Hard-to-Fill-Vacancies

While the skills gaps and Hard-to-Fill-Vacancies are conceptually distinct phenomena, they have similar implications for organizations which has a detrimentally impact on organisational performance or service delivery. Skills development is an appropriate policy option to respond to the former and the latter phenomenon.

MacKay and Jones (1989) argue that that given the dynamism within the labour market, and irrespective of the macro-economic conditions prevailing, most establishments have vacancies at any one point in time as individuals quit voluntarily. Furthermore, there are other several cross-cutting general skills (i.e., critical or top-up, and specialised skills) which are in demand in the sector. It is nonetheless worth mentioning that some of the technical skills gaps are being addressed through programmes offered by government training institutions. These entails, among other, general investigation/detection and forensic investigations, and policing skills in general.

Skills shortage across various major occupational groups (i.e., managers, professionals, technical and associated professionals and trade worker) are evident from the scarce skills presented below. Table 3-1 shows the varying vacancy rates for occupations deemed as "critical" by employers in the Defence and Corrections sub-sectors of the safety and security sector. It further illustrates that there are relatively high vacancy rates for Medical Professionals or Medical Practitioners (at 33.8% for Corrections), Engineers (10% for Defence) and technical occupations (23% for Defence).

Table 3-1: Hard-to-Fill-Vacancies and Vacancy Rate in in Defence and Corrections**

Occupations	Vacancy rate		Required Number
Occupations	Vacancy rate		Required Number
	Defense	Corrections	
Airspace control	13%	N/A	375
Aircrew	22%	N/A	1200
Anti-Aircraft	-10%	N/A	230
Artillery	-20%	N/A	500
Engineer	53%	N/A	980
Medical professional*/Practitioners	10%	33.8%	3600
Nursing /Professional Nurses	16%	16.3%	4560
Technical	23%	N/A	800
Custodian and Security Personnel	N/A	7.3%	1300
Pharmacists	N/A	3.9%	750
Educationists	N/A	13%	800
Psychologists and Vocational Counselors	N/A	12.2%	900
Social Worker and Related Professionals	N/A	8.5%	450

Source: DOD Annual Reports (2020), DCS Annual Reports (2020)

Note: *According to the Department of defence (DoD), occupations under the Medical Professional category incorporates. Medical Practitioners, Pharmacists, Specialist and Ancillary Health.

Notably, the vacancy rates for Nursing or Professional Nurses as well as Psychological and Vocational Counsellors are relatively high. In contrast, the low vacancy rates for Social Worker and Related Professionals (8.5% for Corrections). This implies that the DCS and the DoD should implement targeted and specific measure to reduce the high vacancy rates for "critical" occupations in order to bolter effectiveness and service delivery. Nonetheless, data from the 2021 Workplace (Employer's) interviews uncovered a different picture where the Hard-To-Fill-Vacancies are concerned as represented in Table 3-2.

Table 3-2: Hard-To-Fill-Vacancies per Occupation

No	Occupation	OFO Code	Reason(s)
1	Computer Network Technician	2019-351301	High demand in the labour Market Technological advancements
2	Clinical psychologist	2021-263407	Lack of skills and experience
3	Plumbers	2021-642601	Lack of experience
4	Artisans Aide Building Trade	2021-831301	Lack of experience
5	Intelligence Operator	2021-541501	Lack of experience
6	Labour Relations	2021-441604	Lack of experience
7	Technicians (Alarms Installations)	2021-311401	Lack of skills and expertise
8	Facilitator	2021-235101	It is not easy to find the right candidates
9	Legal Practice Manager	2021-334201	Change in Legislation / Regulation / Policy

Source: SASSETA Employers Surveys (2021).

Table 3-2 illustrates the nine (9) Hard-To-Fill-Vacancies per occupations in the sector. The three (3) main reasons cited by respondents for the prevalence of vacancies in the occupations deemed as hard-to-fill include inadequate or lack of technological advancement, change in legislation/policy, and experience.

3.2.2.2   Skills gaps and mismatch

Skills shortages are challenges that arise when employers are recruiting but are unable to find applicants with the required skills. There is a high turnover of the workforce in the sector which results in the need for continuous and constant training at an entry level, such general security officer and police officers. There are priority skills shortages that need to be addressed to support the sector's growth.

Nonetheless, there is also a constant requirement to upskill the top echelons of public service employers in the sector with leadership and management skills. Specialized units (transferable/soft skills, and technical) in the police and the criminal justice at large also requires attention in terms of upskilling.

The microeconomic returns of education are well established in literature. Firstly, education is one of the determinants of the productivity of the labour force, and thus affects the economic growth through the human capital factor of production (Hanushek and Wößmann, 2007). Secondly, education reduces the duration and incidence of unemployment (Mincer, 1991). And finally, education improves the welfare of citizens by reducing poverty incidence and income inequality.

Coady and Dizioli (2017) find evidence that increasing average years of school reduces income inequality, particularly for developing countries and emerging economies, while Awan et al. (2011) find evidence that educational enrolment is negatively related to poverty incidence.

At the macroeconomic level, the quality of education affects long-run growth. Hanushek and Wößmann (2012) argue compellingly that looking at only years of schooling as is frequently the case of authors who use Barro-Lee datasets is insufficient and noisy. What matters more are the levels and changes in educational achievement and quality of education, i.e., qualitative aspects.

Hanushek and Wößmann (2007) finds that educational enrolment has not always led to expected socio-economic returns. They argue that what matters over and above enrolment in education is the quality of education. The authors argue that it is the extent to which education enhances the cognitive skills of learners that leads to improvements in employment, individual earnings, distribution of income and economic growth. South Africa is a classic example.

Over the past decades, the South African has made significant strides in expanding access to primary, secondary and tertiary education with relatively limited socio-economic returns. Box 3-1 present the impact of education. The model is used to study the impact or influence of education and its broader multiplier effect in society, quality of employment and improving productivity and competitiveness.

Box 3-1: Education Impact Model
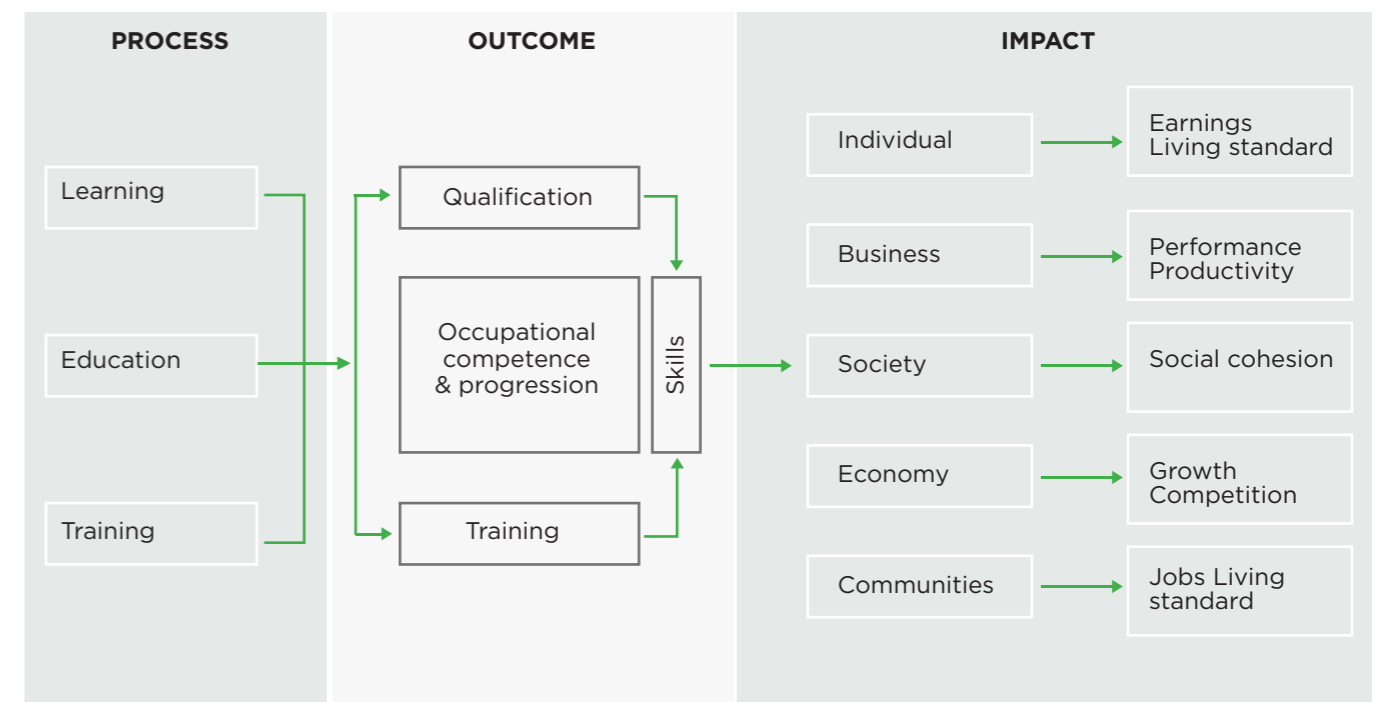
Source: Campbell (2002)

To achieve the inclusive growth and reduce inequality, it is essential that education further positioned to address persistent structural disadvantage in the labour market. There is often an information imbalance about the benefits of and returns to learning, which can result in underinvestment in skills, especially by employers.

Individuals often have limited information about the quality of training providers; as a result, they have difficulty in identifying which provider to choose and may end up with low-quality training. Information is often lacking on what skills are demanded by the labour market (as well as what skills are likely to be in demand in several years).

In addition, individuals are usually not able to select training courses or specializations based on current or projected needs; instead, they revert to dominant perceptions regarding "valuable" trade areas, rely on family and social connections to suggest areas and, this can cause skills gaps and mismatch in the labour market.

The demand for generic skills is expected to intensify and will be driven by national strategies and plans such implementation of the NDP, Criminal Justice Cluster revamp, transformation and professionalization, etc. The technical skills in the sector are in high demand and needs to be addressed. Table 3-3 shows the major skills gap in the safety and security sector based on the 2022 WSP data and stakeholder consultations.

Table 3-3: Skills gaps

Skills Gap (Specialisation)	NQF Level	Intervention
Alarms and Surveillance Monitoring skills	4	Learnership
Cybercrime investigating skills	6	Skills Programme
Crowd Management	4/5	Skills Programme
Bookkeeping	5	Skills Programme
Forensic analysis skills	5/6/8	Skills Programme / Learnership Bursary
Locksmith (Key Cutter skills)	4	Learnership
Automotive Mechanic skills	6	Bursary
Front Desk Support Officer	5	Bursary
Human Resources Systems Administrator	5	Bursary
ICT Systems Coordinator	5	Bursary
Patrolman	5	Learnership
Financial Administration Officer	6	Bursary
Storytelling	4	Learnership
Creative writing and editing in the SAPS	5	Skills Programme

Skills Gap (Specialisation)	NQF Level	Intervention
Graphic design: software: adobe create cloud software, design, illustrator	5	Skills Programme
Crime Statistics and Research, Geographical information system, policy standards and Compliance	6	Skills Programme / Learnership Bursary
First aiders –Providing emergency care, First aid level 1-3	3	Learnership
Handling of hazardous snakes within academies, Snake Handlers	4	Skills Programme / Learnership Bursary
Controlling of fire around bushes, Basic fire fighting	4	Skills Programme / Learnership Bursary
Ballistics – Skills and Bomb technicians	6	Bursary
Giving Evidence-presentation skills, Crime scene reconstruction, Vehicle/ train accident reconstruction, plan drawing, Facial Composition, Facial Image Comparison	7	Bursary
Electronic Systems and Accessing to information skills.	4	Learnership
Archives and registry	4	Skills Programme / Learnership Bursary
In-Service Police Development, Development Biological Assets – Socialisation (Horses and Dogs)	7	Bursary
In-Service Police Development, Farriers – Specialist in equine hoof care	5	Bursary
X Ray machine operation & First line repairs	4	Skills Programme / Learnership Bursary
Auxiliary Development for Dogs	4	Skills Programme / Learnership Bursary
Effective stakeholder management enterprise	2	Skills Programme
K53 – Driver instructors	3	Skills Programme
Second Hand Good and Critical Infrastructure, Prevention and Investigation	2	Skills Programme / Learnership Bursary

Source: SASSETA WSP data (2022)

Table 3-3 illustrates that there are skills gaps in terms of specialisations such as Alarms and Surveillance Monitoring, Cybercrime Specialists, Bookkeeping (for law forms), Automotive Mechanics, Crowd Management, ICT Systems Coordinators and Financial Administration Officers, among other.

On the other hand, Table 3-4 depicts skills gaps (top-up skills) per in terms of broad occupational categories as well as the three most common skills gaps per occupational category based on the data from the 2021 Workplace interviews.

Table 3-4: Skills Gaps per broad occupational category

Broad Occupational Levels	Occupation	Skills Gaps per Broad Occupational Levels
Senior Level (i.e., Managers and Professionals)	Legal Practice Manager	Leadership and management skills (including planning, project management and marketing skills)
	Technical ICT Support Services Manager	Communication skills
	Assessment Practitioner	Computer literacy
Mid-level (i.e., Technicians, Artisans, Clerical)	Word Processing Operator	Computer literacy
	Customs Officer	Communication skills
	Associate legal professional	Work ethic
Lower level (i.e., Plant Operators and Elementary)	Electrical or Telecommunications Trades Assistant	Qualifications
	Electronic Equipment Mechanic	Skills (entry level)
	Weighbridge Operator	Basic computer literacy

Source: SASSETA Survey (2021)

Table 3-4 illustrates that employees in the senior occupational level in the safety and security industry require leadership and management skills, communication as well as computer literacy skills. Similarly, employees in mid-level occupations are said to fall short in terms of computer literacy and communication skills. It was also established that lower-level employees lack entry level qualifications as well as basic computer skills.

3.2.3 New and emerging occupations, and skills gaps

SASSETA Skills Survey (2021) identified the following as new emerging occupations in the safety and security sector: Private Investigators (2019-341109), ICT Security Specialist (2019-252901) and Psychologists (Unit Group: 2019-2634). Furthermore, the survey uncovered other new and emerging occupations or specialisations that could be mapped on the OFO code. These include Access Control Technicians (the closest occupation is Security Officer: 2019-541401), Cybercrime Specialist, Crime Analysts, Client Experience Experts and Drone pilot.

In addition, engagements with the National Prosecuting Authority (NPA) identified three new occupations are also not currently appearing in the OFO code i.e., Court Preparation Officer/co-ordinator, Court Preparation Manger and Asset Forfeiture Advocate (specialisation, with the closest OFO code being Advocate: 2021-261106). The SETA is engaging the DHET OFO Task Team and the NPA on classification of occupations. Technical, management (and leadership), marketing, and investigation skills are said to be the new and emerging skills gaps in the sector.

3.2.4 The causes of skills gaps and mismatch in occupations

The most commonly lacking technical or practical skills were specialist skills or knowledge needed to perform the role and the ability to solve complex problems requiring a solution specific to the situation. Employers need workers who have the skills and commitment to deliver high-quality product and services. In return, employers need to build a business model that offers all workers fair access to job, security and flexibility, the opportunity to develop and use their skills.

Figure 3-1 presents the perceived causes on technical and practical skills lacking among staff members. It is important to note that determining the causes and answers on skills gaps on occupation, is not necessarily straight forward process as the perceived gaps might differ from one context to the other and one organisation to the other.

Figure 3-2: Causes of skills gap in occupations - technical and practical skills, 2021

Cause	Percentage
Writing instructions or reports	24%
Solving complex problems requiring a solution specific...	41%
Knowledge of product or service offered by the...	15%
Adapting to new equipments	27%
Knowledge of how your organisation works	37%
Reading and understainf instructions, guidelines,...	24%
Advance or specialist IT skills	24%
Communicating in a foreign languages	66%
More complex numerical or statistics skills	22%
Computer literacy/ basic IT skills	32%
Specialist skills or knowledge need to perform the role	49%

Source: SASSETA Survey (2021)

The availability of resources is an important determinant of outcomes, but beyond the subsistence level of resource allocation, returns are low. Figure 3-2 shows the causes of skills gap in occupations. It is important that workers are equipped with the skills business's needs, both now and future. Skills formation and development is essential at all ages to create sustainable and productive jobs that deliver business success and support the sector.

Figure 3-2: Causes of skills gaps in occupations, 2021
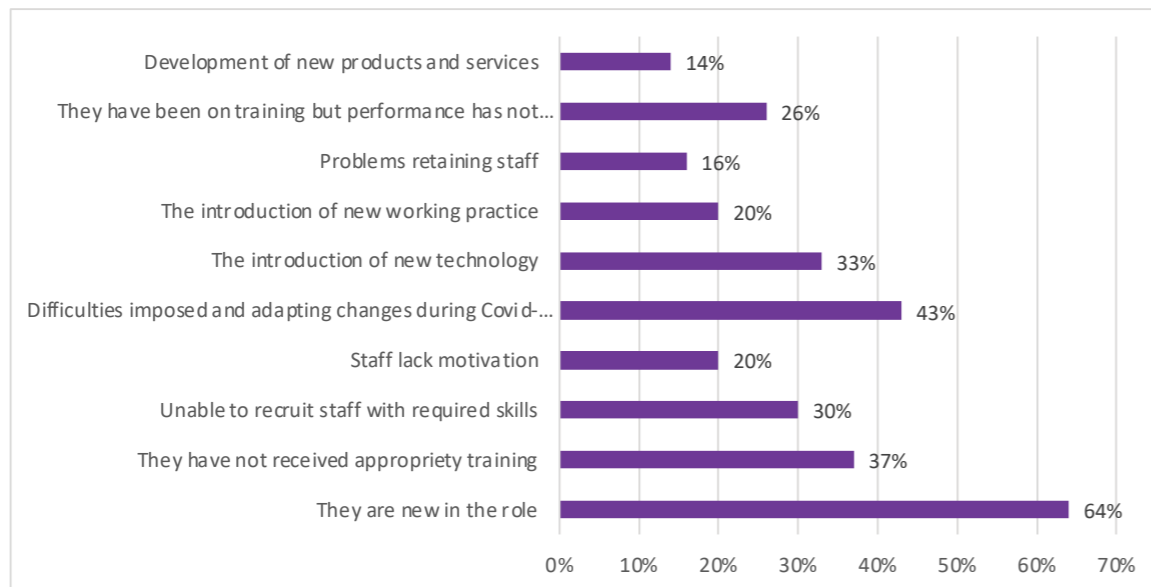
Source: SASSETA Survey (2021)

Figure 3-3 shows the 'soft' skills gap in occupations. A skilled, productive and engaged workforce capable of meeting the needs of the employers and subsequently, support businesses to grow, low unemployment and high employment. This is central on how institutions like SASSETA work with employers to help them anticipate and reflect future skills needs, while also increasing our focus on supporting employers to retain their workforce and ensure workers' skills remain up to date through continued training, workplace learning and up-skilling.

Figure 3-3: Soft 'Skills' Gap, 2021

Source: SASSETA Survey (2021)

3.3 Extent and the nature of skills supply in the safety and security sector

Skills supply is determined by the availability, quality, and relevance of skills development programs that are industry-related, and by the policy interventions that affect their management, financing and governance. Matching demand and supply is critical for an effective skills development system and depends on close coordination between government, the private sector, unions, education and training providers.

The role of education and training in human resources development for the labour market and, sustainable development cannot be overemphasised. Overall, most categories of jobs in the sector tend to require a higher level of skills. The routine and traditional tasks are progressively being replaced by technology and therefore, it is expected that in the nearest future there will be a greater need for skills, such as independent problem-solving, planning, organisation and communication, even in basic occupations.

Arguably, skills can be broadly classified into specific skills, basic academic skills, and "soft" employability skills. Employers have come to recognise the value of the latter two types of skills and many employers believe they are more important than specific technical skills, thus it is important to make sure that education and training opportunities teach or re-enforce them.

A dynamic skill development process linking industry needs with training processes is very essential for enriching supply of labour. This section is by no means intended to address specific number of both transversal and core occupations needed in the sector, which are in the pipeline. Notwithstanding, the sector draws the skills from various education and training streams, as shown in Box 3-2.

These education and training streams include schools in under the Department of Basic Education (both public and private schools), traditional universities and universities of technology, TVET colleges, SETAs supported training programmes, public sector training institutes (e.g., School of Government) and private training providers.

Box 3-2: Education and training bodies
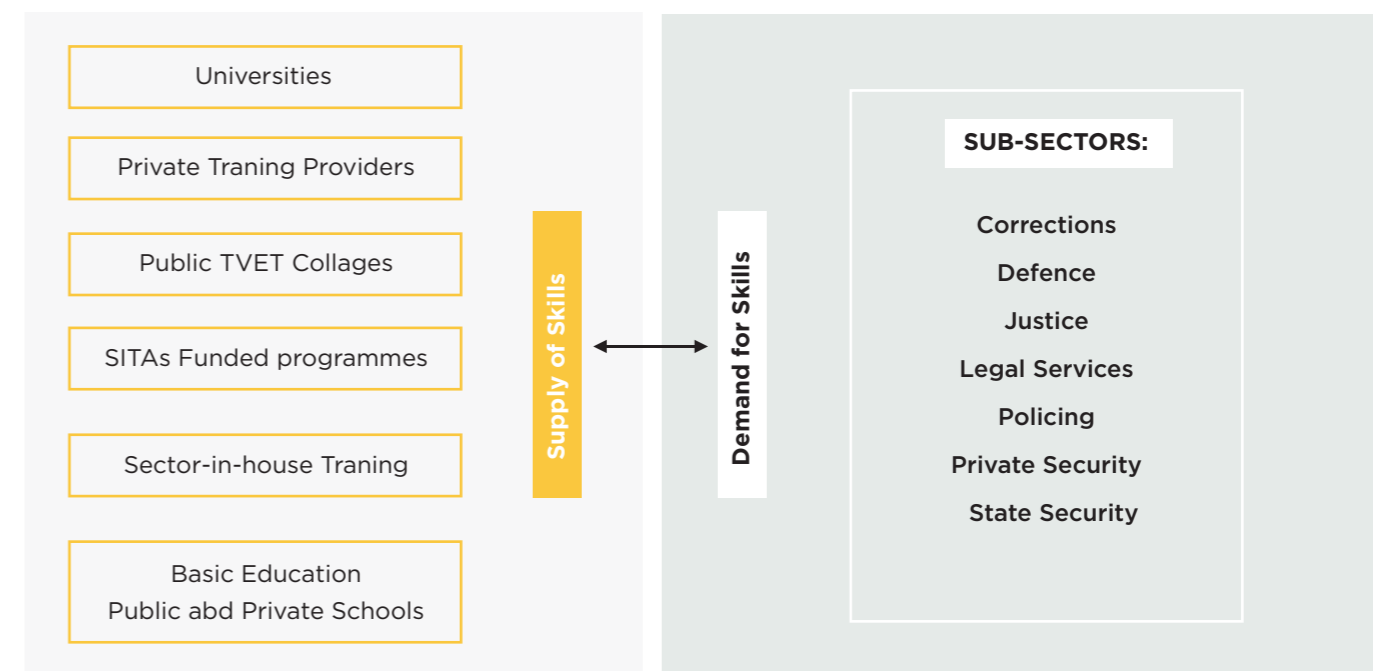
The sector in-house training colleges (or academies) also provide training, and they are an important component of skills supply as they provide industry-related training. These institutions are designed to deliver workplace-specific related skills such as occupation-direct learning programmes, apprenticeship training, vocational education and training, as well as career and technical education. Nonetheless, there are gaps in some of the existing curricula and pedagogy that needs to be update as a matter of urgency.

Employers in the sector, both public and private, are involved in a range of training and development initiatives that focus on developing both the skills of their employees. Additionally, they focus on retraining to reduce skill mismatches between supply and demand whilst improving productivity. The combination of sector-in-house based training and general training institutions represents substantially greater capacity for skills development in the sector.

SASSETA conducted a research study titled: Inspiring and enabling innovation in TVET colleges. This study found that TVET colleges are not innovatively and fully equipped to respond to the scarce and critical skills needs of industry and not familiar with the mandate and processes of SETAs, hence existence of a gap which hinders innovation.

The study also established that perceptions and stigma attached to TVET colleges do not enhance innovation in this space and the colleges are inadequately funded and do not have the necessary infrastructure to incubate learner creativity in order to enable innovation (SASSETA, 2019b). It is therefore incumbent on government and relevant agencies as well as industries to intensify their support of the TVET college sector in the interest of skills development in the country. SASSETA assessed "learning conditions of candidate attorneys in private law firms during a transformation attempt".

In a nutshell, this study established that legal profession is grappling with transformational challenges. For instance, some specialities within the legal profession (such as conveyancing and notary services) are mostly white dominated, hence mostly white law continue to mentor white candidate attorneys. Furthermore, the corporate world prefers to brief mostly white over black practitioners.

In addition, most of the "big" law firms are still relatively dominated by white males. In terms of learning conditions, these vary depending on the firm in which candidate attorneys are placed (SASSETA, 2019a). This implies that more work still needs to be done to make this initiative more effective in the interest of enhancing both skills development and transformation in the legal services subsector.

3.3.1   SASSETA supported learning programmes

The pandemic demonstrated the ways in which the labour market can be dramatically disrupted without warning. It is important bodies like SETAs help employers and workers to develop the resilience to respond to such change and to embrace opportunities amidst the uncertainty.

Figure 3-4 shows the number of learnerships, and skills programs funded by SASSETA. Upskilling and reskilling, with some sectors and businesses irreversibly affected by the pandemic, training is a necessary tool for developing workers to take up emerging or high demand jobs within the labour market.

Figure 3-4: SETA supported learning programmes, 2021-2022

	Employed	Unemployed
learnerships	604	1020
Skills Programmes	1450	407
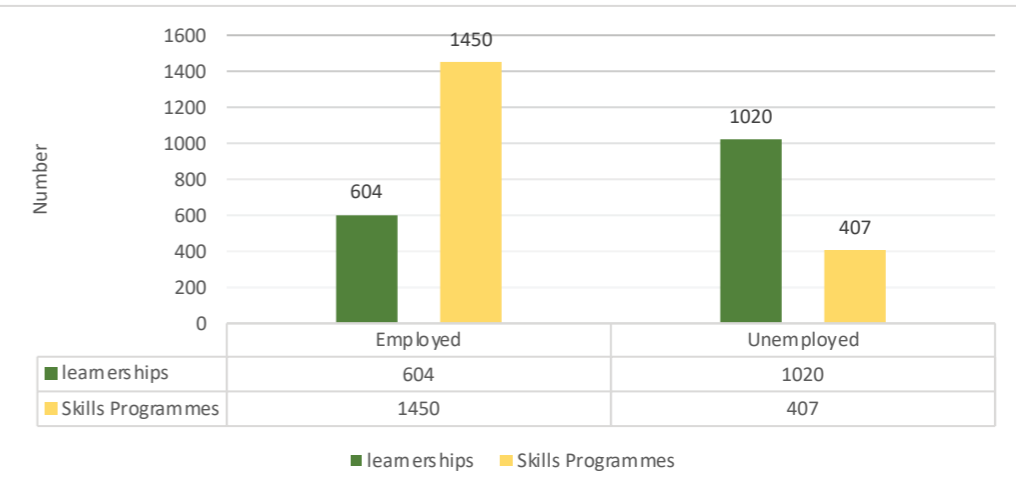
Source: SASSETA (2022)

Figure 3-5 displays certificates issued during the 2020-2022 financial year for various skill development interventions supported by the SETA. The chart reveals that a total of 8 951 certificates were issued, of which 66,9% (5 981) were qualifications, 6.7% (599) certificates were issued for skills programmes and 26.4% (2 371) were miscellaneous.

Figure: 3-5: SETA certificates issued on supported learning programmes, 2020 -2022
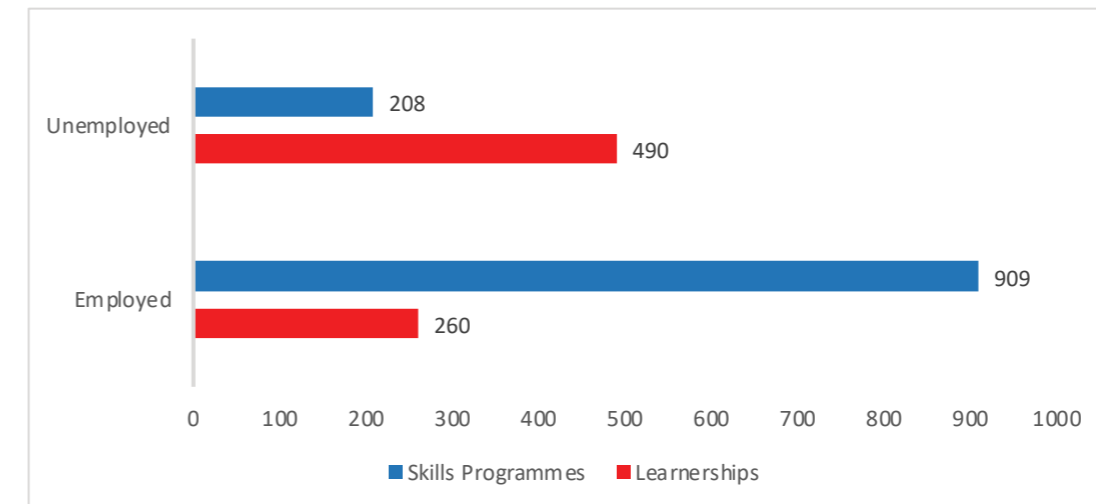
Source: SASSETA (2022)

Figure 3-6 below displays certificates issued for the 2020 - 2022 financial years for various skill development interventions supported by the SETA. Qualifications seems to be the highest among the intervention. Qualification has the highest due to the number of interventions forming part of it. Miscellaneous is the second largest with 5381 printed certificates.

Figure: 3-6: Learner Certificates Issued, 2020-2022
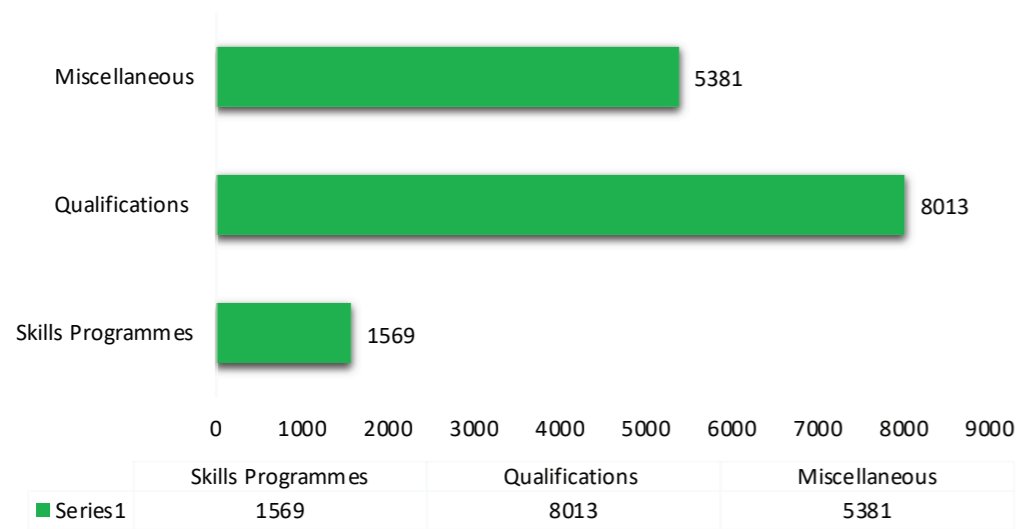
Source: SASSETA (2022)

Figure 3.7 represent percentage of the student population in the South African higher education institutions. A total number of 1 026 172 registered students in South African higher education institutions is 1 026 172 to (Nzimande, 2022).

Figure 3-7: Students enrolled in high education institutions in South Africa
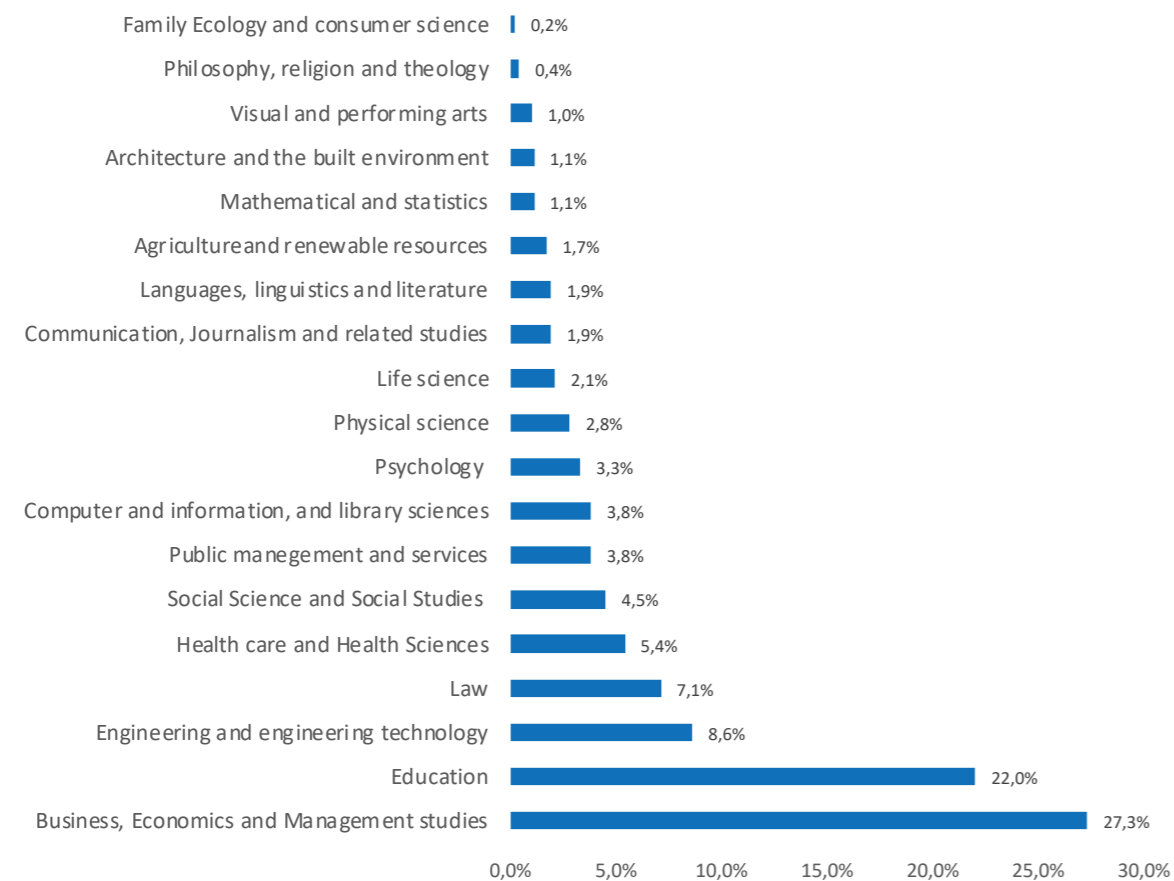
Source: Stats-SA (2022)

Figure 3-8 shows the total number of graduates, and there were 237 882 graduates in public HEIs in 2020, which was 7.2% (15 940) higher when compared with graduates reported in 2019 (221 942). Increases in the number of graduates in 2020 were recorded in almost all fields of study except Education, where a decline of 221 was observed. More than half of the graduates in 2020 were from the following institutions: UNISA (27.1% or 64 423), North West University (6.5% or 15 454), Tshwane University of Technology (6.3% or 14 897), University of Johannesburg (5.5% or 13 035) and University of Pretoria (5.4% or 12 852).

Figure 3-8 Graduate from public Higher Education Institutions, 2018-2020
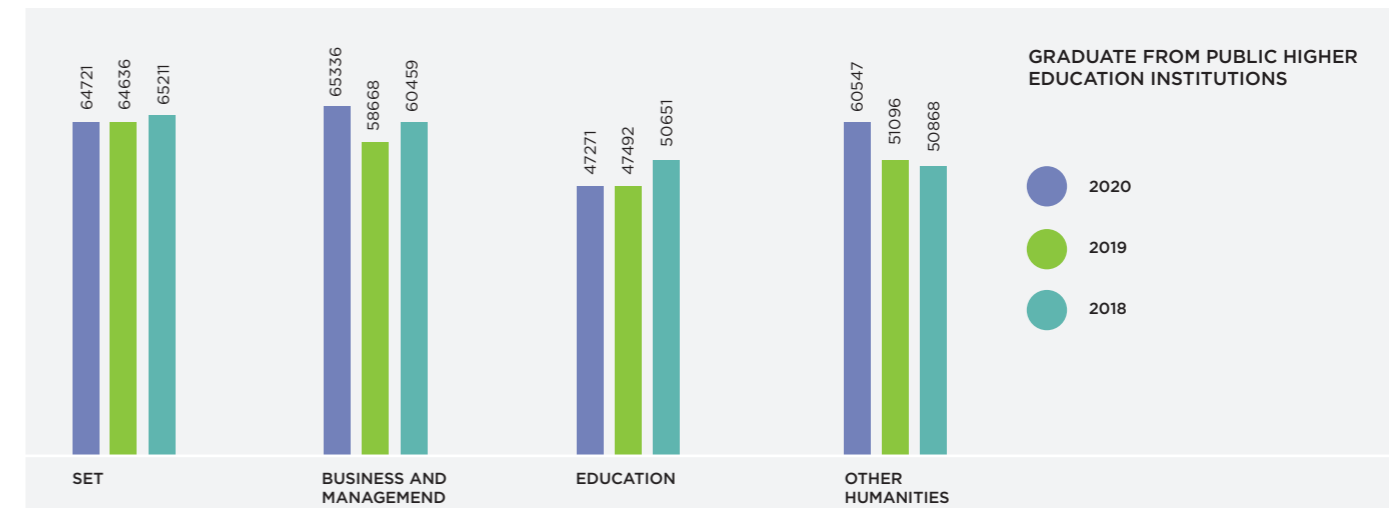
Source: Statistics on Post-School Education and Training in South Africa (2020)

Figure 3-9 shows that the is a steady increase in the throughput of the NSC completion until 2019 where we experience a 6.3% decrease on the pass rate. There are many factors that led to the decline in the pass percentage, which could be attributed in the main to the impact of Covid-19 on the school calendar and the restrictions on gatherings as per the disaster management regulations.

Figure 3-9 Comparison of performance in the NSC Examinations, 2016-2020
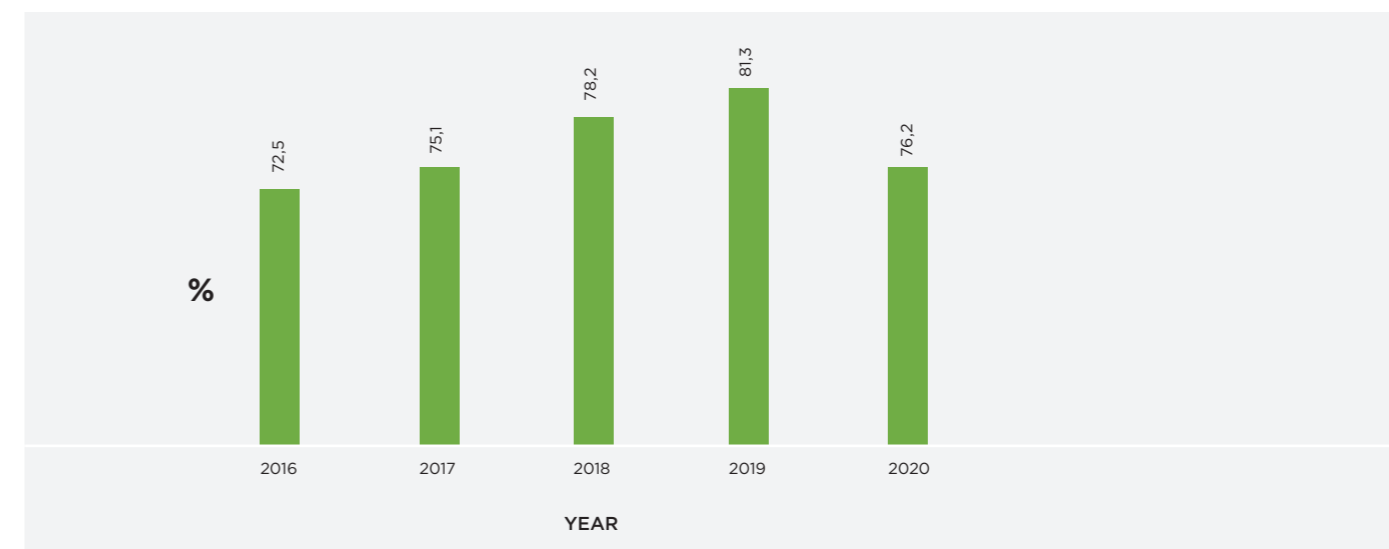
Source: DHET (2020).

3.4 Sectoral priority occupations in the sector

Ensuring that skills needs are effectively addressed is critically important across all aspects of the sector to max-imise the potential of all its workforce. The acronym "PIVOTAL" denotes Professional, Vocational, Technical and Academic Learning programs leading to full or part qualifications. The Sectoral Priority Occupations are intended to address scarce and critical skills identified as priorities in the SASSETS Sector Skills Plan (SSP).

3.4.1 Methodology used to determine the sector priority occupations

The SASSETA's Sectoral Priority Occupations (PIVOTAL) list was compiled by means of a mixed method approach. Our design draws on the analysis of qualitative data (e.g., interviews and focus group discussions with key stake-holders and Employers Interviews) as well as analysis of quantitative data from primary (i.e., 2021 Skills Survey) and secondary sources.

The interactions with key stakeholders were based on the assumptions that they possess deep knowledge, under-standings and insights of skills development in respective subsectors or the sector in general. Prior to approval of the Sectoral Priority Occupations (PIVOTAL) list by the SASSETA Board, the SETA engaged with Chambers for their input and advice. Inputs from the Chambers were triangulated with engagements with external experts on specific Chambers.

In addition, Sectoral Priority Occupations list was drawn up by analysis of the 2021/2022 WSP data. Moreover, the SETA also utilised national skills list such as the list of Occupations in High Demand (DHET, 2020), the 2020 Critical Skills List (DHET, 2020) as well as information from public employers (e.g., the departments of Defence and Correc-tional Services) in the sector.

The methodology broadly entailed:

1. Long lead time – those skills which are highly specialised and require extended learning and preparation time, for example, 3-4 years or more for HE courses and 3 years or more to achieve a TVET qualification, Skills Program, Learnership.
2. High use – those skills which are deployed for the uses intended (i.e., there is a good occupational 'fit'). The rule of thumb is that there is more than a 50% match between the training and the destination occupation.
3. Significant disruption – where the opportunity cost of the skills being in short supply is high (e.g., artisans, registered nurse, or doctor).
4. High information – where the quality of information about the occupation is available and adequate.

Top Ten Skills Selection and Prioritisation Assessment Matrix

Occupation /Skills	SASSETA Mandate (Short - Medium Term)						
Boiler Maker	**Importance**	**Relevance**	**Impact**	**Criticality**	**Essential**	**Final score**	**Ranking**
Boiler Maker	X	X	X	X	X		
Security Services Manager	X	X	X	X	X		
Computer Operator	X	X	X	X	X		
Traffic Officer	X	X	X	X	X		
Hospital Pharmacist	X	X	X	X	X		
Firefighter	X	X	X	X	X		
Clinical Psychologist	X	X	X	X	X		
Data Management	X	X	X	X	X		

Each field rated   **Low = 1   Med = 2   High = 3**

1. **Importance:** it is the weighting and-or value place on the skill intervention in the sec-tor and contribution towards sectoral occupation or SETA mandate.

2. **Relevance:** the weighting placed on the significance and the bearing - which the skill intervention will have to the sector, SETA objectives & mandates.

3. **Impact:** the weighting placed on the consequence or influence which the skill intervention will have to the sector, or SETA objectives & mandates.

4. **Criticality:** the weighting placed on the necessity & importance of the funding the skill intervention now than later – lead time.

5. **Essential:** it is the weighting with regards to the absolute essential & requisite / vital of having the implementing the skill intervention - to meet with SETA objectives.

    •   **Analysis of the 2022/2023 WSP vacancy data and information published in annual reports of public sector employers:** To determine trends in vacant occupations (Hard-To-Fill-Vacancies), albeit this is very anecdotal given the fact that the data may not be very reliable. Nonetheless, this is the best available data that could be attributed to the Safety and Security sector and its subsectors. The analysis generally entailed filtering out Hard-To-Fill-Vacancies (HTFVs) relative to employment rates occupation, number of employers indicating HTFVs as represented across the 6 subsectors of SASSETA.

    •   **Analysis of the 2021 Occupations in High Demand and 2021 Critical Skills lists:** These lists were used for the purpose of Triangulation of data from the WSP and Workplace interviews, especially for those pose that are applicable to the sector.

- **Identification of new and emerging occupations and skills gaps:** These were identified by means of engagements with resource persons in the subsectors and findings of the 2021 Workplace interviews.

- **Determining the Sectoral Priority Occupations (PIVOTAL) list and interventions:** These were determined by analysing the PIVOTAL Plan in terms of the type of intervention required (i.e., Apprenticeship, Learnership, Learning programme, etc.). The most prevalent Interventions against a specific OFO were regarded to be higher demand.

- **Determining the NQF level:** The PIVOTAL Plan was also used to establish the NQF Level.

Table 3-5 depicts the Sectoral Priority Occupations (PIVOTAL) list of the safety and security sector based on the methodology depicted herein.

Table 3-5 Sectoral priority occupations (PIVOTAL) List

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-221101	Doctor	Medical Practitioner	Bursary	650
2021-222108	Registered Nurse (Medical)	Professional Nurse (Primary Health Care)	Bursary	3246
2021-541401	Security Officer	Security Guard	Learnership	6580
2021-235101	Education or Training Advisor	Education or Training Advisor	Skills Programme	605
2021-226204	Authorised Pharmacist Prescriber	Clinical Pharmacist	Bursary	520
2021-541402	Alarms, Security or Surveillance Monitor	Alarms, Security or Surveillance Monitor	Learnership / Skills Programme	2562
2021-226201	Hospital Pharmacist	Clinical Pharmacist & Health Service Pharmacist	Bursary	682
2021-263403	Organisational Psychologist	Organisational Psychologist	Bursary	91
2021-143904	Security Services Manager	Security Services Manager	Skills Programme / Bursary	20
2021-311301	Electrical Engineering Technician	Electrical Engineering Technician	Bursary	10
2021-351101	Computer Operator	Computer Operator	Bursary	100
2021-541201	Traffic Officer	Law Enforcement Officer	Learnership	1600
2021-252901	Security Service Administrative Officer	Security Specialist	Bursary	15

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-862918	Electronic Equipment Mechanic	Electronic Equipment Mechanic	Apprenticeship	120
2021-132404	Warehouse Manager	Warehouse manager	Bursary	200
2021-516501	Driving Instructor	Driving Instructor	Learnership	170
2021-121908	Quality Systems Manager	Quality Systems Manager	Skills Programme	160
2021-421401	Debt Collector	Debt Collector	Skills Programme	71
2021-343401	Chef	Commis Chef	Bursary	89
2021-351301	Computer Network Technician	Computer Network Technician	Bursary	51
2021-335501	Detective	Forensic Detective / Investigator	Skills Programme	1 200
2021-325705	Safety, Health, Environment and Quality (SHEQ) Practitioner	Safety, Health, Environment and Quality (SHEQ) Manager	Skills Programme / Bursary	36
		Radiation Protection	Bursary	30
2021-341103	Paralegal	Paralegal	Learnerships	151
2021-261101	Attorney	Attorney	Bursary	870
2021-261905	Notary	Notary	Skills Programme / Bursary	5
2021-261901	Skills Development Facilitator	Skills Development Facilitator	Skills Programme / Bursary	6
2021-263101	Economist	Economist	Bursary	8
2021-341107	Law Clerk	Legal Clerk	Skills Programme / Bursary	155
2021-112101	Director (Enterprise / Organisation)	Managing Director (Enterprise / Organisation)	Bursary	130
2021-334201	Legal Secretary	Legal Practice Manager	Learnership	450
2021-132402	Logistics Manager	Dispatch Logistics Manager	Bursary	7
2021-121903	Physical Asset Manager	Contract Manager	Skills Programme / Bursary	10

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-242403	Assessment Practitioner	Assessor	Skills Programme / Bursary	68
2021-341104	Clerk of Court	Clerk of Court	Learnership	20
2021-134914	Correctional Services Manager	Correctional Services Manager	Learnership	9
2021-541501	Intelligence Operator	Police Intelligence Operators	Learnership	23
2021-121202	Business Training Manager	Training & Development Manager	Bursary	15
2021-341101	Conveyancer	Conveyancing Compliance Officer	Learnership	13
2021-331201	Credit or Loans Officer	Financial Accounting Officer	Learnership	60
2021-341102	Legal Executive	Legal Executive	Learnership	6
2021-121905	Programme or Project Manager	Project Director	Learnership	3
2021-121908	Quality Systems Manager	Quality Systems Coordinator	Learnership	7
2021-541904	Armoured Car Escort	Armoured Car Escort	Learnership	34
2021-351301	Computer Network Technician	Network Support Technician	Learnership	51
2021-261104	Trademark Attorney	Trademark Advisor	Bursary	300
2021-343401	Chef	Executive Chef	Bursary	38
2021-515103	Commercial Housekeeper	Housekeeper (Not Private)	Commercial Housekeeping Training	40
2021-133103	Data Management Manager	Data Processing Manager/ data analysts	Learnership	252
2021-862918	Electrical or Telecommunications Trades Assistant	Artisan Aide Electrical	Apprenticeship	119
2021-241104	External Auditor	Forensic Auditor/financial analyst / Investigator	Internship	15

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-242215	Fraud Examiner	Fraud Examiner	Bursary	5
2021-651302	Boiler Maker	Boilermaker-welder	Apprenticeship	11
2021-641201	Bricklayer	Chimney Repairman	Apprenticeship	20
2021-641501	Carpenter and Joiner	Panel Erector	Apprenticeship	17
2021-643302	Chimney Cleaner	Chimney Cleaner	Training	25
2021-263401	Clinical Psychologist	Forensic Psychologist	Bursary	3
2021-251901	Computers Quality Assurance Analyst	Software tester	Bursary	41
2021-341105	Court Bailiff	Court Collections Officer	Training	2
2021-335101	Customs Officer	Customs Investigator	Learnership	4
2021-671102	Electrical Installation Inspector	Electrical Inspector Construction	Learnership	91
2021-671301	Electrical Line Mechanic	Electrical Line Mechanic (Transmission)	Learnership	87
2021-215201	Electronics Engineer	Communications Engineer (Army)	Bursary	10
2021-226301	Environmental Health Officer	Licensed Premises Inspector	Bursary	20
2019-143901	Facilities Manager	Facilities Supervisor	Learnership	4
2021-862202	Handyperson	Handy Man	Training	8
2021-351302	Geographic Information Systems Technicians	Geographic Information Systems Analyst	Learnership	56
2021-251101	ICT Systems Analyst	ICT Systems Coordinator	Bursary	5
2021-672105	Instrument Mechanician	Instrument Mechanician (Industrial Instrumentation & Process Control)	Learnership	3
2021-652203	Locksmith	Safe maker	Learnership	10
2021-134702	Military Commander	Unit Commander (Combat Units Only)	Learnership	7

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-643101	Painter	Painting Contractor	Learnership	12
2021-321301	Pharmacy Technician	Pharmacy Technician - Inactive	Bursary	351
2021-642601	Plumber	Sanitary Plumber	Learnership	11
2021-132109	Quality Systems Auditor	Quality Systems Auditor	Bursary	12
2021-341203	Social Auxiliary Worker	Life Skills Instructor	Bursary	1529
2021-252902	Technical ICT Support Services Manager	Technical ICT Support Services Manager	Learnership	8
2021-216402	Transport Analyst	Logistics Analyst	Bursary	6
2021-216604	Web Designer	Web Designer	Bursary	4
2021-718907	Weighbridge Operator	Licensed Weigher	Learnership	6
2021-732203	Driver	Advance/K53 security driver	Driving learnerships	204
2021-263507	Adoption Social Worker	Occupational social worker/ Forensic Social Worker	Bursary	745
2021-6531	Motor Vehicle Mechanics and Repairers	Motor Vehicle Mechanics and Repairers	Learnership	76
2021-214401	Mechanical Engineer	Mechatronics Engineer	Bursary	14
2021-261106	Advocate	Advocate	Bursary	311
2021-134905	Judicial Court Manager	Judicial Court Manager	Learnership	12
2021-264301	Interpreter	Court Interpreter	Bursary	19
2021-341110	Associate legal professional	Legal Analyst	Bursary	54
		Legal Officer		49
2021-251203	Developer Programmer	ICT Programmer	Bursary	6
2021-331301	Bookkeepers	Financial Administration Officer	Learnership	9
2021-315305	Pilot	Attack Helicopter Pilot	Bursary	15
2021-542304	Armour Soldier	Armour Officer	Learnership	150

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-341106	Court Orderly/ Court Registry Officer	Court Officer	Learnership	4
2021-225101	Veterinarian	Veterinary Pathologist	Bursary	7
2021-213304	Earth and Soil Scientist	Soil Fertility Expert	Bursary	9
2021-252901	ICT Security Specialist	Database Security Expert	Bursary	400
2021-221207	Pathologist	Forensic Pathologist	Bursary	21
2021-541202	Non - commissioned Police Official	Bomb Squad Officer	Learnership	500
2021-311901	Forensic Technician (Biology, Toxicology)	Forensic Technician (Biology, Toxicology)	Bursary	19
2021-242401	Training and Development Professional	Training Material Developer	Bursary	75
***	Computer Aided Drawing specialist	Drawing Specialist	Bursary	190

Source: SASSETA WSP data (2021 & 2022).

The SETA will continue to implement skills development initiatives that purposefully aimed at addressing these areas in the sector as well as skills programmes that enhance education and increase access to occupationally directed programmes in needed areas and thereby expanding the availability of intermediate level of skills with a special focus. Table 3-6 displays a synopsis SASSETA's interventions to address top ten (10) PIVOTAL in the sector during 2023/24.

Table 3-6: Top 10 sectoral priority occupations (PIVOTAL) list, 2023/24

No	Name of the SETA	OFO Code	Occupation	Specialisation			Intervention Planned by SETA	NQF Level	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY THE SETA
1	SASSETA	2021-225101	Veterinarian	Veterinary Pathologist			Doctor of Veterinary Medicine Bursary	7	450	200
2	SASSETA	2021-252901	ICT Security Specialist	Database Security Expert			National Certificate: IT Systems Support (Cybersecurity Specialization) (Bursary)	5	750	50
3	SASSETA	2021-252902	Technical ICT Support Services Manager	Technical ICT Support Services Manager			ICT related Degree (Bursary)	7	500	400
4	SASSETA	2021-242215	Fraud Examiner	Fraud Examiner			Forensic related qualification (Bursary)	5	150	100
5	SASSETA	2021-541402	Alarms, Security or Surveillance Monitor	Alarms, Security or Surveillance Monitor			CCTV and Control Room Operator Course (Skills Programme)	4	1 000	800
6	SASSETA	2021-541501	Intelligence Operator	Police Intelligence Operators			Bursary	7	1 000	800
7	SASSETA	2021-242403	Assessment Practitioner	Assessor			Bachelor of Community Development (Bursary)	7	55	20
8	SASSETA	2021-341101	Conveyancer	Conveyancing Compliance Officer			LLB (Bursary)	8	550	200
9	SASSETA	2017-355501	Detective	Forensic Detective, harmful and occult investigator commercial crime			Detective Training (Learnership)	5	200	100
10	SASSETA	2021-341110	Associate legal professional	Legal Analyst and Legal Officer			Bachelor of Law (LLB) (Bursary)	8	85	50

Source: SASSETA WSP data (2022).

3.5   Conclusion

The skill development issue in South Africa is pertinent both at the demand and supply level. The South African labour market is characterized by significantly high levels of unemployment (34.5% during the first quarter of 2022) and spatially misaligned labour force. Generating employment is a challenge given the enormity of population entering workforce each year.

From the supply side, the issue is primarily related to employability of the workforce due to varying reasons ranging from poor education, lack of training facilities, inadequate skilling, quality issues leading to mismatch of skill requirements, and poor perception of vocational skilling vis-à-vis formal education. These have inadvertently created continual skill shortages and contributed to higher unemployment.

Career progression pathways are weak in certain parts of the sector, and this, contribute on-going skill shortages and skills gaps. A responsive and demand-driven approach to human capital development informed by the national policies and strategies will be required to address the skills shortages in priority areas and improved flow of competent skills in the sector. Addressing the specific skills needs identified in the most appropriate and sustainable manner requires further engagement and strong partnerships and cooperation between employers, trade unions, professional associations, and various stakeholder groups within the safety and security sector.

CHAPTER 4
SETA PARTNERSHIPS

4.1   Introduction

Governments are enjoined to carry out the primary responsibility for education and training reforms and policy design. However, the actual delivery of education and training can best be achieved through strategic partnerships between government, employers, trade unions, business organisations and various stakeholder groups in the formal and informal sectors of the economy.

Partnerships are formed for diverse reasons, and each has a "life" of its own. SASSETA partnerships are primary oriented and focus on advancing its core mandate and general skills development in the country. Partnerships are crucial to drive better outcome and share good practices and reducing duplication of efforts. This chapter outline new and planned partnerships. It further discussed the SETA's existing partnerships.

4.2   SETA partnership approach

In pursuit of a vision: "A skilled and capable workforce for an inclusive growth", SASSETA will establish and build various partnerships which seek to foster knowledge, professional skills and improve response of education and training to the needs of the sector and economy. Partnerships also promote relevant occupational directed training programmes fuelled by demand-led skills approach.

Partnership strengthen industry ownership of the skills system and the value of the work-based learning. They also match learning provision with demand to develop the right skills. Arguably, all organisations exist to create value of some kind, and there is likely to be merit in adopting a strategic value creation approach in partnerships.

Similarly, the White Paper on Post-School Education and Training (DHET, 2013) also calls for partnerships to strengthen linkages between the post school education sector, employers and other role players and industry. Partnerships with industry are, amongst others, aimed at addressing hard-to-fill vacancies and skills gaps in the sector, thus aiding to accurately define relevant occupational qualifications as well as enhancements to the training curriculum bolster relevance.

The NSDP also promotes collaboration through partnerships within the public sector as well as between the public and private sectors to support effective skills development. Furthermore, collaboration across the criminal justice system, intergovernmental sectors and civil society organisations is essential in the prevention of crime and the provision of community safety.

SASSETA develop its partnerships on the need that arise in response to a policy or to it strategic objective in order to fulfil its mandate. There are three basic partnership models, namely, equal general partnership, limited partnership and silent partnership.

The most successful model that the SETA has been implementing is general equal partnership model as this model allows all the partners to have a common understanding of the goals of the partnership and play an equal strategic oversight role on the implemented partnership. SASSETA has established numerous strategic partnerships that advance skills development and common interest. The scope of these partnerships includes, among other aspects, research, impact assessments, education and training, access to libraries and completed research work, qualification development, careers guidance information, sharing information, graduate placement (or work integrated learning) and SASSETA employees training and development.

4.2.1 New partnerships

A partnership is an agreement to do something together that will benefit all involved, bringing results that could not be achieved by a single partner operating alone, and reducing duplication of efforts and pursue compatible targets. Box 4-1 present new partnerships that the SETA had entered into. A successful partnership enhances the impact and effectiveness of action through combined and more efficient use of resources, promotes innovation and is distinguished by a strong commitment from each partner.

Box 4-1: New partnerships

No	Institutions	Nature of MoA	Purpose & objectives	Period
1	Council Scientific and Industrial Research (CSIR)	Memorandum of Agreement (MoA)	To collaborate on research & skills development	2021 - 2015
2	South African Woman Lawyers association (SAWLA)	Memorandum of Agreement (MoA)	To collaborate on women empowerment initiatives & targeted skills development	2021 - 2015
3	Law Society of South Africa (LSSA)	Memorandum of Agreement (MoA)	To collaborate on skills Development & graduate placements (Candidacy Attorneys)	2021 - 2015
4	National Bargaining Council for the Private Security Sector	Memorandum of Agreement (MoA)	To collaborate on skills development & collective sector analysis and shared learnings.	2021 - 2015
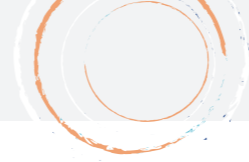
4.2.2 Planned Partnerships

Box 4-2 outline partnerships that the SETA is planning to pursue. Collaboration is intended to cover a variety of stakeholder such as employers, academics institutions, research institutions as well as civil society organisations operating in the safety and security sector. These partnerships will entail capacity building for staff members of the SETA and civil society organisations, conducting research and evaluation studies and co-funding of learning programmes, among others.

Box 4-2: Planned partnerships

No	Institutions	Nature and objectives
1	Professional Bodies/ NGOs	To collaborate and advancing matters of common interest: funding & skills development
2	Universities	To collaborate on research and skills development
3	SETA to SETA Partnerships • Health and Welfare Sector Education Training Authority (HWSETA) • Local Government Sector Education Training Authority (LGSETA) • Media, Information and Communication Technologies Sector Education and Training Authority (MICSETA)	To collaborate on matters of common interest: research, funding and skills development
4	TVET Colleges	To collaborate on skills development and WIL placements

4.2.3 Analysis of existing partnerships

Depending on the priority and objectives being addressed, strategic partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and with a view to producing relevant and high quality project results to minimise the demand-supply gap and challenges related to skill mismatch with industry requirements.

Strong commitment from each of the partners is reflected in the fact that partner organisations are equally present and, where possible, represented by experienced persons who have influence within their organisation. Resources and energy are devoted to monitoring and evaluation, on the basis of realistic but demanding performance indicators and targets which are clearly defined. Furthermore, partners should show determination and accept the practicalities of their political responsibilities.

Moreover, parties should set themselves common targets, they become answerable with regard to reaching these targets. They therefore have to agree on monitoring and evaluation as key principles. It is important to do this from the very beginning, so that questions regarding the outcome of the partnership and the funds involved can be answered and the value added of the partnership's work be made visible. Box 4-3 present existing partnerships.

Box 4-3: Existing partnerships

Name of institution/or-ganization	Period	Objectives of partnership			Value of partnership	Challenges experienced
Public Universities						
Tshwane University of Technology (TUT)	2020 –2024	• Conducting Policing and Corrections related research e.g., the effect of COVID-19 in skills development in the said subsector • Peer review of research studies • Co-hosting of research dissemination event			The partnership is envisaged to bolster information sharing between the two parties and contribute to-wards research capacity building	A detailed implementation plan could not be finalized due to COVID-19 related delays
Nelson Mandela University (NMU)	2020 –2024	• To conduct niche are research e.g., GBV and Femicide research and HIV-AIDS and its impact in the safety and security sector			To bolster the research capacity of the SETA	There are no challenges that the two parties have experience thus far in their co-operation.
Public TVET Colleges						
Majuba TVET College	2020 –2025	• Hosting SASSETA Satellite Office • Graduate Placement (WIL) • Education and Training.			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
eThekwini TVET College	2020 –2025	• Hosting SASSETA KZN Regional Office • Graduate Placement (WIL) • Education and Training.			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
uMgungundlovu TVET College	2020 –2025	• Hosting SASSETA Satellite Office • Graduate Placement (WIL) • Education and Training.			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
Flavius Mareka TVET College	2020 –2025	• Support and Practical Training for TVET Graduates			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
Sekhukhune TVET College	2020 –2025	• Support and Practical Training for TVET Graduates			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
Sedibeng TVET College	2020 –2025	• Support and Practical Training for TVET Graduates			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
Mnambithi TVET College	2020 –2025	• Support and Practical Training for TVET Graduates			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	Communication was a main challenge be-fore, but the parties have work out and re-solve this issue.
Gert Sibande TVET College	2020 –2025	• Support and Practical Training for TVET Graduates			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
KSD TVET College	2020 –2025	• Support and Practical Training for TVET Graduates			To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.

Name of institution/ or-ganization	Period	Intervention Planned by SETA		Value of partnership	Challenges experienced
Taletso TVET College	2020 –2025	• Support and Practical Training for TVET Graduates		To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery	There are no challenges that the two parties have experience thus far in their co-operation.
Employers in the sector					
Fidelity Security Services	MOU based usually over 12-24 months	• Learnership: Electronic Security Systems Installation • Better co-operation between the SETA and Fidelity Security Services		The enable the co-funding of training interventions and the placement of learners	Communication was a main challenge be-fore, but the parties have work out and re-solve this issue.
Department of Correctional Services	2020 –2025	• Support and practical training for TVET Graduates			Communication was a main challenge be-fore, but the parties have work out and re-solve this issue.
South African National Defence Force (SANDF)/ Wits University	2020 –2025	• Improve the quality of security management in the SANDF			Communication was a main challenge be-fore, but the parties have work out and re-solve this issue.
Department of Justice and Constitutional Development	2020 –2025	• Support and practical training for TVET Graduates			Communication was a main challenge before, but the parties have work out and resolve this issue.
Civilian Secretariat for Police	2020 –2025	• To realize the vision of the NSDP (2030) as well as building capacity and skills devel-opment within the Safety and Security Sector by entering into a partnership agree-ment.			
Quality Council for Trades and Occupation	2020 –2025	• The QCTO revoked all previously delegated functions to the SETA as provided for in section 26 1 of the skills development Act No, 97 of 1998			
Department of Police, Roads and Transport: Free State	2020 –2025	• To realize the vision of the NSDP (2030) as well as building capacity and skills development within the Safety and Security Sector by entering into a partnership agreement.			
Gauteng Community Education Training	2020 –2025	• To realize the vision of the NSDP (2030) as well as building capacity and skills development within the Safety and Security Sector by entering into a partnership agreement.			

4.3   Lessons learned from partnerships

A good partnership has many characteristics although it is unlikely that one partnership will have all good characteristics. The different situations will require tailored solutions and workable agreements that can look totally different from one agreement to the other.

SASSETA has established numerous strategic partnerships with Universities, TVET Colleges and other strategic institutions, with the intention to improve research capacity and identification and understanding of the scarce and critical skills needs across the safety and security sector. The lessons learnt from sector partnerships are:

Lesson 1: Preparatory work is crucial for developing a steady and effective partnership. Careful research into the context in which the partnership will be operating is part of this phase. The strengths and weaknesses of the area should be assessed, and effective measures designed.

Lesson 2: Partnerships provide more insight into skills issues in the sector. They provide better understanding of skills gaps and act as a hub for sector knowledge thereby reducing the risk that public and industry skills and training funding is directed in a way that fails to meet the needs of the sector.

It should be ambitious as well as realistic, common objectives are determined. Targets are set and are clearly defined. The difference between "should" and "should not" is therefore sometimes hard to judge, however, a well-structured partnership will be effective if there is a sharing of risk, responsibility, accountability or benefits. It can also bring a wide range of interests, skills, perspectives, resources and levels of knowledge necessary to effect change.

Lesson 3: Partnerships helps in defining current skills needs and improves the matching of need and skills supply. Improved identification and understanding of the scarce and critical skills need across the safety and security sector as well as sector consultation, may help to solve part of the skills mismatch issue by reforming education curricula to better link skills with the most relevant areas for skills development.

Lesson 4: Enhance the value of education and accessibility of the workplace. Partnerships could play a vital role in transforming the education system and maximising opportunities for unemployed graduates and cooperative education in the sector. SASSETA has been able to place many graduates through collaborative efforts with its stakeholders.

Lesson 5: Co-financing training. The sector engages in various types of skills development initiatives. Through sector partnerships, it becomes easier to co-finance training. As a result, the provision of skills development is maximised and the training resources available in the sector is leveraged.

Lesson 6: Better Planning and sustained coordination can help to galvanise the industry and improve skills planning. A "learning culture" is fostered, i.e., one where all partners are able to learn from one another by allowing new ideas to come forward in an open exchange of experiences.

Lesson 7: Monitoring and evaluation should be embedded in the partnership agreement. It is essential in order to fully appreciate the direction taken by the partnership and its results. Strong commitment from each of the partners is reflected in the fact that all partner organisations are equally present and, where possible, represented by experienced persons who have influence within their organisation.

Lesson 8: To be efficient, partnership should have recognisable and autonomous structure to help establish its identity. The structure should have stability and permanence as well as flexibility, and it is helpful if it has a certain degree of autonomy in making decision around the implementation of projects.

Lesson 9: Strong communication and sense of ownership. It is also important to review lines of communication to ensure that all partners are kept informed and involved. Parties should set themselves common targets and become answerable with regard to reaching these targets.

SASSETA work hand-in-hand with the industry to ensure that its training programmes address the skills gap and shortages in the sector. Box 4-4 present the summary of successful partnerships. Strong commitment from each of the partners is reflected in the fact that all partner organisations are equally present and, where possible, represented by experienced persons who have influence within their organisation.

Box 4-4: Successful partnerships

Name of Employer	Name of Chamber	Name of Skills Development Intervention	Reason attributed to the success of the partnership
Stallion Security	Private Security and Investigation Services	Learnership: General Security Officer (GSO)	Both partners (SASSETA and Stallion Security) adhered to their funding commitments As a result, learners were motivated and that resulted in higher completions rate and absorption of at least 30% of successful learners as security officers
Fidelity Security	Private Security and Investigation Services	Learnership: GSO	Both parties (i.e. (SASSETA and Fidelity Security) adhered to their funding commitments. Subsequently, learners were motivated, and this resulted in higher completions rate and absorption of at least 30% of successful learners as security officers
Department of Correctional Services (DCS)	Corrections	Learnership: Corrections Science	Both SASSETA and the DCS adhered to their funding commitments. This in turn benefited the learners and bolstered completions rate Majority of successful learners were employed by the DCS

4.4   Partnership intended to mitigate the effects of Covid-19 pandemic

SASSETA develop its partnerships on the need that arise in response to a policy or to it strategic objective in order to fulfil its mandate. Safety and security are regarded as an essential service, hence majority of employees (e.g., members of the SAPS. SANDF, DCS and security officers, among others) in the sector are frontline workers who have been at work since the announcement of the national lockdown in March 2020.

Some of these employees have been adversely affected, with some unfortunately succumbing to the virus. More-over, the sector comprises mostly of SMMEs from the previously disadvantaged racial groups who without any shadow of doubt have been negatively or continue to be negatively affected by Covid-19. A survey conducted by GEN 22 on Sloan (2020) exposed two significant findings about the negative effects of Covid-19on SMME's, namely:

- Over 55 000 SMME's will not survive the pandemic; and
- At least 42 350 employees in SMME's will lose their jobs due to Covid-19.

Likewise, skills development interventions in the sector are negatively affected by the pronouncement of the nation-al state of disaster and the lockdown. It is against this backdrop that SASSETA should forge partnerships with other parties to mitigate against the negative effects of Covid-19 in the sector. Box 4-5 depicts possible partnerships that should be forged to mitigate against the effects of the virus in the sector.

Box 4-5: Planned partnerships of mitigate the effect of Covid-19 pandemic

Name of Employer	Name of Chamber
The department of Small Business Development and its agencies (i.e., SEDA and SEFA)	To provide SMMEs in the sector whose operations or fortunes have been adversely affected by Covid-19 pandemic with financial and non-financial support
The Solidarity Fund	To provide SMMEs in the sector whose operations or fortunes have been adversely affected by Covid-19 pandemic with financial and non-financial support
Private training providers with experience in e-learning / on-line learning platforms	To support SASSETA training providers employers with e-learning/ online training infrastructure to ensure continuity of skills development interventions
The Council for Industrial and Scientific Research (CSIR)	Mapping the effect of Covid-19 pandemic in the safety and security sector to inform targeted support to the affected stakeholders
The Human Sciences Research Council	To piggybank on their social science research infrastructure to further understand the socio-economic effects of Covid-19 pandemic in the sector to inform targeted interventions

4.5   Conclusion

Sector partnerships are vital to ensure that education of the employment pipeline is an interdependent continuum, rather than the three distinct intersections of enrolment, skills building and finding employment. It is our conviction that successful education and training initiatives often rely on input from partnerships with employers and industry stakeholders in order to direct skills required by the industry and labour market in general.

The White Paper on Post-School Education and Training is calling for partnerships to strengthen linkages between education sector and labour market skills need. Ostensibly, a significant roll out of skills development programmes in the sector and the country at large is required to build a capable workforce and, to equip young people with the right skills.

It is vital that training and skills development interventions are designed in a manner that bridge the gaps between tertiary education and workplace. Partnerships are crucial to drive better outcome and share good practices and reducing duplication of efforts.

The M&E plays an important role in the design and delivery of skills programs and feed the lessons back to management so that they make informed decisions about improving the design and implementation of programs. The effectiveness of the skills development programs should be driven by a strong M&E system.

5.1   Introduction

SASSETA M&E framework is informed by Government-Wide Monitoring and Evaluation Policy Framework. It facilitates performance report on progress vis-à-vis targets and outputs on projects. It also reflects on the quantitative (how many learners supported and completed programs) and qualitative (process).

It fosters the oversight and the accountability and informs decision making and planning of the organisation. It is also designed to evaluate return on invest on SASSETA funded initiatives through impact (or tracer studies) studies. This chapter articulate the SETA M&E framework and how its underpinned the culture of reporting, good governance and clean administration in the organisation.

5.2   SASSETA's approach to Monitoring and Evaluation: Reflection on skills planning

Monitoring and Evaluation of efforts of SASSETA are guided by the "Project Monitoring and Evaluation Framework" of the organisation. The framework is intended to enable the SETA to monitor and report on progress (or lack therefore) of all its planned targets. It also intends to assess the quality of the implementation and evaluate the impact of its investment in the safety and security sector.

This section is intended to take a rear-view perspective of the performance of the organisation over a single financial period. The areas that might need improvement or areas that the organisation has done well in. To gain an insight into the past performance, a comparison of the project plan and the actual performance will be drawn. The result will be establishing the impact that might have had in the skills profile for the intended beneficiaries, which is part of the NSDP outcomes.

The project monitoring and reporting entails monitoring the actual project performance in relation to the project plan or planned targets. This phase of monitoring also entails collecting data on key progress metrics such as risk, changes and dependencies and reporting on project status, costs and outputs to the project sponsor, project steering committee and other project stakeholders.

The SETA's Monitoring and Evaluation framework incorporates five (5) steps, namely, defining the goal(s) of a project, defining project indicators, developing monitoring tools, defining the reporting procedure, and creating the monitoring implementation plan. Figure 5-1 summarises SASSETA's M&E Framework of the results chain.

Figure 5-1: SASSETA's Results Chain

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
Human Resources, Budget and other reseaources to implement SASSETA's Strategic Plan, SLA and APP	Implmentations of projects,on-going monitoring and verification	SSP, Strategic Plan, APP, SLA, Research reports, Monitoring and Evaluations reports	Improved skills for beneficiaries of skills development interventions ; Improved employability for beneficiaries; Improved career advancement for beneficiaries	Reduced unemployment; Increase economic growth; Improved standard of living

CHAPTER 5
SETA MONITORING AND EVALUATION

5.2.1 Definitions of the components of SASSETA's results chain

- Inputs: all the resources that contribute to the production of service delivery outputs. Inputs are "what we use to do the work". They include finances, personnel, equipment, and buildings.

- Activities: the processes or actions that use a range of inputs to produce the desired outputs and ultimately outcomes. Activities describe "what we do".

- Outputs: the final products, goods and services produced for delivery. Outputs may be defined as "what we produce or deliver".

- Outcomes: the medium-term results for specific beneficiaries which are the consequence of achieving specific outputs. Outcomes should relate clearly to an institution's strategic goals and objectives set out in its plans. Outcomes are "what we have achieved". These are often further categorized into immediate/direct outcomes and intermediate outcomes.

- Impacts: the results of achieving specific outcomes and sustaining them, such as reducing poverty and creating jobs. Impacts are "how we have actually influenced communities and target groups".

This approach to management is based on four pillars:

- Definition of strategic goals which provide a focus for action.
- Specification of expected results which contribute to the achievement of these goals; and the alignment of programmes, processes, and resources in support of these expected results; on-going monitoring and assessment of performance
- Integrating lessons learnt into future planning; and
- Improved accountability for results (whether projects/programmes made a difference in the lives of beneficiaries of the same).

5.2.2 Key role players

The key role players in the monitoring and evaluation process are the Department of Higher Education and Training, SASSETA Board, members of the Chambers, Executive Managers, the Management Committee, staff members (in all the business units), as well as employers and learners as beneficiaries of the SETA's skills development interventions The organisation has also established the Monitoring and Evaluation Committee whose primary responsibility is to oversee all the monitoring and evaluation activities of the SETA.

5.2.3 The significance of Monitoring and Evaluation data to support research and planning

The SETA use the M&E data to control the implementation of its projects and implement remedial action where necessary. The data is also being used during the planning when determining the strategic and budget performance in various components of the organisation.

It further helps on reviewing our compliance framework and management system, procedures, and operations. Through our M&E data on a continuous basis, we ensure that decision making support our goals and objectives and keep up with the pace of change.

It should be noted that the demands and constraints imposed by the management environment are a key determinant in what must be achieved and the capacity of the organisation to achieve it (i.e., the Strategic Plan, the Service Level Agreement and Annual Performance Plan). The M&E data keep us in check all the time to ensure that our mandate and strategy are aligned. Figure 5-2 demonstrates the use of M&E within the organisation and its linkage to planning, implementation, monitoring and evaluation that forms an integral part of the strategic planning process to ensure alignment of the Sector skills plan and other planning documents.

Figure 5-2: Linkages between Planning, Implementation, Monitoring and Evaluation

5.2.4 The extent the SETA has addressed strategic priorities of the previous financial year

According to the SASSETA Annual Report for the 2020/21 financial year, organisational performance has improved as compared to the previous financial years. While conducting monitoring activities, it was found that stakeholders are complying with projects' execution requirements of the SETA, hence there were no major findings. Table 5-1 shows the strategic priorities that were addressed by SASSETA during the 2020/21 financial year.

Table 5-1: SASSETA addressed strategic priorities

Strategic Priorities	Achieved	Not Achieved	Work in Pro-gress	Commentary
Strengthening partnership with sector training institutions and academy,	Achieved	None	None	None
Advance programmes that support professionalisation and transformation of the sector in the sector,	Achieved	None	None	None
Accelerate the production of Information communication and technology (ICT) in the sector,	Achieved	None	None	None
Support the production of technical and specialised skills in the sector, and	Achieved	None	None	None
Contribute toward building active citizenry.	Achieved	None	None	None
Support the SMMEs & entrepreneurship in the sector	Achieved	None	None	None

SASSETA continues to strengthen partnerships with sector training institutions and academies, professionalise the sector and, upgrade the ICT systems to enable the organisation to meet the challenges that come with the rapidly changing world of Technology. To promote the growth of public TVET colleges, SASSETA facilitated key partnerships between the sector (professional bodies and employers) and seven public TVET colleges.

For example, through these partnerships, SASSETA was able to facilitate the implementation of key artisan learning programmes and the placement of TVET students in work environments to enable them to acquire relevant practical skills. This area has been achieved. The SETA would further initiate numerous skills programmes, targeting mainly youth in rural areas of our country. These skills programmes will be implemented as part of SASSETAs' special projects geared at addressing the government directives and skills development agenda and employability of the South African youth.

Apart from numerous improvements realised within the organisation, one of the critical areas to be enhanced is the upgrading of our Information and Communication Technology (ICT) systems to enable the organisation to become more efficient and sustainable in the ever-changing ICT world. ICT infrastructure has been upgraded, ICT governance has been established, Business systems have been upgraded, ICT security has been upgraded, cloud-based backups and logical access control. The SETA believes more investment in these areas will enhance the service delivery and working relationship with our stakeholders.

A re-alignment of our strategy objectives with the National Skills Development Plan (NSDP) has been achieved. In our quest to increase our national footprint, additional to the regional offices opened in KwaZulu Natal in the previous year, we are geared towards opening more offices in other provinces in the future. All the above-mentioned initiatives will only be possible with requisite financial investment.

5.2.5 Key priority areas not achieved and reasons for the non-achievement

The SSP had identified the following key priority areas:

i.   Strengthening partnership with sector training institutions and academy,
ii.   Advance programmes that support professionalisation and transformation of the sector in the sector,
iii.   Accelerate the production of Information communication and technology (ICT) in the sector,
iv.   Support the production of technical and specialised skills in the sector, and
v.   Contribute toward building active citizenry.
vi.   Support the SMMEs and entrepreneurships in the sector

A well-educated and skilled population is seen as a core competitive advantage in an increasing globalised world economy. Higher overall skill levels across the population give a country the ability to produce more efficiently higher value products and services and thus compete with other counties on factors other than the price of labour. However, to develop a well-educated and skilled workforce requires focus and responsive skills development system and forging partnerships that are primarily oriented and focused towards advancing our mandate.

5.2.6 Interventions implemented in support of the ERRP Skills Strategy

The President tabled the Economic Reconstruction and Recovery Plan (ERRP) following the devastating impact of the Covid-19 pandemic to our economy. The ERRP sets out practical interventions to be implemented to support efforts to improve competitiveness in the economy, build confidence and improve economic performance. It targets multiple economic sectors and identifies skills development as one of the key enablers to restore growth. In response to this, the Department of Higher Education and Training (DHET) developed a Skills Strategy to support the ERRP.

The strategy sets out ten (10) interventions to ensure that the skills required are produced. Six (6) of the interventions are focused on delivery (specific skills to be produced immediately linked to sectoral strategies); and four (4) interventions are systemic and include mechanisms for refining and adding to skills and qualifications needed for fast responsiveness as the economy changes with the ERRP interventions.

SETAs are a key stakeholder in the implementation of the ERRP SASSETA will continue to develop staff on Occupational Health and Safety and First Aid considering the Covid-19 pandemic. The SETA will implement a new document management system that will allow for the scanning and storage of binding documents to a secure online cloud. This will encourage the reduction of our carbon footprint. The access of the documents will be readily available, which will assist in the day-to-day payment and administration process. To decrease the spread of Covid-19, SASSETA has standardised the use of online digital platforms to conduct meetings, seminars, and career services and initiated the process for e-learning, where appropriate. The SETA will also provide support to SMME's in the form of staff training their staff and other capacity building initiatives. SASSETA also initiated a Covid-19 relief package for small enterprises operating within the Sector to the value of R4 450 000.

SASSETA has awarded R15 million to Universities South Africa and R3 million to the University of the Witwatersrand to assist the funding of students who are studying in fields that are relevant to SASSETA in terms of the occupations listed in the ERRP and SASSETA's Sectoral Priority Occupations. Examples of these are ICT Systems Analyst; ICT Security Specialists and Computer Network and Systems Engineers; Attorneys, Trademark Attorneys and Paralegals. Nonetheless, SASSETA deferred the implementation of programmes to support the ERRP to the 2022/23 financial year due to operational requirements in the organisation (SASSETA, 2022, Annual Performance Plan 2022/23).

The SETA will, where possible, include other identified occupations that are also listed in the ERRP Skills Strategy relevant to the sector especially related to digital skills as they cut across, including but not limited to Software Developer, Programmer Analyst, Developer Programme, and ICT Project Manager. Table 5-2 illustrates areas that SASSETA will focus on in the medium to long term as part of the implementation of the Skills Strategy:

Table 5-2: Focus areas of the ERRP Skills Strategy

Focus Area	Focus Area
1	Strengthening partnerships to advance skills development in the Safety and Security Sector.
2	Enhancing risk intelligence to promote good governance and an ethical environment.
3	Identifying occupations in high demand in the Safety and Security Sector, and as guided by the Skills Strategy.
4	Increasing the production of occupations in high demand.
5	Linking Education and the Workplace.
6	Increasing access to occupationally directed programmes
7	Improving the level of skills in the Safety and Security Sector.
8	Supporting initiatives to grow the public college system.
9	Ensuring efficiency in the delivery of occupational qualifications for the Safety and Security sector.

Engineering social change and operational changes has become a priority within the Sector, the presence of Covid-19 has acted as a catalyst in this respect. The fourth industrial revolution is an opportunity which the country must change the way in which we operate, it refers to the implementation of innovative technology to promote economic growth. The SETA has implemented changes in the way in which we operate to leverage the speed and accuracy of data exchange to provide a digital service that saves time, money and assists stakeholders in real time. Our stakeholders, are now able to use online platforms to apply for grants, view our information portal, conduct online inductions, electronic submissions of invoices.

Evidently, the digital divide is still existent among citizens especially learners, the SETA acknowledges this, and accommodates these stakeholders as well. As the Sector moves towards a solid though evolving digital platform, the SETA is partnering with employers in the sector, to re-skill and re-train employees to ensure that they are capable to deal with the changes of the Fourth Industrial Revolution (SASSETA Annual Report 2020/21, 2021).

5.3   Plan of Action

Ensuring that skills needs are effectively addressed is critically important across all aspects of the Strategic Framework. 'Skills' has therefore been identified as a cross-cutting Framework theme, reflecting the importance of ensuring that the SETA respond to the sector skills needs and demands. Action Plan sets to addressing skills needs in the sector but recognises that solutions may need to be tailored to circumstances and requirements. The nature of the skills issues and solutions may differ depending on the geographical area, the business or the individual.

5.3.1   Mechanisms to address priorities not achieved in the previous financial year

The Learning Programmes sub-programme embarked on an employer stakeholders' revival process geared to persuading employers to absorb agreed upon numbers of unemployed learners into available vacancies. This will also entail proactive forward planning of learner placements with employers into possible anticipated vacancies (SASSETA Annual Report 2020/21, 202). The SSP will be strengthened and the skills programmes and learnerships will be aligned with sector skills needs as well as national imperatives.

The SETA will be implementing a revenue enhancement strategy to ensure that levy contributions are sustained. As regard, delayed implementation of projects the SETA has amended its discretionary grants policy to enable the SETA to cancel any contract signed, should the recipients not timeously implement training (SASSETA Annual Report 2020/21, 2021).

5.3.2   Measures to be initiated to ensure achievement of current priorities

The SETA intends to intensify the operationalisation and monitoring of partnerships with employers, training providers, other SETA's, and civil society organisations to ensure that current priorities are achieved (SASSETA Annual Report 2020/21, 2021). Furthermore, SASSETA's internal processes are geared to support the NSDP outcomes as well as the SSP priorities, with a steadfast focus support on the TVET Colleges, Community Educational and Training Colleges, Public Universities and Universities of Technology.

In addition, SASSETA will be implementing the Training Lay-off Scheme (TERS) in partnership with the Unemployment Insurance Fund and affected employers in the sector over the MTEF and provision has been made to do this in the SASSETA's Discretionary Grant Policy. SASSETA will work together with its strategic partners to promote small business development and the establishment of cooperatives to bolster income-generating opportunities for the NEET over the next 8-year period.

SASSETA will also implement dynamic and impactful targeted programmes for youth, disabled persons, women, and programmes that address the human rights issue of gender-based violence (SASSETA Annual Report 2020/21, 2021). All categories of learning programmes will require that at least 54% of women are beneficiaries of learning interventions further to this SASSETA will strive to ensure that at least 1% of disabled learners are training on certain learnerships and skills programmes over the next five-year period. Companies allocated Discretionary Grants will be required to train at least 54% women in terms of the Discretionary Grant contracts they sign with SASSETA (SASSETA Annual Report 2020/21, 2021).

The Covid-19 pandemic required a total change in the way that all entities operate. SASSETA has invested in the relevant tools of the trade that staff requires to enable them to work remotely. Further information technology support will be embarked on in the year under review. Also, stakeholders have been supported by the implementation of the following: supporting SMMES to get their businesses back into the market and training employees in the sector on Occupational Health and Safety issues occasioned by the Covid-19 pandemic.

These projects will continue in the 2022/2023 year. In addition, there will be much emphasis placed on training occupations that are critical in terms of the ERRP (SASSETA Annual Report 2020/21, 2021). The SETA intends to intensify conclusion, operationalising and monitoring partnerships with employers, training providers, other SETA's, and civil society organisations to ensure that current priorities are achieved.

The other measures will entail (i) strengthening with training providers and academic institutions, (ii) link funding to performance indicators (governance charter report should be part of the indicators and ensuring improved coordination between the Sector Skills Plan (SSP), the Annual Performance Plan (APP) and the Strategic Plan of the SETA (SASSETA Annual Report 2020/21, 2021).

Table 5-3 illustrates measures that SASSETA will further implement during the 2022/23 the financial year relating to the facilitating and monitoring skills development, as well as analysing the demand for and supply of skills in the sector.

Table 5-3: Facilitating and monitoring skills development

Facilitating and Monitoring Skills Development in the sector	Analysing of the Demand - Supply of Skills
Re (up)-skilling the workforce in the sector	Analysing Hard-to-Fill-Vacancies and Skills gap reported by employers in the sector
Support dynamic and impactful skills development in the sector	Analysing skills gap reported by employers
Build and maintain competencies in the Sector	Support better training and jobs match

The culture of good governance, administration and relevant protocols should filter throughout the institution, making decision-making smoother, easier and more distributed. This will be entrenched in the Medium-Term Expenditure Framework (MTEF) period by continuing to review business infrastructure and staff performance to support excellence; institutionalising a robust performance management system; and continuing to monitor the organisational performance against the strategic objectives, risk management and high-level performance indicators.

Covid-19 pandemic has had an impact on virtually every business and SASSETA was no exception. SASSETA has introduce the virtual learning platforms in alignment with the QCTO guidelines and directive. Also, use digital platforms as a replacement for the traditional on-site learner and employer induction training and contract signing assisted in the placement of interns at their places of employment.

The lessons learned from our impact studies seek to shape planning and optimise our service delivery. The success of SASSETA's skills development interventions and financial sustainability actions, will come through, among other actions, resilient strategic partnerships and collaboration with stakeholders that share the same vision.

5.4   Conclusion

The M&E plays an important role in the design and delivery of skills programs and feed the lessons back to management so that they make informed decisions about improving the design and implementation of programs. The effectiveness of the skills development programs should be driven by a strong M&E system.

Monitoring is a continuous assessment of programmes or projects in relation to the agreed implementation schedule and project objectives. It is also a good management tool which should, if used properly, provide continuous feedback on the project implementation as well as assist in the identification of potential successes and constraints to facilitate timely decisions.

In contrast, evaluation is a periodic assessment of whether the SETA has achieved its objectives and the defined outcomes. Evaluations draws on the data generated from the ongoing monitoring processes. The M&E data assisted us to sharpen our business processes through performance planning. Nonetheless, the unit is undergoing continuous learning to further improve their monitoring and evaluation know-how with an aim to bolstering efficiency and effectiveness. The next chapter (Chapter 6) focuses on SASSETA's strategic skills priority actions.

CHAPTER 6
SETA STRATEGIC SKILLS PRIORITY ACTIONS

6.1 Introduction

There is no doubt that the world is changing at an incredible pace and people will need skills to be able to analyse, adapt, solve problem, manage and work in an increasingly connected way. The major skills shortages and mismatches undermine productivity and thus growth. The government has a vital role in and establishing effective technical and vocational education and skills development systems.

Flexibility and responsiveness of training institutions to the evolving sectoral needs and challenges and offering quality programs are crucial attributes of successful skills development systems. There should also be clear linkages between education and training and the world of work. Furthermore, all people from schooling onwards should have access to quality career information and receive appropriate and adequate career guidance and advice to pursue education and training opportunities leading to a career and ultimately employment.

The White Paper for Post-School Education and Training sets a tone for skills development and training as - sub-titled 'building an expanded, effective and integrated post-school system' and envisage a system that threads the different parts of the post-school system together. This chapter present the summary of the key findings of the preceding chapters and five critical skills priority actions for the SETA identified for the next five years.

6.2 Findings from the previous chapters

Chapter 1 articulate the performance of the economy and the profile of the safety and security sector. This chapter focuses on the scope of coverage, key role players, economic performance, employer profile and labour market. The safety and security sector in South Africa has two components, which is private and public entities. Public entities include the government department that are in the security cluster, while the private sector subsumes the private security and legal services.

The sector also comprises oversight or regulatory bodies. The primary purpose of the oversight bodies is to ensure that the sub-sectors execute their mandate within the ambit of law. Private security companies (PSC) component of the sector has its greatest presence in Gauteng province (37.5%, where the prevalence of violent crime is highest. There is also a concentration in the scale and scope of PSC activities in the other two most commercially significant provinces in the country, i.e., KwaZulu-Natal (11%), and the Western Cape (14.6%).

Arguably, the safety and security sector has an important role to play in improving South African economic and social performance. The country is not an island hence the ongoing economic crisis is a global phenomenon that affects regions and countries in different ways. As local economic growth remains subdued and fragile, labour market conditions are unlikely to improve significantly in the months ahead. Since subsectors vary in size, shape and scope, there are also different skills development needs and challenges which have implications for specific skills development, and fit-purpose interventions relative to subsector context. It is also worth noting that the safety and security sector is grappling with issues of transformation, uneven and quality of data across all subsectors. The nature and impact of migration within and across the sector is not fully known, hence this is an area that needs further explored.

Chapter 2 provides insight on key skills change drivers in the safety and security sector. High crime levels, the growth of transnational organised crime, multiple national policies and national policy mandates shape planning as well as service provision in the public sector components of the sector.

The key findings in this chapter suggest that factors such as globalisation and technological advancements are changing the patterns of crime. These have an impact on safety and security in South Africa. Hence, role players in the criminal justice system and in the broader safety and security sector are redefining their focus to address the changing face of crime and are re-aligning their objectives to serve national imperatives.

The need to professionalise the sector as highlighted in the NDP is also influencing the way services are delivered, and the skills base required for the sector such as criminologists, detectives/investigators, and specialised skills i.e., medical services, linguistics, forensic services, investigation, cybercrime skills, management and leadership skills.

According to the South African crime statistics, two most serious crimes in the country are murder and robbery in the mist of Covid-19. The crime statistics mentioned that from October to December 2020, there was a 6.6% increase in the murder rate and robbery during the third quarter national crime statistics. However, crime levels fell sharply during the first month of lockdown when restrictions were most strict. In April, violent crimes declined by 55%, murder dropped by about 56% and armed robbery decreased by 55%. During June 2020, most crimes continued to decline but at lower rates than in previous months. Notwithstanding, the surge in recent mass shooting remains a concern for the authorities, especially for the safety and security sector.

Covid-19 has an impact on cybercrime. The cyber threat is accelerating since a large amount employee are working from home. Cyber criminals attempt to access corporate data, customer information and intellectual property are not the only threat to businesses. The economic impact of Covid-19 adds a further layer of complexity for the public and for government.

Chapter 3 discusses and provides insights to the extent and nature of demand and supply and identifies occupational shortages and skills gap for the sector. The extent of supply and demand is not explored comprehensively as not all information was available at the time of compiling the SSP. Skills supply is determined by the availability, quality, and relevance of skills development programs that are industry-related, and by the policy interventions that affect their management, financing and governance. Matching demand and supply is critical for an effective skills development system and depends on close coordination between government, the private sector, unions, education and training providers.

The occupational makeup and mix in the sector show the importance of cross-economic- sectoral occupations, including concentrations in the medical services professionals, information technology, engineers, chemists, psychologists and vocational counsellors, social workers, finance and related professionals, logistical support and related professionals, language practitioners, interpreters, and other communication, automotive and technical related professionals.

The nature and extent of skills supply in the sector is drawn from various education and training bodies such as schools, universities, universities of technology, TVET colleges, sector training institutions and academies, SETA-supported training programmes, private providers as well as training institutions within government departments in the sector.

In addition, in many instances the safety and security sector draw its workforce straight from secondary school level, particularly in relation to entry-level positions such Police Officers, Correctional Security Officers, Private Security Officers, etc. An initiative on worker training and re-training is essential to a more productive but inclusive economy. The identification and support of the skills development initiative that improve worker productivity is off important. The country needs the correct interventions that will reduce the unemployment in the economy and increase supply of skills in high demand.

Chapter 4 outline partnerships, both existing and planned for the SETA. Ostensibly, a close working-level cooperation between these players, for example, employer participating in designing courses and in curriculum design, or trainees receiving enterprise-based as well as classroom training, is likely to lead to far fewer mismatches. The scope of these partnerships including, among other things; research, impact assessments, education and training, access to libraries and completed research work, qualification development, careers guidance information, graduate placement (or work integrated learning) and SASSETA employees training and development.

Chapter 5 articulate the SETA monitoring and evaluation.

6.3 Sector strategic skills priority actions and recommendations

Analysis of changing skill needs within occupations suggests a strong increase in the need for many generic skills. For example, better utilisation of skills often involves changing job roles and organisational design as well as approaches to leadership and management within the organisations. The sector skills plan has identified the following six skills priority actions to drive focus and strategic directions of the SETA for the next five years.

6.3.1 Build and strengthen partnership with sector training institutions and academies.

Rationale: Employer needs should be at the heart of identifying and defining transferable skills, with the skills agenda being employer-driven, but Government co-ordinated. Two-way dialogue between the marketplace and policy-makers is critical to ensure employer support. Convergence between government and business stakeholder understanding of transferable skills will be an important aspect in creating a momentum for their development. Initiatives aimed at encouraging the development of generic skills amongst the workforce will be that much more successful if they are seen to directly correlate to workplace agendas. The sector has many in-house training institutions and academies that the SETA can build on as it advances its mandate. This priority area seeks to build and to strengthen partnerships with these in-house sector training institutions, both public and private, in order to bolster the supply of skills in the sector and to direct the training to the skills needed by industry.

The Covid-19 outbreak had made us aware of the important of fostering these partnerships order to adapt to a new normal brought by the virus. Moreover, partnerships should focus on infrastructure development, capacity building of trainers, curriculum development and co-funding.

6.3.2 Advance programmes that support professionalisation and transformation of the sector

Rationale: SASSETA will have to position its strategies and programmes to advance professionalisation and transformation across the sector. This priority area seeks to make sure that the SETA and stakeholders in the sector adhere to the transformation and professionalisation agenda, in line with transformation imperatives outlined in the NSDSIII. This policy document highlights the following key developmental transformation imperatives, race, class, gender, geography, age, disability and the HIV and Aids pandemic. Resources should be deployed on addressing these challenges.

The SETA will have to initiates and supports skills development programs that advance and make impact towards professionalisation across the sector. There is also a need to bolster integrity management and improve leadership as well as management skills in the sector. This responds to the NSDP outcome of "advancing an equitable and integrated system", as it emphasizes the commitment of the SASSETA towards transformation and redress.

6.3.3 Accelerate the production of information communication and technology (ICT) skills

Rationale: Shortages of skills and lack of urgency in implementing measures to confront the scourge of cybercrime remain a challenge in South Africa. The fourth industrial revolution is characterised by a fusion of technologies that link physical, digital and biological spheres. Hence, the reluctance by the safety and security sector in embracing change through technology will result in higher number of criminal attacks. SASSETA should position its strategies and skills intervention programmes to advance skills development in ICT, in order to make an impact towards addressing the negative impacts of the fourth industrial revolution.

In addition, the fourth industrial revolution will profoundly affect the nature of crime in South Africa, affecting both the probability and the nature of crime. Technological advancements and data protection laws drive the need for specialist ICT technicians and professionals, as well as the operational ICT skills needed by all attorneys.

Moreover, the Criminal Justice Revamp plan will also drive particular ICT skills needs as well as skills required by operational personnel who will be required to make use of new ICT processes. Within the private security sector special skills will be driven by the environment where ICT is playing an increasingly central role in the provision of effective security services.

6.3.4 Support the production of technical and specialised skills

Rationale: The safety and security sector is a labour-intensive sector and requires more technical and specialised skills to deliver on its multi-faceted demands and mandate. The sector to effectively respond and deliver to its dynamic and complex mandate would need well trained workforce and equipped with specialised skills such as detectives, forensic investigators, cybersecurity experts, IT technicians, mechanics technicians, drone pilots, data analytics, specialist in sexual offenses, specialist in public order policing, environmentalist, etc.

6.3.5 Contribute toward building active citizenry

Rationale: The SETA should support a broad range of marginalised people, rural and community-driven development projects, which give control of planning decisions and investment resources to communities. This approach will helps building resilience, inclusion, and social accountability. The National Development Plan (NDP) emphasises the need to build an active citizenry as an important element of realising Vision 2030.

A key component of the crime prevention model is to involve communities in combatting crime and violence, and gender base-d violence crimes. Such a model involves Community Patrollers, Community Policing Forums as well as other volunteer programmes.

Facilitating meaningful citizen participation in crime prevention through enhancing skills development of these groups, particularly in relation to skills such as negotiation and mediation is required. Another skill need relates to supporting the initiatives by the Department of Correctional Services to reduce reoffending through rehabilitation and reintegration, inclusive of the provision of education and training to inmates. The skills needs are varied across vocational learning and general education.

6.3.6 Support for SMME's and Entrepreneurship

Rationale: The NDP emphasizes the need to reduce the regulatory burden on small businesses in order to improve the performance of the labour market. This will reduce tension and ease access to young people and unskilled employment seekers. In order to facilitate entrepreneurship, SASSETA has provided training to that has equipped them with entrepreneurship skills to start their own businesses.

SMMEs have been recognised as a key driver of economic growth, and more importantly, as a major source of employment. This emphasizes the NSDP outcome "greater inclusivity and collaborations across the system". Moreover, SASSETA has a huge number of employers that falls within the range of the SMMEs, and a significant amount of the learning interventions are channels in uplifting this small medium enterprise in promoting entrepreneurship.

6.4 National Skills Development Plan outcomes

It worth mentioning how the SETA strategic priority action discourses the outcomes of the NSDP. The first strategic priority action addresses the first and second outcomes the NSDP through strengthening the partnership with institutions that are on the supply side of the model (Strengthening partnership with sector training institutions and academy). These partnerships play a substantial role in increasing the production of occupations that are in higher demand and linking education to workplace within the safety and security cluster.

The second strategic priority actions speak to the transformation and professionalising of the sector. This strategic objective addresses the third outcome of the NSDP by making sure that all employees have access to the higher positions through skills development.

Furthermore, outcomes 4, and 6 (of NSDP) deal with the strategic priority actions 3 and 5 as these strategic actions speak to the issues of the technical skills that the SETA plans to develop through learning interventions in the safety and security sector. The SETA is currently supporting entrepreneurship and small medium enterprise in the sector as the significant number of the stakeholders falls within this range.

6.5 Conclusion

South Africa's current skills development paradigm has lived through a number of lifecycles, yet the shortage of skills is still a reality based on research conducted on the same phenomenon. The colossal rollout for skills development programmes in the sector remains extensive and important. The huge skills demand in the sector revolves around the relative scarce skills and critical skills propelled by the expansion of demand and the non-sector specific and sector specific change drivers.

The skill in sector remains complex and the delivery of skills solutions has been subject to changes in the delivery landscape. SASSETA should focus in strategic direction and priorities on strengthening partnerships with sector training institutions and academies, advance programmes that support professionalisation and transformation of the sector, and accelerate the production of information communication and technology (ICT) skills, and support the production of technical and specialised skills.

From the skills supply perspective, the sector will experience some challenges as all sectors of the economy have been affected by the Covid-19 outbreak. The Training institution had to adapt to the new normal that is brought by this pandemic. SASSETA will deliberately implement the planned interventions to advance these sector priorities as well as monitor and evaluate to assess progress and impact.

The M&E plays an important role in the design and delivery of skills programs and feed the lessons back to management so that they make informed decisions about improving the design and implementation of programs. The effectiveness of the skills development programs should be driven by a strong M&E system.

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