SASSETA

SAFETY & SECURITY

2025-2030

Sector
Skills Plan

FOREWORD

SASSETA remains focused and committed on its mission to transforming and professionalising the safety and security sector by providing qualifications and skills through effective and efficient partnerships.

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. The SETA's ought to play a crucial role in harnessing and mitigating the digital transformation and the lingering impact of the 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 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 NSDP outcomes and 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 NDP to "ensure that the people of South Africa are and feel safe". This will be accomplished by implementing a variety of learning programs to address critical skills needs in the sector.

The Board will continue to position the strategic framework of the SETA in the context of opportunities and mitigating risks and continuously strengthening risk management capabilities that would enable an effectively response to our mandate and skills priorities of the sector.

It is with great pleasure that I, therefore, present the 2025/2030 SSP update to the Minister of Higher Education and Training in partial compliance with the requirements of the Skills Development Act 1998 as amended, the NSDP, and the SSP Framework and Guidelines. The 2025/2026 SSP update is endorsed by a duly authorised representative.

Yours faithfully,

Chris Mudau
Chairpersons of the Accounting Authority

Date: 1 August 2024

EXECUTIVE SUMMARY

"Safety and security don't just happen, they are the result of, collective consensus and public investment. We owe our children, the most vulnerable citizens, in our society, a life free of violence and fear."

~ Nelson Mandela~

SASSETA is a national skills agency, entrusted with the authority and mandate to promote and facilitate the skills development in the safety and security economic sector. It facilitates the development of industry-critical skills among the workforce through upskilling and retraining initiatives, renders internships, learnership, bursaries, apprenticeships, WBL, career services & capacity Building Workshops. It further support initiatives that seeks to employment opportunities through the development of entrepreneurial skills. Our world is changing fast. The world of work is being reshaped, and the prospects of a linear career and job-for-life are no longer an option. Similarly, as technology replaces routine tasks, people will need to adapt, developing related, uniquely human skills which continue to add value in the workplace. Skills would remain a perfect recipe for success.

Safety and security lie at the heart of the prosperity of any nation. Citizens want to feel safe (protected from risk or injury) and secure (free from danger or threat). But today security is challenged in all aspects of our daily lives and trust in the institutions that should keep us safe is low. Governments, their agencies and other stakeholders need to be constantly vigilant to the risks to their citizens' safety. This means scanning the trends and assessing the threat levels and risks across the four intersecting domains of physical, digital, economic and social security.

South Africa's progress in developing a well-being economy is faced with considerable challenges: unemployment (31.9%), poverty and persistent and pervasive inequality. As a small open economy, our sectors and industries continue to evolve and influenced by a range of global headwinds and trends. The economy is projected to grow marginally, by 1.3% in 2024 and 1.6% in 2025, supported by growth in trade, tourism, mining, and manufacturing. Inflation is projected to ease to 4.9% in 2024 and decline further to 4.6% in 2025 on account of reduced fuel and food prices, subject to evolving global dynamics (National Treasury, 2024).

Modern professional security practice continues its onward march world-wide. Optimum security service must be remitted and maintained by security practitioners and professionals. Members of the profession should be vision and work in an environment characterized by cooperation, collaboration, open communication and respect. There are two divisions of the safety and security sector in South Africa: public and private. **Public security sector:** Public security agencies are those groups that perform a security function but are funded exclusively by the government in the interest of the public service which national provincial and local government patronage. **Private security sector:** Private security is different from the public security in several significant ways.

Private security is provided to clients for a fee and except in special circumstances has jurisdiction limited to the property owned by the client. Security is provided to protect the interest of the clients. Private security includes measures taken by individuals, partnerships, and corporations designed to protect their interest such as property, personnel and information. The future of the security professionals particularly its survival is linked to the quality of security education and training received by practitioners in their formative years, precisely in colleges, universities and professional institutes. The key success in security provision and profession lies principally in education and training. The private security sector is a rapidly evolving industry in the South Africa, with demands constantly shifting and changing. With an increased need for security services in both the public and private sectors, the role of private security companies has become more important than ever. In order to stay ahead of the curve, companies in this industry must be adaptable and able to respond to the changing needs of their clients. The safety and security sector is a big and growing sector in South Africa. The terrain of this sector reveals significant changes as well as continuity. The safety and security sector is a significant component of the South African economy in terms of employment, market share and contribution of taxes to the state fiscus. There are no hard and fast numbers to come by on the size and growth of the South Africa's safety and security sector.

www.sasseta.org.za

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Safety and Security Sector
Education and Training Authority

Safety and Security Sector
Education and Training Authority

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The sector is ubiquitous in South Africa today, policing public spaces, residential and commercial complexes and an ever-widening range of public spaces such airports, malls, monuments, parks, transport, special economic zones, schools, airspace, sea, banks, public institutions, etc.

Its importance lies in the fact that it permits other developments to take place, but it must be appreciated that whilst stability permits economic and political progress, it does not cause them. Despite the difficulties to measure economic contribution of the sector, the indications are that the safety and security sector is emerging as a big player in the economy and expanding. Skills development is a cumulative process that occurs at every stage, takes place in a variety of settings, engages highly diverse stakeholders, involves multiple delivery mechanisms, and must constantly respond to changing occupational requirements.

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. With the complexities of crime and growing appreciation of threats to security, institutional and organisational reforms have been set in train which are having – and will continue to have - a significant impact on the level and structure of demand for security goods and services.

SASSETA identified six (6) strategic skills priority actions to drive its strategic direction, namely: (i) Building and strengthening strategic partnerships, (ii) Advancing programmes that support professionalisation and transformation of the sector, (iii) Accelerating the production of information communication and technology (ICT) skills, (v) Supporting the production of technical and specialised skills, (vi) Contributing toward building active citizenry, and (vii) Supporting SMMEs & Entrepreneurships (Incl. Co-operatives). The world of work is being reshaped, and the prospects of a linear career and job-for-life are no longer an option.
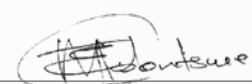
As technology replaces routine tasks, people will need to adapt, developing related, uniquely human skills which continue to add value in the workplace. Skills would remain a perfect recipe for success.The overall organisational strategic goal is to contribute towards a vision of the NSDP vision: *"An educated, skilled and capable workforce for South Africa"* and assisting the country in advancing the skills development agenda which seek to have adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development.

Signed-off by:

Chris Mudau
Chairperson of the Accounting Authority

Thamsanqa Mdontswa
Chief Executive Officer

Date: 01 August 2024

Date: 01 August 2024

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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
NSDP	National Skills Development Plan
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
RTMC	Road Traffic Management Corporation
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

METHODOLOGY:
RESEARCH PROCESS AND DATA SOURCES

Hybrid methodology – content analysis 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

- **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 subsector(s).

- **Covid-19 pandemic lingering impact.**
  - Subdue weakens in the economic activities & employment prospects.
  - Education related activities were negatively impacted by the pandemic.

(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.

RESEARCH PROCESS

- **PHASE 1: Data audit, sources & write up**
  - Data collection
  - Continuous auxiliary research.
  - SETA Survey(s)
  - Auditing data sources.
  - 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 and 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:
    - (i) Chambers
    - (ii) Governance & Strategy Committee
    - (iii) Board consideration & approval
    - (iv) 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.**

> "Safety and security don't just happen, they are the result of, collective consensus and public investment. We owe our children, the most vulnerable citizens, in our society, a life free of violence and fear."
>
> ~ Nelson Mandela~

Chapter one

SAFETY AND SECURITY SECTOR PROFILE

1.1 INTRODUCTION

Our world is changing fast. The world of work is being reshaped, and the prospects of a linear career and job-for-life are no longer an option. Similarly, as technology replaces routine tasks, people will need to adapt, developing related, uniquely human skills which continue to add value in the workplace. Skills would remain a perfect recipe for success. Safety and security lie at the heart of the prosperity of any nation. Citizens want to feel safe (protected from risk or injury) and secure (free from danger or threat). But today security is challenged in all aspects of our daily lives and trust in the institutions that should keep us safe is low. As a result, even in stable countries, many citizens say they feel or perceive themselves to be unsafe. Governments, their agencies and other stakeholders need to be constantly vigilant to the risks to their citizens' safety. This means scanning the trends and assessing the threat levels and risks across the four intersecting domains of physical, digital, economic and social security.

This chapter (Chapter 1) present the profile of the safety and security sector drawing insights to various sources and data research from: WSP/ATR, Annual reports of government department and its entities, Stat-SA, National Treasury, World Bank, IMF, books and academic publications and journals.

1.2 SAFETY AND SECURITY SECTOR, SCOPE OF COVERAGE

SASSETA along with other twenty-one SETAs, was established by the government to facilitate and coordinate skills development across economic sectors of the country. Box 1-1 presents the SIC codes and the specific constituencies associated with each of the subsectors.

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

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

The world of work is being reshaped, and the length of time skills remain relevant is reducing quickly. For most people, the prospects of a linear career and job-for-life are no longer an option. The above box provide an idea of the demand and supply of skills in the safety and security sector for the South African economy.

The demand is classified with employers consuming the skills in the sector, the supply side is the inhouse training centers, employers such as SAPS, Intelligence and Defence supply their own skills. In other words, employers are able to recruit the right people with the right skills at the right time while individuals access careers that help them pursue opportunities to themselves, the economy and its employers.

1.3 PUBLIC AND PRIVATE SECURITY

Modern professional security practice continues its onward march world-wide. Optimum security service must be remitted and maintained by security practitioners and professionals. Members of the profession should be vision and work in an environment characterized by cooperation, collaboration, open communication and respect. There are two divisions of the safety and security sector in South Africa: public and private. ***Public security sector:*** Public security agencies are those groups that perform a security function but are funded exclusively by the government in the interest of the public service which national provincial and local government patronage.

Private security sector: Private security is different from the public security in several significant ways. Private security is provided to clients for a fee and except in special circumstances has jurisdiction limited to the property owned by the client. Security is provided to protect the interest of the clients. Private security includes measures taken by individuals, partnerships, and corporations designed to protect their interest such as property, personnel and information.

The future of the security professionals particularly its survival is linked to the quality of security education and training received by practitioners in their formative years, precisely in colleges, universities and professional institutes. The key success in security provision and profession lies principally in education and training.

The private security sector is a rapidly evolving industry in the South Africa, with demands constantly shifting and changing. With an increased need for security services in both the public and private sectors, the role of private security companies has become more important than ever. In order to stay ahead of the curve, companies in this industry must be adaptable and able to respond to the changing needs of their clients.

1.4 KEY ROLE PLAYERS

The safety and security sector is a relatively big and growing sector in South Africa. The terrain of this sector reveals significant changes as well as continuity. The safety and security sector is a significant component of the South African economy in terms of employment, market share and contribution of taxes to the state fiscus. Citizens want to feel safe (protected from risk or injury) and secure (free from danger or threat). But today security is challenged in all aspects of our daily lives and trust in the institutions that should keep us safe is low.

The safety and security sector has not been spared from the social and economic shock caused by the Covid-19 pandemic. The primary stakeholders in the safety and security sector 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, National Development Plan (NDP) and National Skills Development Plan (NSDP).

As outlined in the subsequent section each role play has a critical role to play in relation to the NSDP outcome. These critical stakeholders have an important role in realising the NSDP outcomes and providing professional security services to the public and private clients. The mission of security training is to promote excellence in public safety and private security through the development of professional standards and the delivery of quality service. Box 1-2 shows the key role players in the sector.

Box 1-2 Key role players

Categories	List of role players			Their Roles	Linking roles to NSDP Outcomes
Employers	• The South African Police Service (SAPS), Independent Complaints Directorate (IPID), Secretariat for Safety and Security, Civilian Secretariat for Police, Road Traffic Management Corporation (RMTC), Department of Correctional Services (DCS), Department of Defence (DOD), Department of Justice and Constitutional Development (DoJCD), National Prosecuting Authority (NPA), The South African Secret Service (SASS), Private security and Legal services			These employers plays a crucial role in the following areas: consumption of the skills (Employment), Identification of demand (Scarce and Critical skills), Supplying of Skills (inhouse training institutions)	Employers are linked to the following NSDP outcomes; 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).
Organised labour movement	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			The role of trade unions is immensely important in enabling a more dynamic response to the rapid changes taking place within the labour market, society, and the economy. The unions are shaping and artfully advancing the interest of their members which includes education and training - upskilling and/or reskilling.	Their willingness cooperation is a crucial factor in realising the following outcomes of the NSDP (Improving the level of skills in the South African workforce' (Outcome 3) and 'Encourage and support worker-initiated training' (Outcome 7)
Regulators and oversight bodies	Judicial Inspectorate for Correctional Services (JICS), National Council for Correctional Services (NCSS), Correctional Supervision and Parole Boards, Defence Force Service Commission, Reserve Force Council, Office of the Military Ombud, The Public Protector, Human Rights Commission (SAHRC), Judicial Service Commission (JCS), Legal Practice Council, Law Societies, General Counsel of the Bar of South Africa, South African Board for Sheriffs, The Civilian Secretariat for Police, Independent Police Investigative Directorate (IPID), Departments of Community Safety and Liaison, Private Security Industry Regulatory Authority (PSiRA) and National Bargaining Council for the Private Security Sector			among the key role players for the safety and security sector are various regulatory and oversight bodies. These entities or units within departments play a critical role in realising the mandate of each stakeholder with the prescripts of the law especially to the training received by employees.	These bodies contribute to quality standards in the safety and security sector. They ensure high quality and safety in both training and practice in the sector. Similarly, they grant permission to practice by setting and regulating quality and credibility standards. These role players address NSDP Outcome 1: Identify and increase production of occupations in high demand; Linking education and workplace' (Outcome 2) and Outcome 4: Increase access to occupationally directed programmes.
Civil society and NGOs	Back Lawyers Associations (BLA), the National Association of Democratic Lawyers (NADEL), the South African Judicial Institute Education (SAJIE), the South African Women Lawyers Association (SAWLA), Business and Against Crime South Africa (BACSA), the South African Banking Risk Information Centre (SABRIC), the Consumer Goods Council Crime Prevention Programme and Community Safety forums			These organisations plays a range roles including, research, lobbying, training, professionalisation and transformation of the sector	These role players address NSDP Outcome 1: Identify and increase production of occupations in high demand; Linking education and workplace' (Outcome 2) and Outcome 4: Increase access to occupationally directed programmes.
Training providers	Universities; Universities of Technology; TVET colleges; Community colleges; Private training providers; other training providers etc.			Represent interests of training provider in policy platforms; Contribute to education and training quality assurance, and curriculum development	These institutions are there to supply skills to the sector. They ensure that new entrants are ready for the workplace. In many cases, such institutions invest in continuous curriculum development to match sector needs. These role players address all NSDP outcomes.

1.5 EMPLOYER PROFILE

There were 4174 levy-paying organisations in the safety and security sector (SASSETA SMS data, 2024). Most of these organisations were in the Legal Services (2 620) and the Private Security and Investigation (1538) subsectors. Table1-1 illustrates the number of active employers in the sector by means of levy contribution.

Table 1-1: Active Employers by subsector, 2024

Subsector(s)	Levy Paying	Government Dept./Entities
Defence	1	Department of Defence (SANDF)
Corrections	5	Department of Correctional services (Including four 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	2 620	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	1 538	Private sector organisations
Total		**4 174**

Source: SASSETA SMS Data (2024).

The Private sub-sectors have more than 99% of the active employers in terms of levy contributions, which includes private security, legal services subsector and the four private prisons in the corrections subsector. Subsectors that include government department has 12 organisations. Table 1-2 shows levy paying organisations in the safety and security sector from 2016/17 to 2022/23 financial periods.

The number of levy-paying employers (LPEs) in the Legal Services subsector has been fluctuating between 2018/19 (2 650) and 2023/24 (2 615), 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 1 550 in 2022/23, there is a decrease again on the current financial year by 17 companies.

Table 1-2: Levy paying organisations in the safety and security sector

Subsector	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Legal Services	2 950	2 980	2 320	2489	2615	2620
Private Security and Investigation Activities	1 892	1 992	1 488	1550	1533	1538

Source: SASSETA SMS data (2024)

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' between2020/21 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 paralegal 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 2023).

Figure 1-1: Employer provincial distribution, 2024
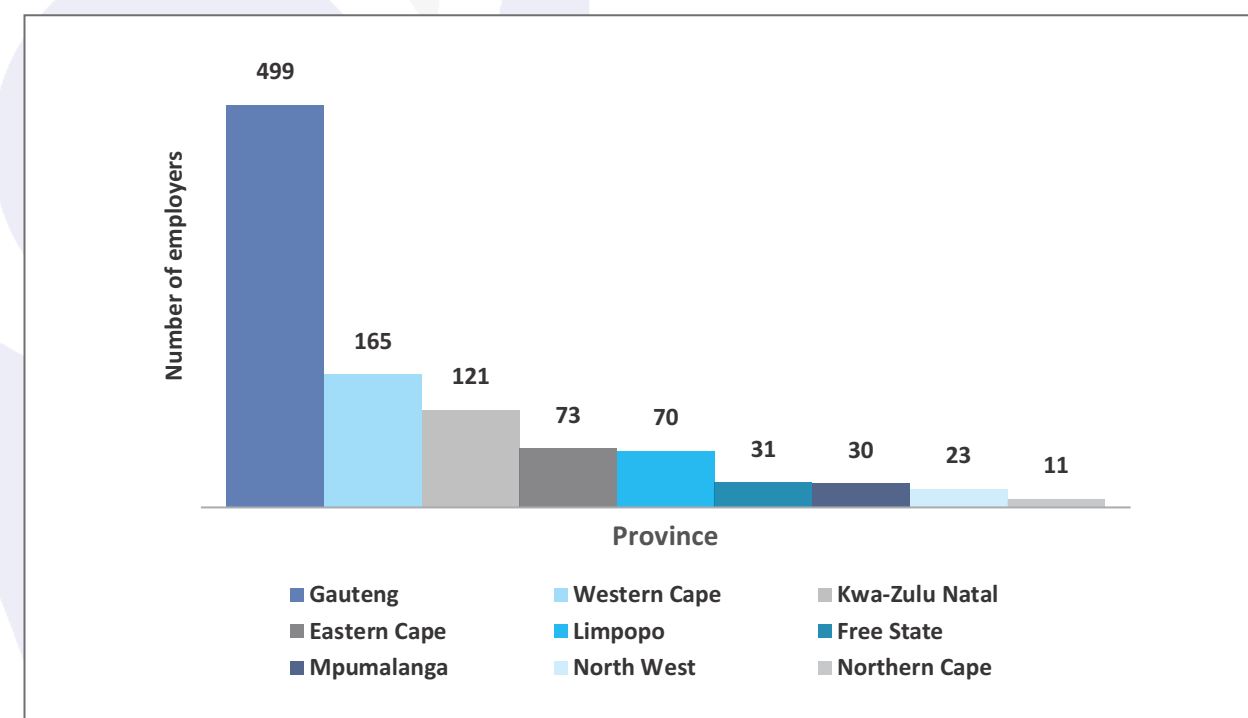
Source: SASSETA SMS data (2024)

1.6 LABOUR MARKET PROFILE

The economy is changing, and the world of work is shifting. In modern economies, continuous economic restructuring, innovation, and globalisation have led to major transformations in labour markets, giving rise to pervasive skill gaps and skill mismatches. This turbulence in the labour markets has been even greater in the developing countries such as South Africa.

"To generate employment, South Africa would have to address three chronic labour market challenges: extremely high rates of inactivity, high rates of unemployment, and low levels of self-employment," said Marie Francoise Marie-Nelly World Bank Country Director for South Africa, Botswana, Eswatini, Lesotho and Namibia.

Skills will play an essential role in how we all respond to these societal and economic shifts. With change increasingly unpredictable and rapid, South Africa's future success will be reliant on the ability of its people and businesses to adapt quickly and positively to disruption in the world around them. However, change brings possibilities. It is important that employers and industry leads are also essential in establishing their skills requirements to ensure our approach is shaped, informed by, and meets current and future employer demand.

Furthermore, the growing integration of technology into jobs and workplaces across all sectors of the economy requires a workforce with a range of specialist as well as general digital skills. We need to ensure that the workforce in the sector is equipped with the necessary digital capabilities, qualifications and specialisms, as well as the leadership and management skills to take advantage of emerging opportunities.

Figure 1-2: Gender composition (%), 2024
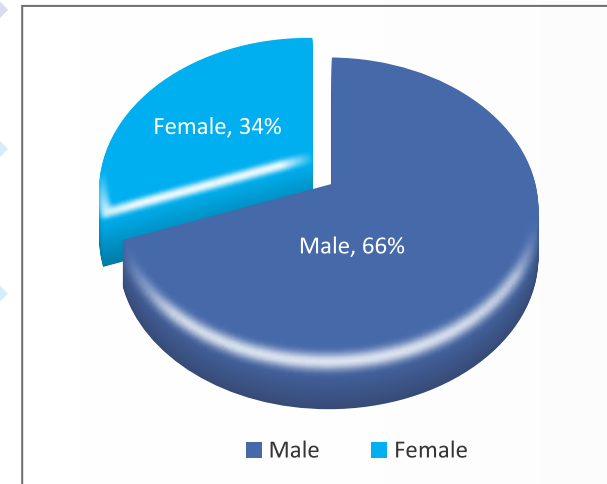
Source: SASSETA SMS data (2024)

Figure 1-2 articulate the gender composition in the sector. It shows that 66% of the sector's employees are males whilst 34% 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 1-3 depicts racial representation per subsector. Africans (83%) are a major contributor in all sectors of the safety and security sector. The least contributing race is Indians (4%) in all sub-sectors however they are more represented in the legal services.

Figure 1-4 depicts racial representation per subsector. It is evident from the data presented here 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 1-3: Racial composition (%), 2024

Source: SASSETA SMS data (2024)

Figure 1-4: Racial representation per subsector (%), 2024
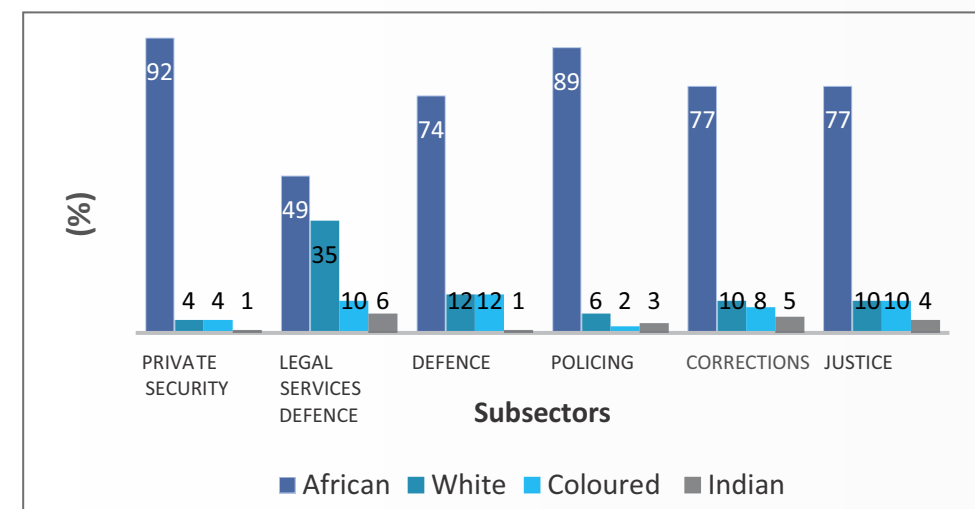
Source: SASSETA SMS data (2024)

Figure 1-5: Employees with disabilities per subsector (%), 2024
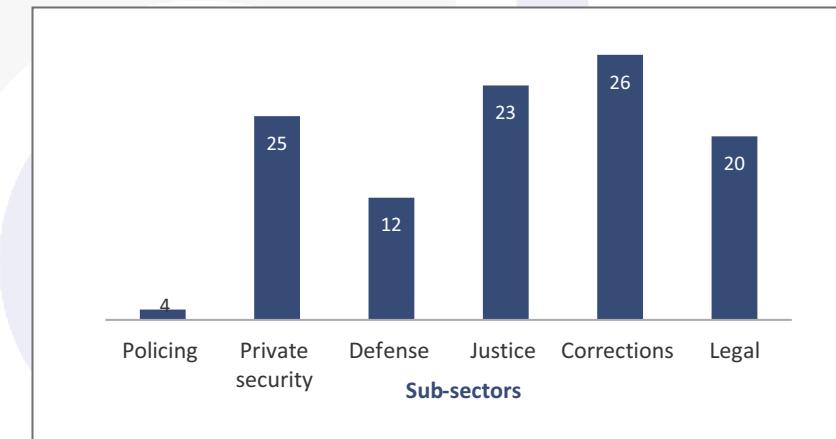
Source: SASSETA SMS data (2024)

Figure 1-5 shows employees with disabilities per subsector of the safety and security sector.

The correctional services has employed more disability persons (26%) followed by the Private Security (25%) and Justice (23%) irrespectively, while the minority (less than 1%) are employed in Policing.

Figure 1-6: Age distribution in the sector (%), 2024
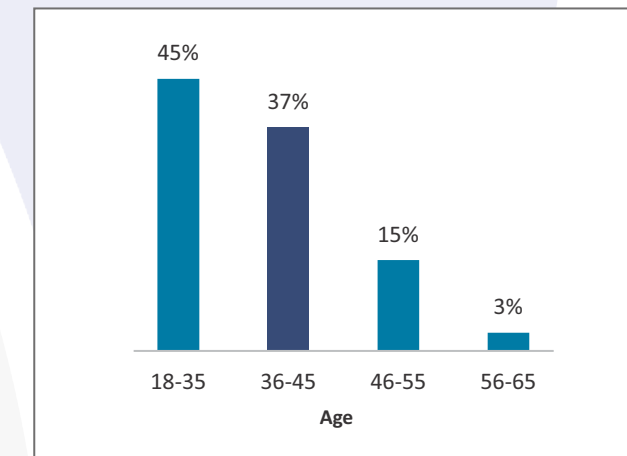
Source: SASSETA SMS data (2024)

Figure 1-6 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.

Figure 1-7 provides an overview of the total employment in the safety and security sector. Based on the information from the SMS (2024), 935896 employees are represented in the sector.

Figure 1-7: Total employment (%), 2024
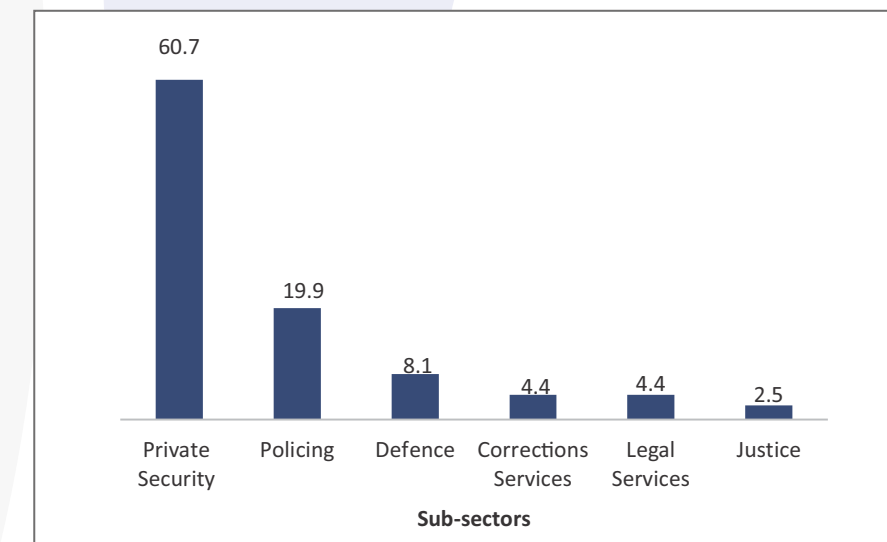
The majority of employees are engaged in the Private Security (557 277 or 60.76%) and Policing (183 286 or 19.98%) subsectors, while the least number of employees are in the Justice (22 831 or 2%) and the Legal subsectors (39 876 or 4.35%).

Source: SASSETA SMS data (2024)

Figure 1-8: Labour force status by province (%), 2024

Source: SASSETA SMS data (2024)

Figure 1-8 illustrates the labour force distribution per provinces. It shows that most employees in the Safety and Security sector are based in Gauteng (55%) followed by KwaZulu-Natal (12%) and the Western Cape (11%).

The least number of employees in the sector are based in the North West Province (2%). 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.

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 1-9 show occupational classification in the sector.

Figure 1-9: Occupational classification in the sector (%), 2024
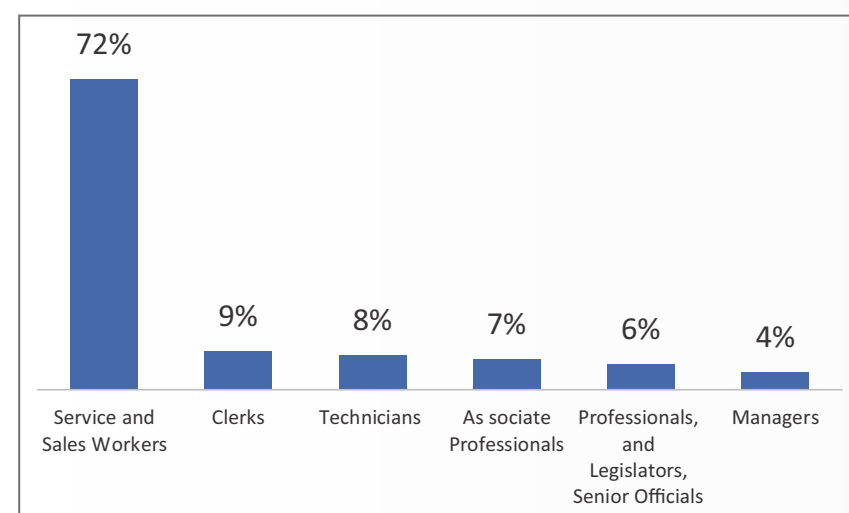
Source: SASSETA SMS data (2024)

It 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.

1.7 ECONOMIC PERFORMANCE OF THE SAFETY AND SECURITY SECTOR

South Africa's progress in developing an economy that respond to the needs of the country is faced with considerable challenges: unemployment (31.9%), poverty and persistent and pervasive inequality. As a small open economy, our sectors and industries continue to evolve and influenced by a range of global headwinds and trends.

The economy is projected to grow marginally, by 1.3% in 2024 and 1.6% in 2025, supported by growth in trade, tourism, mining, and manufacturing. Inflation is projected to ease to 4.9% in 2024 and decline further to 4.6% in 2025 on account of reduced fuel and food prices, subject to evolving global dynamics (National Treasury, 2024). That said, the outlook for growth remains subdued. Alongside this, South Africa's labour market continued to perform weakly with high levels of unemployment and low employment. Addressing energy, logistics and infrastructure challenges, together with easing inflation and a commensurate lower interest rate environment and works toward fixing what is broken — will help unlock confidence and South Africa's economic potential. But a lot of hard work still lies ahead.

The volatile economic and fiscal context makes it essential that the government offers leadership and direction in the prioritisation of public spending. Equally, the private sector command an important role and contribution in economic growth and job creation. But a lot of hard work still lies ahead. The world of work is being reshaped, and the length of time skills remain relevant is reducing quickly.

For most people, the prospects of a linear career and job-for-life are no longer an option. Skills will play an essential role in how we all respond to these societal and economic shifts. It is important to ensuring that the workforce is adequately equipped with the skills businesses need, both now and in the future. Skills formation and development is important at all ages, in order to address unmet skills demand.

1.7.1 Public security sector economic contribution

The main mandate of the peace and security function is to ensure the safety and security over the medium term, R765 billion will be devoted to the peace and security function in order to fight crime and maintain territorial integrity. Included in this budget are extra R39.4 billion allotted to specific departments to pay the carry-through expenses of the public-service salary rise for 2023–2024. The South African Police Service (SAPS) is allocated R22 billion.

The department will employ cost-containment measures, rationalize its organizational structure, connect police districts with municipal districts, and enhance operations in order to increase efficiency. In an effort to improve safety, it is also cultivating strategic alliances with nearby villages. These developments have a huge skills implication in the sector, the sector will need to align it human capital strategies to these requirements.

Table 1-3: Government MTEF projections for the security sector, 2023

Departments	Revised Estimate	Medium-term estimates				
	2023/24	2024/25	2025/26	2026/27	Percentage (%) of total MTEF allocation	Average annual MTEF growth
Defence and State Security	53 506	53 507	55 428	57 906	21.8%	2.7%
Police Service	117 094	125 007	131 230	137 108	51.4%	5.4%
Law courts and prisons	52 122	54 428	56 798	59 404	22.3%	4.5%
Home Affairs	14 106	11 098	11 032	12 041	21.6%	-5.1%

Source: National Treasury, Budget Review (2023)

To put the Financial Action Task Force and State Capture Commission's recommendations into practice, the Department of Justice and Constitutional Development has been granted R627.8 million over a medium period of time. The Department of Agriculture, Land Reform, and Rural Development transfers R156 million to Legal Aid South Africa for land rights representation. To fulfil its mandate, which includes safeguarding the public interest, looking into allegations of misconduct, and advancing the independence and integrity of the legal profession, the Office of the Legal Services Ombud has been given an R16.5 million priority.

The acquisition of technologies and vehicles to protect the nation's borders will be given top priority by the Department of Defence. Within the Department of Defence, R1.9 billion is allotted for routine maintenance and urgent repairs. Policies are being put in place to maintain vital defence capabilities and lessen the burden on employee remuneration. This will have an impact on the emerging occupations, this will require more drones specialist and cyber related occupations.

1.7.2 Private security sector economic contribution

South Africa has one of the biggest private security markets worldwide. It is currently estimated that an industry worth over R50 billion annually, and its growth rate is astounding. Businesses make up the majority of the clients for private security services, but individual consumers are beginning to make larger investments in security systems and related services. The number of crimes has increased over time, and people are depending more and more on private security as a remedy.

In South Africa, the legal services subsector is essential to maintaining the rule of law and advancing the just, democratic, and equitable operation of the nation. Practicing law offers a special chance to improve society by defending the rule of law and standing up for the weak. Legal practitioners have the authority to enact laws, protect the vulnerable, and guarantee just settlement of conflicts. The legal services subsector benefits from a stable economy despite being slightly exposed to South Africa's weak economy.

Figure 1-10: Estimated economic contribution of private security and legal services in South Africa, 2021
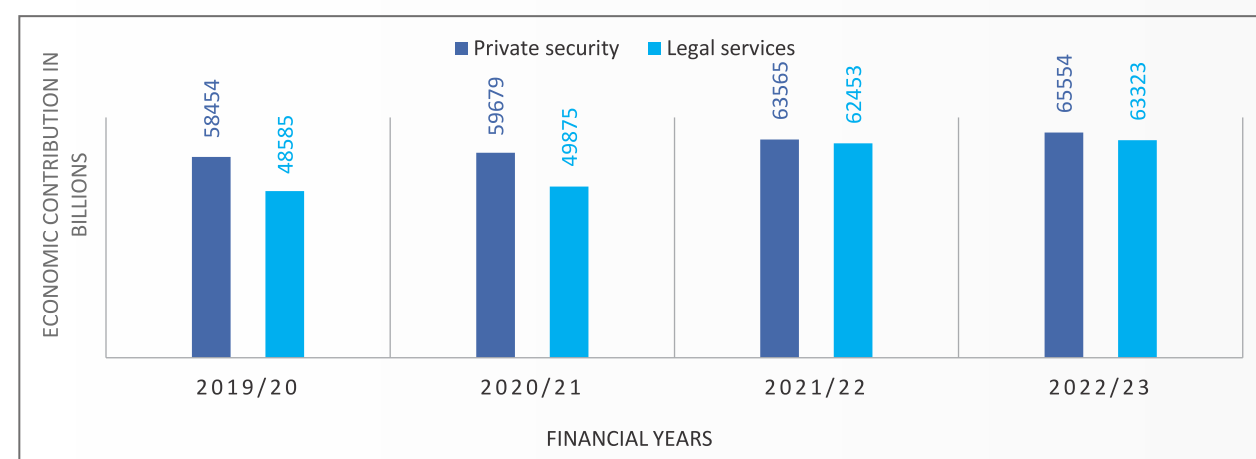
Source: International Monetary Fund (2021)

Figure 1-10 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, 2021). When considering the steady increase in the economic contribution of the two private sector in the safety and security sector bears a skills implication. The demand will increase as the business expand.

1.8 CONCLUSION

Safety and security lie at the heart of the prosperity of any nation. It is commonly accepted that human capital is the key to higher productivity and growth. Higher human capital may also bring benefits to individuals, organizations and society. Hence, increasing the human capital stock of a population might bring about faster growth and economic development.

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 in response to present and future demands.

A growing demand for skills workforce seems to be a universal consequence of skill-biased technological progress. Despite the difficulties facing the economy, technological progress is creating demand for higher-level skills across sectors, and skill gaps are emerging as a consequence. Understanding the sector profile with the focus on the economic contribution and labour market pave the way in to identify the most relevant skills change drives. The in-depth analysis of the key role play gives a foundation for the next chapter which focuses on the key skills drivers in the safety and security sector.

SASSETA
SAFETY & SECURITY

Chapter
two

**KEY SKILLS
CHANGE DRIVERS**

2.1 INTRODUCTION

The world is experiencing a historic transformation in how people work, where they work and even why they work. The skills we each need to enter and progress in work are changing too. As we face an unpredictable and rapidly evolving future, continuing to develop the right skills in response to this change will be critical for us all. Skills development is at the centre of changes happening in education and labour markets amid the global mega trends, such as automation, which are changing the nature of work and skills demands.

Consequently, skills and workforce development systems must proactively adapt to fast transformations posed by automation, climate action, digitalization, and the evolving labour markets. Understanding complexities of skills shortages can help shift the emphasis of policies, programs and investments that are needed. Blattman and Ralston (2015) argue that strong diagnostics for skills change drivers are important because it invest in responsive education and training provision and match learning provision with demand to develop the right skills. It further reduces the risk of poor skills interventions and low return on investment.

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. The key skills change drivers are investigated and explored using various sources such as inputs from our engagement with organised employers, organised labour, extensive review of literature and data research (across career ecosystem) which includes academic journals and publications.

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 Skills and their value – demand and supply side challenge

Skills and their value - South Africa is experiencing a critical skills shortage across almost all sectors. Education and skills development are an essential part of a growing economy and developmental state. Matching demand and supply is critical for an effective and responsive skills development system to the industry skills needs. Skills shortages fall into two categories: technical and practical skills which are specific to the job, and people and personal skills needed in the workplace.

The biggest deficits in technical and practical skills amongst staff with skills gaps are in specific skills or knowledge required for a role, complex analytical skills, and operational knowledge, followed by digital skills. Nevertheless, this will depend on an active coordination between public sector, the private sector and education sector. An active collaboration and cooperation between these players – 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.

Change Driver	Description	Implications for skills Planning	
		Demand-related implications	Supply-side related implications
1. Industry 4.0	The 4IR is the fusion of physical, digital, and biological technologies such as AI, IoT, robotics, and biotechnology,	• As businesses and industries embrace cutting-edge technologies, they must prioritize security skills to navigate this transformative landscape successfully. • The sector will see an increased demand for robotics, drones operator, coding, AI, technology integration specialists, cyber security specialist and soft skills.	• Training the security cluster on programmes that will equip them to increase productivity (cyber-crime related, legal interpretation and legislature drafting). • Training to be initiated in the programmes that are 4IR-related technologies such as Robotics, Drones, Coding, Machine Learning, and other AI technologies.
2. 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 transnational 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.	• White collar crime, cybercrime, human trafficking, commercial crimes, illegal weapons trade, money laundering, illicit exploitation of natural resources, trafficking in counterfeit medication and cigarettes, and Gender-based Violence and Crimes Against Children)	• New high technical skills for investigation and technological skills are required for the sector in order to respond effectively and satisfactory in these challenges
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.	• There is an increase on the demand for disaster management. • There is an increase in the demand for soft skills around evacuation management, crowd management and emotional intelligence	• Increasing the supply of qualified disaster management personal with specialization in crowd management, evacuation management. • Training the sector on emotional intelligence and stress coping programmes.

Change Driver	Description	Implications for skills Planning	
		Demand-related implications	Supply-side related implications
4. Population growth	The current population of South Africa is 63 million (Stats-SA, 2024 est.) and is equivalent to 0.77.4 of the total world population. The population growth may accompany a multitude of challenges, as many observers and decision makers have started to issue warnings about population growth as a potential risk factor for conflict or for diminishing security, along with related challenges such as increased and uncontrolled migration.	• Demand for more police officers to be training and recruited to meet the acceptable police-population ratio. • The increase in the demand for private security and legal services.	• 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. • The inhouse training academies will need to increase the production of police officers. • Increasing the production of legal practitioners and private security personnel in line with the population growth.
5. The Covid-19 pandemic lingering impact	The South African labour market is segmented coincide with inequalities that are geographical, social, educational, and economic. The Covid-19 pandemic 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 the demand for cyber-crime specialist will increase	The training institutions will need to increase the supply of trained security personnel in the cyber- security space

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 2024, the South African Cabinet meat to deliberate on the strategic priority areas for the next five years, the draft Medium-Term Development Plan (MTDP) was presented. The draft MTDP was presented as government's blueprint for the next five-year planning cycle (i.e., 2024-2029). This national planning framework seeks to drive coherence and impact throughout the education and training system and the society at large (DPME, 2024). The framework outlined three strategic priority action namely;

Priority 1: Inclusive growth & job creation (a Just energy transition, Increased employment opportunities and Re-industrialisation, localisation and beneficiation); **Priority 2:** Reduce poverty and tackling higher cost of living (skills for the economy, improve education outcomes and skills social cohesion and national-building) and **Priority 3:** Building a capable, ethical & developmental state (Improved governance and performance of public entities and a capable and professional public service).

SASSETA is directly contributing towards the above priorities and its outcomes of the MTDP 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, 2025). The SETA also supports Priority of the MTDP by supporting Non-governmental Organisations (NGOs), Community Based Organisations (CBOs) and Trade Unions as per the Service Level Agreement with the DHET (DHET, 2025).

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 directs SETAs to facilitate both the demand and supply in the labour market in respective economic sectors. The demand side, SASSETA 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 SASSETA 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).

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).

2.3.7 The Presidential Youth Employment Intervention (PYEI)

The Covid-19 pandemic crisis has exposed structural weaknesses in the labour market. Young people, in particular, face acute unemployment rates, with incidence twice as high as among older age groups. During the state of nation address (2023) the President re-emphasis his commitment to presidential employment stimulus programme. The Presidential Employment Stimulus (PES) is a response to the devastating economic impact of the pandemic on jobs and livelihoods. Using direct public investment, the PES supports job creation, job protection and livelihood support programmes as part of a wider economic recovery progress.

At its heart, the employment stimulus has enabled the most rapid expansion of public employment in South Africa's history, by supporting programmes that could scale up within a matter of months to provide work to those who need it. The unemployment rate is at 32.9, total number of unemployed youth (15-34 years) increased by 241 000 to 4,9 million while there was an increase of 28 000 in the number of employed youth to 5,6 million during the same period. This resulted in an increase in youth unemployment rate by 1,1 percentage points to 46,5%.

The young people experience underemployment at far higher rates than older persons. For the first quarter of 2023, the underemployment rate was 6,3% for those aged 15-24 and 5,2% for those aged 24-34, which is higher than the national rate of 4,9%. The lowest underemployment rate is recorded in the age groups 35-44 years and 55-64 years, both at 4,6%. SASSETA has committed through its strategic plan to increasing it youth targeted intervention to be prioritised.

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

2.4.4 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., these specialisation will require a continuous dedicated training.

2.4.5 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

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. There are few occupations that emerge from the changes in technology this includes but not limited to the following occupations: Cyber-crime specialist, fraud examiners and drone operators. The implication for national policies and strategies in the sector are far reaching. Among the key objectives of the national development plan (NDP) and national skills development plan, for example, is to build communities where people are and feel safe and addressing outcomes of the NSDP by funding programmes that result in building a capable workforce.

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. In other words, Skills development is at the centre of changes happening in education and labour amid the global mega trends, such as automation, action against climate change, the digitalization of products and services, and a shrinking labour force, which are changing the nature of work and skills demands.

Consequently, skills and workforce development systems must proactively adapt to fast transformations posed by automation, climate action, digitalization, and the evolving labour markets. The next chapter (Chapter 3) deliberates on the extent of skills demand vis-a-vis skills supply in the safety and security sector.

Chapter three

SECTORAL DEMAND AND SUPPLY ANALYSIS

3.1 INTRODUCTION

SASSETA is a national skills agency, entrusted with the authority and mandate to facilitate the skills development in the safety and security economic sector. Human capital is the health, knowledge, capabilities, skills, and resilience that people accumulate through life (Maclean et.al, 2013). It equips them to realize 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 in this evolving economic climax and persistent concerns facing South Africa. The first of these relates to skills shortages, and the second refers to the challenge of high levels of unemployment. The unemployment rate in South Africa is amongst the highest in the world, and currently, the overall unemployment rate is estimated at 32.9% (Stats-SA, 2024).

Although South Africa's persistent high level of unemployment is not unique, it is compounded by skills shortages that result in a structural mismatch between labour demand and supply. The issue of skill mismatch has two dimensions –the demand for skill on the labour market, and the supply of skill from the education and training system. This chapter focuses on the labour market demand side of this issue by discusses the state of skills in terms of the sectoral occupational demand and the occupational shortages, the extent of the skills gap in the sector. This chapter draw it information from different sources such as work place skills plan (WSP), Stat-SA, Annual reports for government department, employer interview and internal research studies

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. There are three types of skills are increasingly important in labour markets: advanced cognitive skills such as complex problem-solving, socio behavioural 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.

The safety and security sector does experience skills shortages, with employers reporting difficulties in recruiting skilled workforce either filling vacancies or expansion demand. Skills shortages arises from managers, professionals, technical and associated professionals and trade worker in the sector. 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. The skills development in South Africa is guided by the NSDP, which recognises that education and training is important in facilitating economic development.

The NSDP provides for eight outcomes, namely: (i) identifying and increasing the production of occupations in high demand; (ii) linking education and the workplace; (iii) improving the level of skills in the South African workplace; (iv) increasing access to occupationally directed programmes; (v) supporting the growth of the public education and training system; (vi) supporting skills development for entrepreneurship and cooperative development; (vii) encouraging and supporting worker-initiated training and (viii) supporting career development services. From the supply side, the issue is primarily related to employability of the workforce due to varying reasons ranging from poor education, inadequate training and skill, quality issues leading to mismatch of skills 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

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. He argues that are other several cross-cutting general skills (i.e., critical or top-up, and specialised skills) which are in demand in the sector.

Nonetheless, it is worth mentioning that some of the technical skills gaps are being addressed through programmes offered by government training institutions. These entails, among others, general investigation/detectives and forensic investigations, cyber investigation skills 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.

Table 3-1: Hard-to-Fill-Vacancies and Vacancy Rate, Corrections and Defence Sub-sectors, 2023

Occupations (Job Roles)	Vacancy rate	
	Corrections Sub-sector	Defence Sub-sector
Airspace control	-	11.48%
Aircrew	-	25.00%
Anti-Aircraft	-	-10.33%
Artillery	-	-19.16%
Engineer	-	36.97%
Medical professional*/Practitioners	55.6%	8.95%
Nursing /Professional Nurses	14.8%	16.58%
Combat Navy	-	-2.95%
Technical	-	23.32%
Custodian and Security Personnel	5.4%	-

Occupations (Job Roles)	Vacancy rate	
	Corrections Sub-sector	Defence Sub-sector
Pharmacists	3.8%	-
Educationists	12.8%	-
Psychologists and Vocational Counsellors	17.3%	-
Social Worker and Related Professionals	11.2%	-
Total	**6.0%**	**14.53%**

Source: DoD Annual Reports (2022/23), DCS Annual Reports (2023)

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

It illustrates that there are relatively high vacancy rates for Medical Professionals or Medical Practitioners (at 55.8% for Corrections, Engineers (36.97% for Defence) and technical occupations (23.32% for Defence). Notably, the vacancy rates for Nursing or Professional Nurses as well as Psychological and Vocational Counsellors are also relatively high. The pharmacist had a low vacancy rates of 3.8% for the DCS. It is evident that the DCS and 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, 2024

No	Occupation	OFO Code	Reason(s)
1	Computer Network Technician	2021-351301	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 (2023).

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 gap analysis is a method that can be used to help identify and assess mismatches between the skills people have and those needed to perform specific tasks, such as producing goods and services. It can also improve investments more broadly in human capital made by individuals, governments and firms. Providing information on skills that are needed and available can help people decide which education and training programmes may be worth their time, effort and funds, for example. 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. Specialised 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 economic 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 of the workforce, 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
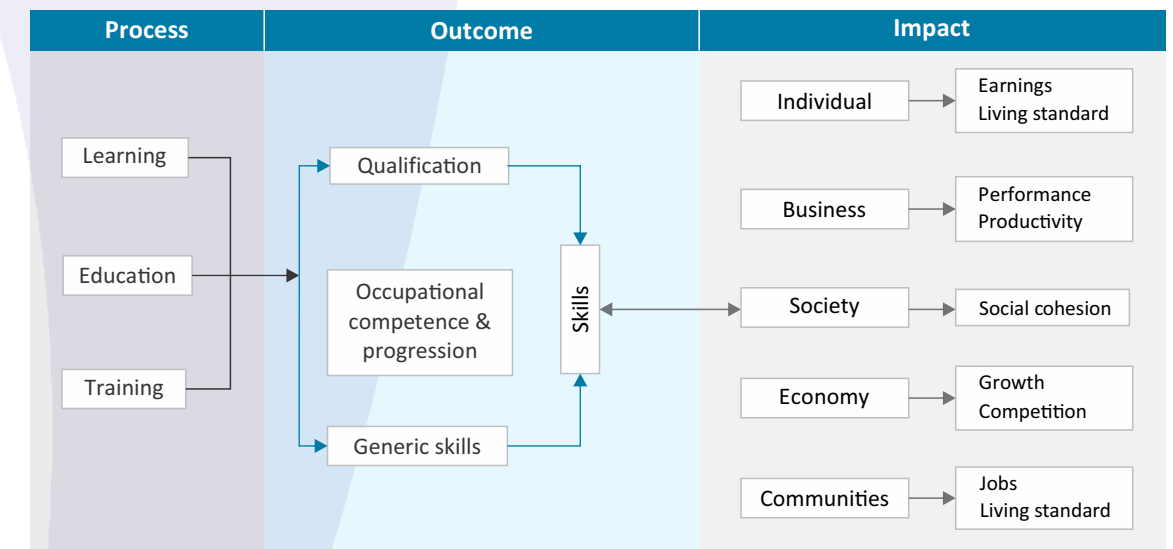
Source: Campbell (2002)

The technical skills in the sector are in high demand and needs to be addressed. In addition, 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. Box 3-2 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 2024 Workplace interviews. The safety and security industry is a big and growing business in South Africa. The terrain of this industry reveals significant changes as well as continuity.

Box 3-2: Critical skills list, 2025

No	Critical Skills (or Skills Gap)	Intervention
1	Legislation drafting skills	Legislation Drafting Skills Programme
2	Adult Education and Training [AET]	Adult Education and Training [AET] Skills Programme
3	Risk Management Related Skills	Risk Management Related Skills Programme
4	Interpretation Law Skills	Interpretation Law Skills Programme
5	First Aid Skills	First Aid Skills Programme
6	Cyber Crime Skills	Skills Programme in Investigations and Management of Cyber Related Crimes
7	Firearm Trainer Skills	Firearm Trainer Skills Programme
8	Correctional Officer	Corrections Science Learnership
9	Contact Centre Skills	Contact Centre Skills Programme
10	Sheriffs Introductory course	Skills Programme
11	Negotiation Skills	Negotiation Skills Programme
12	Labour Relations Skills	Labour Relations Skills Programme
13	Defensive Driving Skills	Defensive Driving Skills Programme
14	Offensive Driving Skills	Offensive Driving Skills Programme
15	Public Sector Manager (Various specific Occupations)	Educational Degree/Continuing Professional Development
16	Maritime Law Skills	Maritime Law Skills Programme
17	Coaching skills	Coaching Skills Programme
18	Mentoring skills	Mentoring Skills Programme
19	Customary Law Skills	Customary Law Skills Programme
20	Law Business Finance Skills	Law Business Finance Skills Programme
21	Administration of Estate Skills	Administration of Estate Skills Programme
22	Insolvency Skills	Insolvency Skills Programme
23	Security Management Skills	Security Management related Skills Programme
24	Control Room Operations Skills	Control Room Operations Related Skills Programme
25	Report Writing Skills	Report Writing Skills Programme
26	Artisan: (Bricklayer, Electrician, Carpenter, & Plumber)	Artisans Development (Learnerships, apprenticeship)
27	Foreign Languages Skills	Foreign Languages Skills Programme
28	Case Management Skills	Case Management Skills Programme
29	Correctional Science	Corrections Science Learnership
31	Police Oversight Skills	Short course
32	Evaluate Loads on Vehicles Skills	Evaluate Loads on Vehicles Skills Programme
33	Sign Language Skills	Sign Language Skills Programme

No	Critical Skills (or Skills Gap)	Intervention
34	Financial Management Skills	Financial Management Skills Programme
35	Alarms and Surveillance Monitoring skills	Learnership
36	Cybercrime investigating skills	Skills Programme
37	Bookkeeping	Skills Programme
38	General security officer	Learnership (or Skills programme)
39	Forensic analysis skills	Skills Programme / Learnership
40	Locksmith (Key Cutter skills)	Learnership
41	Automotive Mechanic skills	Bursary
42	ICT Systems Coordinator	Bursary
43	Patrolman	Skills Programme
44	Financial Administration Officer	Skills Programme
45	Handling of hazardous snakes within academies, Snake Handlers	Skills Programme / Learnership Bursary
46	Crime Statistics and Research, Geographical information system, policy standards and Compliance	Skills Programme
47	Ballistics – Skills and Bomb technicians	Skills Programme
48	Giving Evidence-presentation skills, Crime scene reconstruction, Vehicle/ train accident reconstruction, plan drawing, Facial Composition, Facial Image Comparison	Skills Programme
49	Electronic Systems and Accessing to information skills.	Skills Programme
50	Archives and registry	Skills Programme
51	In-Service Police Development, Development Biological Assets – Socialisation (Horses and Dogs)	Skills Programme
52	Computer Network Technician	Skills Programme
53	Clinical Psychologist	Bursary
54	ICT Systems Analyst, ICT Business Analyst, ICT Programming	Bursary
55	Facilitator	Skills Programme
56	Artisans Aide Building Trade	Skills Programme
57	Intelligence Operator	Skills Programme
58	Statement Drafting/Taking	Skills Programme
59	Legal Practice Manager	Bursary
60	Technicians (Alarms Installations)	Skills Programme
61	Veterinarian	Bursary
62	ICT Security Specialist	Bursary
63	Technical ICT Support Services Manager	Bursary
64	Fraud Examiner	Bursary
65	Trademark Attorney	Learnership
66	Intelligence Operator	Learnership
67	Assessment Practitioner	Learnership

No	Critical Skills (or Skills Gap)	Intervention
68	Conveyancer	Learnership
69	Detective	Occupation Qualification: National Certificate_ Resolving Crime
70	Associate legal professional	Bursary
71	Gender Based Violence (GBV)	Skills Programme

Source: SASSETA WSP data (2024)

3.2.3 New and emerging occupations, and skills gaps

SASSETA Skills Survey (2023) 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). Box 3-3 shows the new and emerging occupations in the sector. Technical, management (and leadership), marketing, and investigation skills are said to be the new and emerging skills gaps in the sector.

Box 3-3: New and emerging occupations, skills gaps, 2024

SETA NAME	Period	Occupation Code	Occupation	Intervention(s) Planned	NQF Aligned	NQF Level	Quantity Needed	Quantity to be Supported	Rationale (digitization or national strategy and specify the national strategy)
SASSETA	2024-2025	2021-252901	ICT Security Specialist	National Certificate: IT Systems Support (Cybersecurity Specialization) learnership	Yes	4-5	1500	500	Digitalisation
SASSETA	2024-2025	2021-252902	Software Developer	ICT related Degree (Bursary) and Learnership	Yes	4-7	500	300	Digitalisation
SASSETA	2024-2025		Drone Operator	Drone operator training	No		500	300	Digitalisation
SASSETA	2024-2025	2021-242215	Fraud Examiner	Fraud Examiner	Yes	5	150	100	Digitalisation
SASSETA	2024-2025		Crime Analysts	Criminal investigation skills programme	No		1 000	200	Changing Nature of crime
SASSETA	2024-2025	2021-341109	Private Investigators	Investigation related learnership	Yes	4-7	1 000	100	Changing Nature of crime
SASSETA	2024-2025	2017-355501	Forensic Detective	Skills programme and Learnership	Yes	4-7	1500	200	Changing Nature of crime
SASSETA	2024-2025	2021-541402	Access Control Technicians	Skills Programme or Learnership	Yes	3-4	950	150	Digitalisation
SASSETA	2024-2025	2021-252301	Computer Netw ork and Systems Engineer	Bursary or Learnership	Yes	4-7	750	200	Digitalisation

Source: SASSETA Employers Surveys (2024)

Box 3-4: Emerging skills gaps, 2023

Box 3-4 gives the following skill gaps in the current workforce were identified to prescribing the performance criteria, technical/ domain knowledge required for the specific job role, as well as core/ generic and professional skills for carrying out the activities.

Furthermore, the survey uncovered other new and emerging occupations or specialisations that could be mapped on the OFO code.

Job roles	Skills gaps
Security supervisor	Team management skills, Resource planning, and Computer literacy
Armed security guard	Proficiency in handling of firearms, awareness levels about safety in handling firearms
Unarmed security guard	Guards need more rigorous training on fitness, firefighting, English communication skills and local languages where the security guards are employed and computer literacy
CCTV supervisor	Communication skills
Event security management	Crowd control, communication & planning skills
Cash management services	360 - degree risks assessment, fitness
Assignment manager	360 - degree risks assessment, Resource planning

Source: SASSETA Employers Surveys (2023).

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. other and one organisation to the other.

Figure 3-1: Causes of skills gap in occupations - technical and practical skills, 2023
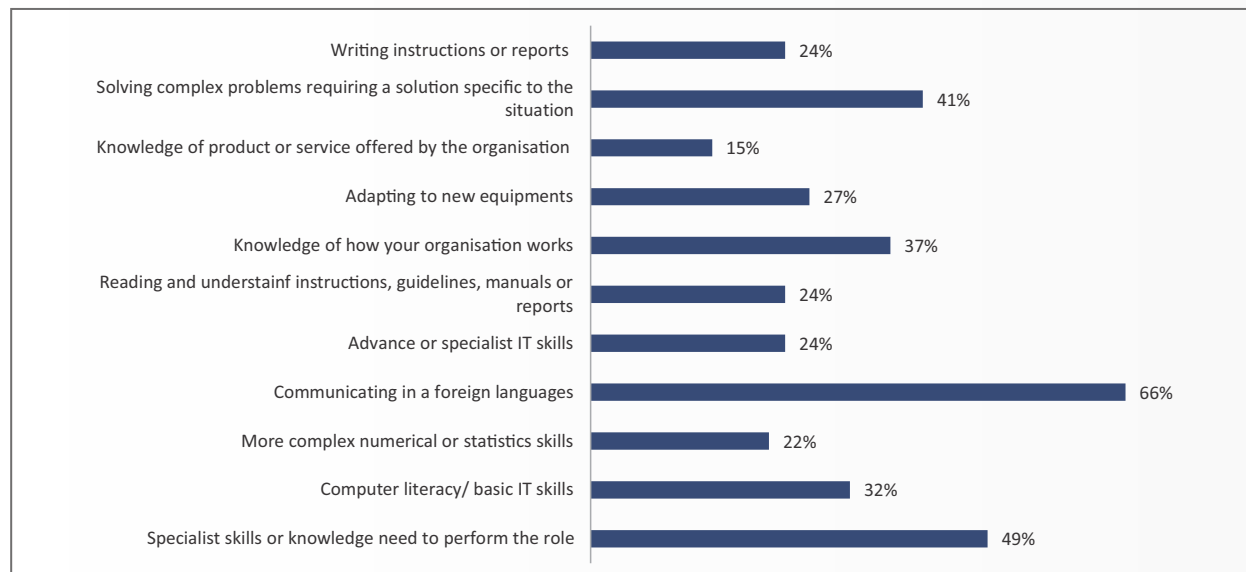
Source: SASSETA Employers Surveys (2023).

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 for the future.

Figure 3-2: Causes of skills gaps in occupations, 2023
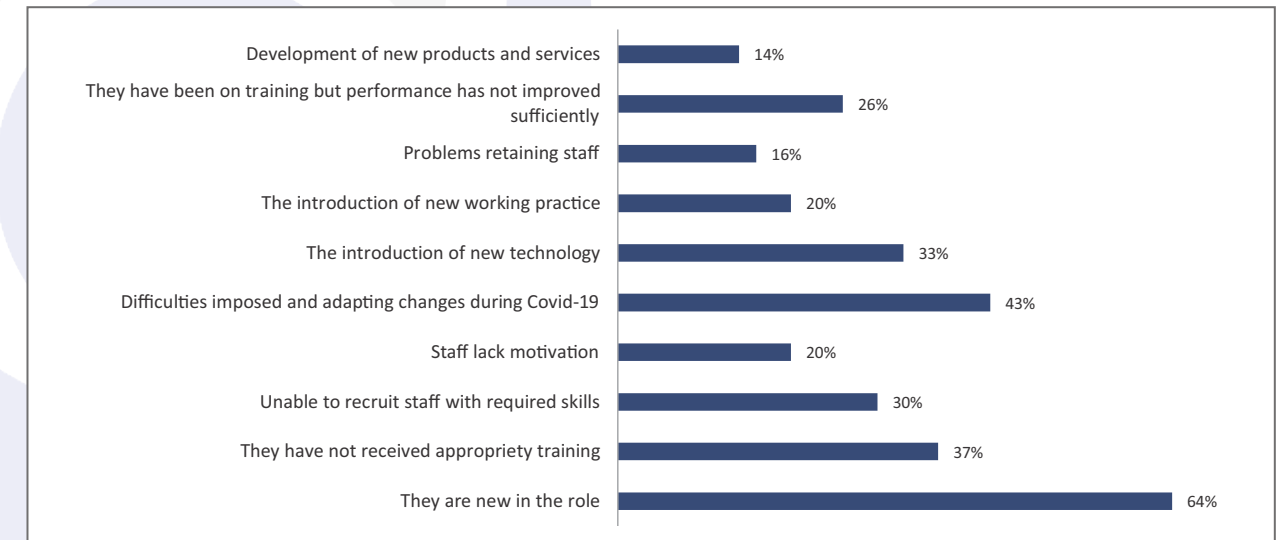
Source: SASSETA Survey (2023)

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.

Figure 3-3: Soft 'Skills' Gap, 2023

Source: SASSETA Survey (2023)

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 skilled. 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. Education institutions plays a vital role in driving and shaping the skills supply.

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. Notwithstanding, the sector draws the skills from various education and training streams, as shown in Box 3-5.

Box 3-5: Education and training bodies
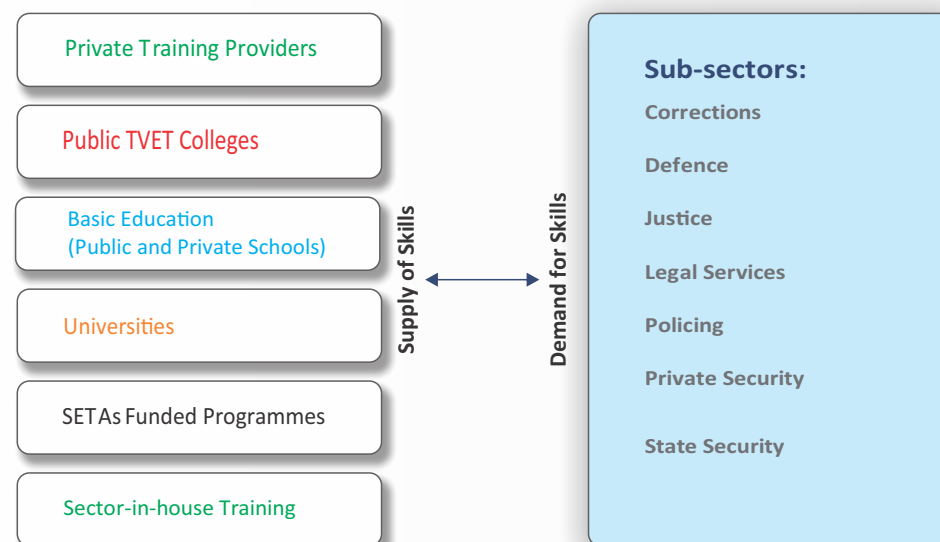
These education and training streams include schools in under the Department of Basic Education (both public and private schools), traditional universities and universities of technology, TVET colleges, SETAs supported training programmes, public sector training institutes (e.g., School of Government) and private training providers. The sector in-house training colleges (or academies) also provide targeted education and training programmes, 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. 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.

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: SETA supported WIL Programs, 2022-2023

Source: SASSETA QMR (2022)

Figure 3-4 shows the number of work integrated learning (WIL) programs funded by SASSETA.

These programs are important in terms of upskilling and reskilling the workforce in the sector. 1755 of the grants were issued in addressing and supporting work based learning programs in the 2022/23 financial year.

Figure 3-5: SETA supported Learnership Programs, 2022-2023
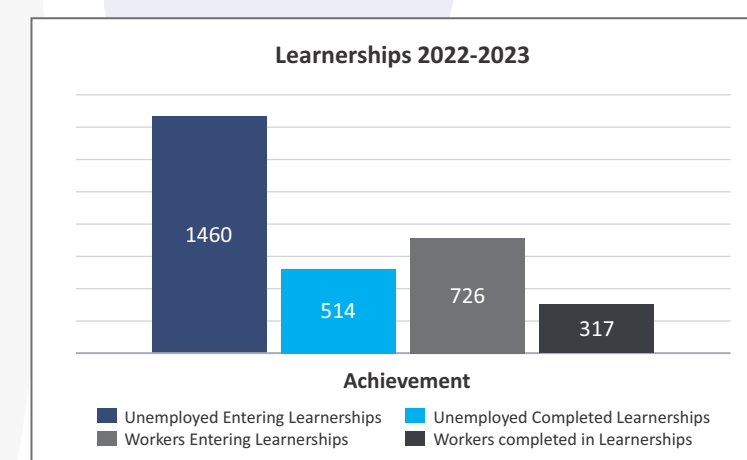
Source: SASSETA QMR (2022)

Figure 3-5 displays learnship programmes that the SETA has implement that seek to respond to the skills gaps in the sector.

SASSETA implemented 2186 learnerships programs that address skills gaps in the sector and 831 learnership programs were completed.

Figure 3-6: SETA supported Skills Programs, 2022-2023

Skill Programmes 2022-2023

- 1457 — Unemployed Entering Skill Programmes
- 915 — Unemployed Completed Skill Programmes
- 414 — Workers Entering Skill Programmes
- 360 — Workers completed Skill Programmes

Achievement

■ Unemployed Entering Skill Programmes   ■ Unemployed Completed Skill Programmes
■ Workers Entering Skill Programmes   ■ Workers completed Skill Programmes
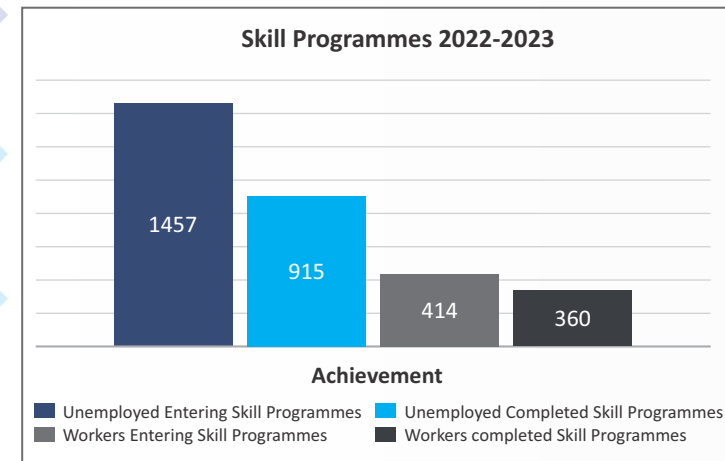
Source: SASSETA QMR (2023)

Figure 3-6 depicts the skills programmes rollout by the SETA working with partners in the sector.

The programmes seek to addressing the wide range of skills gaps that are required of both current workforce and unemployed learners in the sector.

Figure 3-7: SETA certificates issued on supported learning programmes, 2024

CERTIFICATES ISSUED

- Total — 8682
- Qualification — 5221
- Miscellaneous — 2831
- Skills Programme — 630
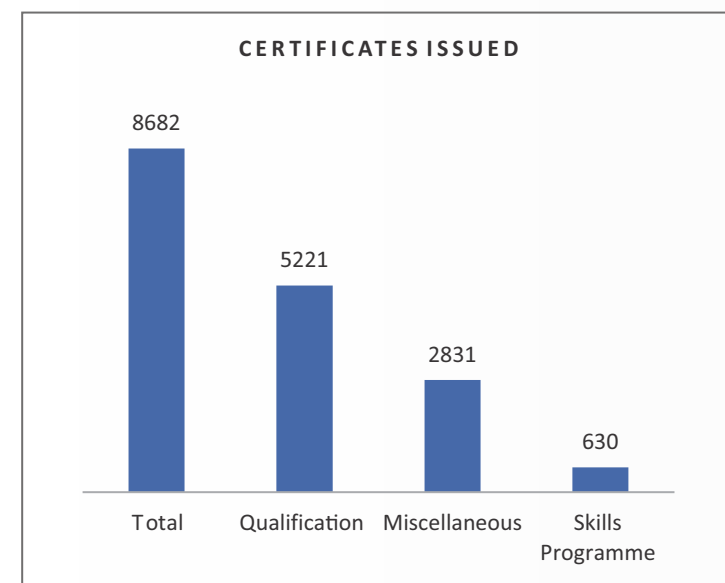
Source: SASSETA (2024)

Figure 3-7 displays certificates issued during the 2023-2024 financial year for various skill development interventions supported by the SETA. It shows that a total of 8682 certificates issued.

Figure 3-8 present the from public Higher Education Institutions. 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.

Figure 3-8 Graduate from public Higher Education Institutions, 2018-2020

GRADUATE FROM PUBLIC HIGHER EDUCATION INSTITUTIONS

	SET	BUSINESS AND MANAGEMENT	EDUCATION	OTHER HUMANITIES
2020	64721	65336	47271	60547
2019	64636	58668	47492	51096
2018	65211	60459	50651	50868
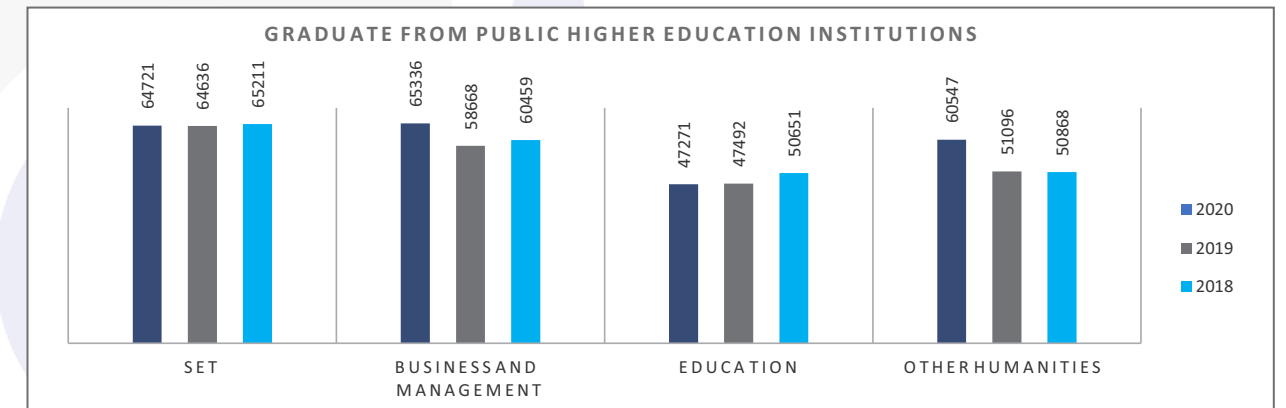
Source: DHET (2023)

More than half of the graduates in 2023 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 3.9 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 (Nzimande, 2022).

Figure 3-9: Students enrolled in high education institutions in South Africa, 2022

- Family Ecology and consumer science — 0.2%
- Philosophy, religion and theology — 0.4%
- Visual and performing arts — 1.0%
- Architecture and the built environment — 1.1%
- Mathematical and statistics — 1.1%
- Agricultureand renewable resources — 1.7%
- Languages, linguistics and literature — 1.9%
- Communication, Journalism and related studies — 1.9%
- Life science — 2.1%
- Physical science — 2.8%
- Psychology — 3.3%
- Computer and information, and library sciences — 3.8%
- Public manegement and services — 3.8%
- Social Science and Social Studies — 4.5%
- Health care and Health Sciences — 5.4%
- Law — 7.1%
- Engineering and engineering technology — 8.6%
- Education — 22.0%
- Business, Economics and Management studies — 27.3%

Source: Stats-SA (2022)

Table 3-3: Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2021

Qualification Category	Total Registered	Total wrote	Number completed	Completion rate
Report 190/1 N3	20 296	16 456	7 691	46.7%
Report 190/1 N6	50 986	45 651	22 571	62.8%
NC(V) Level 4	26 731	22 571	11 374	50.4%

Source: Stats-SA (2023)

The number of students who registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in TVET colleges in 2021 was 98 013, of which 84 678 wrote examinations and 47 750 completed. The highest proportion of students registered for Report 190/1 (N6) part-qualification (52.0% or 50 986) followed by NC(V) Level 4 part qualification (27.3% or 26 731) while the lowest proportion of students registered for Report 190/1 (N3) part qualification (20.7% or 20 296).

The largest gender disparity for completions in 2022 was reported for Report 190/1 (N6) part qualification, where 14 411 more female students completed the part-qualification compared to males. Figure 3-10 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.

Figure 3-10 Comparison of performance in the NSC Examinations, 2016-2020
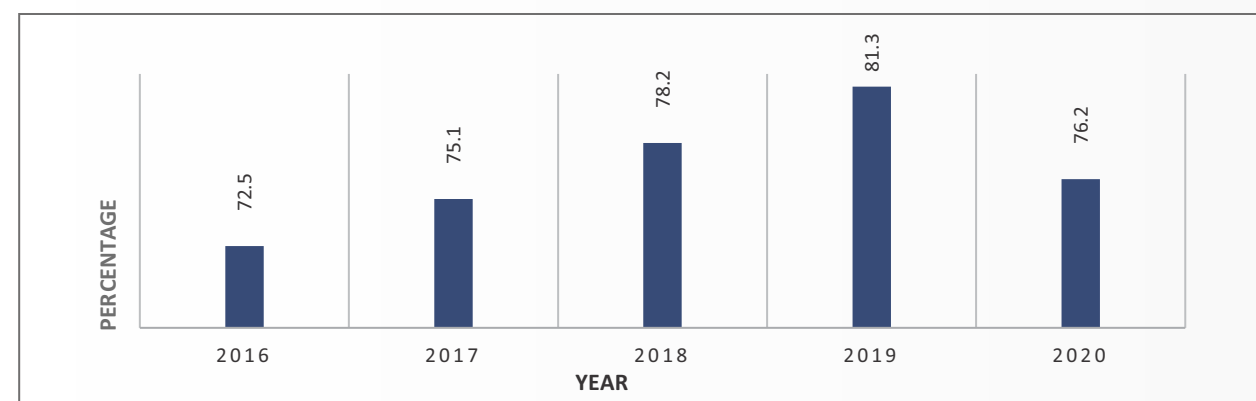
Source: DHET (2020).

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 maximise 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 stakeholders 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 of material conditions, understandings 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 2023/2024 WSP data. Moreover, the SETA also utilised national skills list such as the list of Occupations in High Demand (DHET, 2023), the 2023 Critical Skills List (DHET, 2023) as well as information from public employers (e.g., the departments of Defence and Correctional Services) in the sector.

The methodology used 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)						
	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		

1. **Importance:** it is the weighting and-or value placed on the skill intervention in the sector 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

(i).   **Analysis of the 2024/25 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. 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 subsectors.

(ii). **Analysis of Occupations in High Demand and 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.

(iii). **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 2024 Employers Survey.

(iv). **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.

(v). **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 3-4 Sectoral priority occupations (PIVOTAL) List, 2025

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-221101	Doctor	Medical Practitioner	Bursary	400
2021-222108	Registered Nurse (Medical)	Professional Nurse (Primary Health Care)	Bursary	1200
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	50
2021-263403	Organisational Psychologist	Organisational Psychologist	Bursary	91
2021-311301	Electrical Engineering Technician	Electrical Engineering Technician	Bursary	10
2021-351101	Computer Operator	Computer Operator	learnership	100
2021-541201	Traffic Officer	Law Enforcement Officer	Learnership	1600
2021-252901	Security Service Administrative Officer	Security Specialist	Bursary	15
2021-862918	Electronic Equipment Mechanic	Electronic Equipment Mechanic	Apprenticeship	120
2021-121908	Quality Systems Manager	Quality Systems Manager	Skills Programme	160
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	Bursary	36
		Radiation Protection	Skills Programme / Bursary	30
2021-341103	Paralegal	Paralegal	Learnerships	151
2021-261101	Attorney	Patent Attorney, Trade Mark Attorney	Candidacy Programme	1570

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-261905	Notary	Notary	Skills Programme / Bursary	5
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
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
2021-341101	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
2021-541904	Armoured Car Escort	Armoured Car Escort	Learnership	34
2021-351301	Computer Network Technician	Network Support Technician	Learnership	500
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	300
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	Learnership	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

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
2021-215201	Electronics Engineer	Communications Engineer (Army)	Learnership	100
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	Learnership	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
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	152
2021-252902	Technical ICT Support Services Manager	Technical ICT Support Services Manager	Learnership	150
2021-216402	Transport Analyst	Logistics Analyst	Bursary	6
2021-216604	Web Designer	Web Designer	Learnership	100
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, Legal Officer	Bursary	54 / 49
2021-251203	Developer Programmer	ICT Programmer	Learnership	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
2021-341106	Court Orderly/ Court Registry Officer	Court Officer	Learnership	4

OFO Code	Occupation (Scare Skills)	Specialisation / Alternative Title	Intervention Planned by the SETA	Required number
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 (2024).

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 2025/26 period.

Table 3-6: Top 10 sectoral priority occupations (PIVOTAL) list, 2024/25

No	SETA	OFO Code	Occupation	Specialisation			Intervention Planned by SETA	NQF Level	Quantity Needed	Quantity to be Supported
1	SASSETA	2021-225101	Veterinarian	Veterinary Pathologist			Doctor of Veterinary Medicine Bursary	7	450	200
2	SASSETA	2021-252901	ICT Security Specialist	Cyber security specialist			National Certificate: IT Systems Support (Cybersecurity Specialization) Learnership	5	1500	500
3	SASSETA	2021-252902	Software Developer	Software Engineer			ICT related Degree (Bursary) and Learnership	4-7	500	300
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			Learnership	7	55	20
8	SASSETA	2021-341101	Conveyancer	Conveyancing Compliance Officer			Candidate Attorney programme	8	550	200
9	SASSETA	2017-355501	Detective	Forensic detective, harmful and occult investigator commercial crime, Counter narcotics, Car & truck, Anti-gang investigator			Occupation Qualification: National Certificate_ Resolving Crime	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 (2024).

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 (32.9%) and spatially misaligned labour force. Generating enough employment is a challenge given the enormity of population entering workforce and stagnant economic growth and skills shortages.

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.

SASSETA
SAFETY & SECURITY

Chapter
four

SETA
PARTNERSHIPS

4.1 INTRODUCTION

The Safety and Security Sector Education and Training Authority (SASSETA) along with other twenty one (21) SETAs, was established by the government to facilitate and coordinate skills development across economic sectors of the country. SASSETA operates within the crucial sector of the South African economy, safety and security, which is an essential services with intensive workforce.

Partnerships are formed for diverse reasons, and each has a 'life' of its own. SASSETA's partnerships are primary oriented and focus on advancing its core mandate and general skills development both in the sector and the country at large. Partnerships are crucial among other things, to drive better outcome and share good practices and reducing duplication of efforts.

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. The success in 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. This chapter outline new and planned partnerships. It further discussed the SETA's existing partnerships.

4.2 SETA PARTNERSHIP APPROACH

In the 21st century, where technological advancements and the demand shifts are the norm, the importance of skills development and continuous learning cannot be overstated. The need for partnership between industry and institutions of education has become critical in ensuring skills development and innovation in the global workforce. The strategic partnership between parties is made up of formal agreements as they are pursuing common goals. Their agreements include the sharing of funds, information, skills, and other resources that are paramount and required to achieve the goals of the partnership.

The strategic partnerships are meant to benefit both parties whereby the industry acquires a skilled labour force with practical training and specialised expertise (Lewis, 2020), while the institutions that render education and training services have a chance to work on pertinent issues and provide improved teaching and learning processes.

According to PwC (2023), a strategic partnership entails some formal agreement between two (bilateral partnership) or more (network partnership) parties that have agreed to share funds, skills, information, and/or other resources in pursuit of common goals. Businesses have traditionally used strategic alliances to improve their offerings and save expenses.

The underlying premise is that two are better than one, and by pooling resources, partner enterprises may each earn additional benefits for the duration of the alliance's existence. The partnership is important in itself but should be seen in the context of other partnerships and other strategic activities. The SETA's strategic approach on partnerships is underpinned by the principles of reciprocity, mutual interest and respect.

The SETA uses memorandum of agreement (MoA) as an instrument to establish or enter into partnerships. The SETA's mandate encourages it to forge collaborative partnerships advances various aspects of its mandate with entities either public or private sector. The SETA partner with institutions across a broad spectrum: research, employers, education and training with the objective of strengthening institutional capacity and performance. The DHET (2019) defines partnerships as "a collaborative agreement between two or more parties intended to achieve specified outcomes directed towards addressing mutually inclusive skills priorities or objectives within a specified time frame." In other words, collaborative partnerships rely on participation by at least two parties who agree to share resources, such as finances, knowledge, and people to achieve shared objectives.

In pursuit of a vision: "A skilled and capable workforce for an inclusive growth", the SETA 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. Also, partnerships that promotes 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 National Skills Development Plan (NSDP) also promotes collaboration through partnerships 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. The SETA 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.

4.2.1 Analysis of existing partnerships

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.

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 4-1 present existing partnerships.

Box 4-1: Existing partnerships

No	Institution	Duration	Objectives of partnership	Value of partnership
Strategic partnerships and special projects partnerships				
Public universities				
1	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	The partnership is envisaged to bolster information sharing between the two parties and contribute towards research capacity building
2	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
Research Institution				
1	Council Scientific and Industrial Research (CSIR)	2021 - 2025	To collaborate on research & skills development	Research, skills development
Education Bodies				
1	Quality Council for Trades and Occupation	2020 –2030	The QCTO delegated functions to the SETA as provided for in section 26 1 of the skills development Act No, 97 of 1998	Targeted intervention, skills development
2	South African Qualifications Authority		Advancing the skills	Targeted intervention, skills development
Education and Training Interventions				
TVET Colleges				
1	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
2	uMgungundlovu TVET College	2020 –2025	Graduate Placement (WIL) Education and Training.	To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery
3	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
4	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
5	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
6	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
7	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

No	Institution	Duration	Objectives of partnership	Value of partnership
TVET Colleges				
8	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
9	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
10	Ingwe TVET College	2020 –2027	Support and Practical Training for TVET Graduates	To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery
11	Maluti TVET College	2020 –2027	Support and Practical Training for TVET Graduates	To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery
Community training college				
1	Western Cape Community Education and Training College (WC CET)	2020 –2025	Support and Practical Training for TVET Graduates	To increased SASSETA's reach beyond its Head Office footprint and enhanced service delivery
2	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.	Targeted intervention, skills development
Employers in the sector				
1	Department of Correctional Services	2020 –2025	[Support and practical training for TVET Graduates	Targeted intervention, skills development
2	Fidelity Security Services	2020 –2025	Learnership: Electronic Security Systems Installation	The enable the co-funding of training interventions and the placement of learners
3	South African National Defence Force (SANDF)/ Wits University	2020 –2025	Improve the quality of security management in the SANDF	Targeted intervention, skills development
4	Department of Justice and Constitutional Development	2020 –2025	Support and practical training for TVET students	Targeted intervention, skills development
5	Civilian Secretariat for Police	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.	Targeted intervention, skills development

No	Institution	Duration	Objectives of partnership	Value of partnership
Employers in the sector				
6	**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.	Targeted intervention, skills development
7	**State Security Agency**	2023 –2027	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.	Targeted intervention, skills development
8	**Border Management Authority (BMA)**	2023 –2027	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.	Targeted intervention, skills development
9	**Office of the Chief Justice**	2023 –2027	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.	Targeted intervention, skills development
Industry and professional bodies partnerships				
Professional Bodies (and other institutions)				
1	**South African Woman Lawyers association (SAWLA)**	2021 –2025	To collaborate on women empowerment initiatives & targeted skills development	Targeted intervention, skills development
2	**National Bargaining Council for the Private Security Sector**	2021 –2025	To collaborate on skills development & collective sector analysis and shared learnings.	Targeted intervention, skills development
3	**Law Society of South Africa (LSSA)**	2021 –2025	To collaborate on skills Development & graduate placements (Candidacy Attorneys)	Targeted intervention, skills development
4	**South African Legal Practice Council**	2023 –2027	To collaborate on skills Development & graduate placements (Candidacy Attorneys)	Targeted intervention, skills development

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. The following lessons have been drawn from the existing and past partnerships:

Lesson 1: Preparatory work is crucial for developing a steady and effective partnership. A 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: 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 4: 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 5: 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 6: Monitoring and evaluation should be embedded in the partnership agreement. Focus 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. Furthermore, partnership should have recognisable and autonomous structure.

Box 4-2: Successful partnerships

Name of Employer	Name of Chamber	Skills 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

4.3.1 New partnerships

The SETA has established numerous strategic partnerships that advance skills development and common interest of the sector. 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 the SETA employees training and development.

Box 4-3 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 4-3: New partnerships

No	Name of Partner Institution	Duration	Nature and objectives
1	**Border Management Authority (BMA)**	2023 - 2027	MoA Education and training, WIL, Bursaries and lecturer development programs.
2	**Maluti TVET College**	2023 - 2027	MoA Education and training, WIL, Bursaries and lecturer development programs.
3	**Western Cape Community Education and Training College (WC CET)**	2023 - 2027	MoA Education and training
4	**Ingwe TVET College**	2023 - 2027	MoA Education and training, WIL, Bursaries and lecturer development programs
5	**South African Qualifications Authority**	2023 - 2027	MoA Education and training
6	**State Security Agency**	2023 - 2027	MoA Education and training
7	**Office of the Chief Justice**	2023 - 2027	MoA Education and training
8	**South African Legal Practice Council**	2023 - 2027	MoA Education and training

Source: SASSETA Partnerships MoA, (2024)

4.3.2 Planned Partnerships

Indeed the new partnership is needed to deal with the changing nature of the labour market. Box 4-4 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 4-4: Planned partnerships

No	Name of Partner Institution	Duration	Nature and objectives
1	**SETA to SETA Partnerships**	2030	MoA To collaborate on matters of mutual interest: research, funding and skills development initiative that addresses the transversal skills and other strategic imperatives.
2	**Professional Bodies/ NGOs**	2030	MoA To collaborate and advancing matters of mutual interest: funding & skills development.
3	**Universities**	2030	MoA To collaborate on research and skills development.
4	**TVET Colleges & Community Colleges**	2030	MoA To collaborate on education and training, WIL and support lecturer development programs.
5	**Other**		MoA To collaborate on education and training, WIL, Networks and other areas that seek to contribute to our mandate and drive skills development in generally.

4.4 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. Partnerships are crucial to drive better outcome and share good practices and reducing duplication of efforts. Also, partnerships are crucial in ensuring that the workforce is adequately equipped with the skills businesses need and emerging opportunities in the labour market.

SASSETA
SAFETY & SECURITY

Chapter
five

SETA
MONITORING
AND
EVALUATION

5.1 INTRODUCTION

Monitoring and evaluation (M&E) is predominately for learning purposes, insights from the M&E are used to enhance the SETA's operational and programmatic management of projects and practice. The concepts "monitoring" and "evaluation" in the SETA are not used interchangeably but are utilised as follows: monitoring is an on-going process that is focused on the assessment of projects, programmes and those day-to-day activities and deliverables required for achievement and performance.

Achievement and progress are tracked through data collection and reviews from time to time. Monitoring has an internally focused emphasis on the efficiency of the project or programme. Whilst the evaluation is an assessment of systematic, impartial activity, programme, policy, theme, sector, operational area, or institutional performance. It focuses on expected and achieved accomplishments and examines the results of chain processes. This chapter will discuss the SETA's M&E framework and approach at a high level.

5.2 THE SETA'S M&E APPROACH AT GLANCE

The M&E owe it's being to policy framework for the Government-wide Monitoring and Evaluation (GWM&E) which stipulate that it is a statutory requirement that the public entity, is required to establish a monitoring and evaluation system for the institution. The M&E effort of the SETA is 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.

Box 5 -1: SETA's M&E Approach: 5-1: SETA's M&E Approach

Dimension	Monitoring	Evaluation
Timing	**Routinely collects data on indicators, compares actual results with targets**	Analyses why intended results were r were not achieved Periodic review at significant point – end, mid-point, end of phase etc.
Scope	**Day to day activities; outputs; indictors of process and output, reasonable compliance**	Progress towards ovbjectives and goals; indicators of outcome and impact
Participants	**Management, project staff, beneficiaries**	External evaluators / facilitators, management, projct staff, beneficiaries
Process	**Regular meetings, interviews, monthly/ quaterly reviews**	Extraordinary meetings, additional data collecting exercises
Written outputs	**Regular reports amd updates to management and beneficiaries**	Written report with recommendtions for change, presented in different stakeholders, e.g., Management, Chambers & Board

Source: Adapted from SASSETA M&E Framework, 2021

Monitoring, the SETA routinely collects data on indicators, compares actual results with targets as well as reasonable compliance.

Evaluation, the SETA analyses why intended results were or were not achieved and the possible impact of such results.

The M&E helps us to:

- determine the extent to which the programmes/projects are on track and to make any needed corrections accordingly.
- utilise M&E data to improve decision making and implementation performance.

- make informed decisions regarding operations management and service delivery.
- ensure the most effective and efficient use of resources.
- evaluate the extent to which the programme/project is having or has had the desired impact.

The SETA acknowledges that mistakes and failures are part of every organization. M&E seeks to provide a detailed blueprint of everything that went right and everything that went wrong during a project. Thorough M&E data the SETA is able to pinpoint specific failures and success, as opposed to just guessing what caused problems. The monitoring also provides a reasonable assurance that the reported achievement in quarters is credible and conform with the SETA's compliance and administrative requirements. It also to provide objective assessment on actual performance against what was planned or expected in the respective quarters.

The SETA's evaluation studies are conducted and facilitated by external service providers who can give an unbiased opinion on the results, performance of the projects in terms of what has changed because of a project or programme, and what work has gone well or badly with recommendations. The evaluations have two purposes: accountability and learning:

- **Accountability:** evaluation will provide both the SETA (vertical accountability) and the expected beneficiaries (horizontal accountability) with solid evidence regarding the extent to which the pursued intervention attained its envisaged objectives.

- **Learning:** summative evaluation, through the evidence-based knowledge generated, is expected to inform and improve the design and implementation of new initiatives of the SETA.

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.

Furthermore, critical analysis the theory of change and the extent to which its planned logical framework and assumptions compare with the actual implementation and the results achieved dominate our approach to evaluations. The evaluation use different lines of evidence and triangulation of sources. To this end, multiple methods of data collection and analysis are used, including at least three lines of evidence for each conclusion drawn by the evaluation in relation to a certain question from various data sources. Box 5-2 summarises the SETA's operational M&E approach to logic results chain on projects or skills interventions.

Box 5-2: Operational SETA's M&E approach
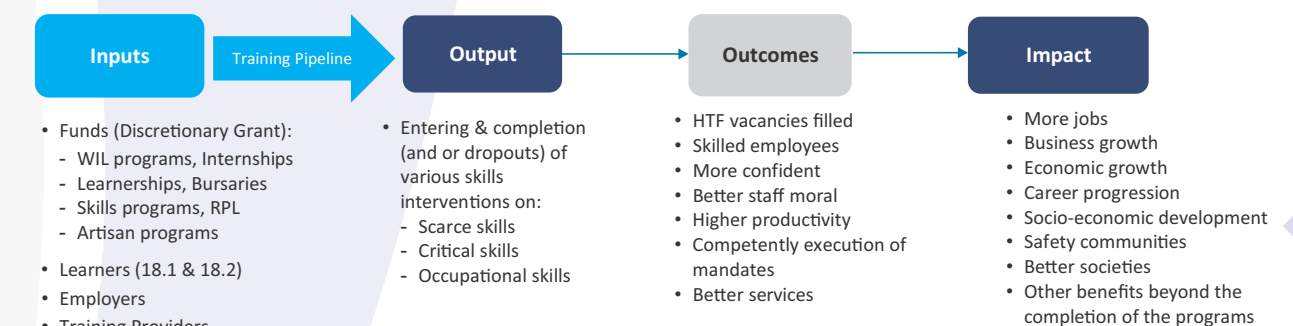
Source: Adapted from SASSETA M&E Framework, 2021

Our M&E approach is driven by the four pillars:

(ii) Definition of strategic goals which provide a focus for action.

(iii) 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

(iv) Integrating lessons learnt into future planning; and

(v) Improved accountability for results (whether projects/programmes made a difference in the lives of beneficiaries of the same).

5.2.1 Key role players

The key role players in the monitoring and evaluation process are the Department of Higher Education and Training, the SETA Board, 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 management committee has a primary responsibility to oversee the monitoring and evaluation activities of the SETA.

5.2.2 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 to ensure that our mandate and strategy are aligned. The SETA is committed to use data to drive and inform decisions making. The M&E processes provide the essential information needed to see the big picture.

The M&E processes and data identify errors, successes, and things that can be adapted and replicated for future projects. The decision-making the SETA is influenced by what was learned through past monitoring and evaluation. That process in itself is very helpful to an organization and planning perspective. Figure 5-1 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 5-1: Linkages between Planning, Implementation, Monitoring and Evaluation

Planning
- Alignment with legislative framework and key national priorities
- Alingment of SSP priorities to the Strategic Plan

Implementation
- Annual Performance Plan targets distirbuted amongst business units
- Contracts awarded to achieve to strategic objectives

Monitoring
- Ongoing tracking of performance
- Follow up on performance improvment plans

Reporting
- Reporting to the accounting Authority & the Executive Authority

Review
Targets against performance for the next planning cycle

Strategic focus from Accounting Authority & Executive Authority for future planning

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

The M&E can help fuel innovative thinking and catching problems early on projects or programs that go nowhere or fail to meet certain standards and ensures replication of what's working and let go of what's not. SASSETA continues to strengthen partnerships with sector training institutions and academies, professionalise the sector. To promote the growth of public TVET colleges, SASSETA facilitated key partnerships between the sector (professional bodies and employers). A re-alignment of our strategy objectives with the National Skills Development Plan (NSDP) has been achieved. Table 5-1 shows the strategic priorities that were addressed by SASSETA during the 2023/24 financial year.

Table 5-1: SASSETA addressed strategic priorities

Strategic Priorities	Achieved	Not Achieved	Work in Progress	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.	Achieved	None	None	None
Contribute toward building active citizenry.	Achieved	None	None	None
Support the SMMEs & entrepreneurship in the sector	Achieved	None	None	None

5.2.5 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 SETAs are key stakeholder in the implementation of 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 to accelerate response as the economy changes with the ERRP interventions.

The SETA 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 the SETA in terms of the occupations listed in the ERRP and the SETA'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.

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 the SETA 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

No	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 transformation gap is still existent among citizens especially the learners. The SETA acknowledges this phenomenon and accommodates these stakeholders as well. As the Sector moves towards a more e-policing and digitisation of operational 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 4.0.

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. The 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. 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 2022/23).

5.3.2 Measures to be initiated to ensure achievement of current priorities and improve skills planning

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 2022/23, 2023). Furthermore, the SETA'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.

The SETA 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.

All categories of learning programmes will require that at least 54% of women are beneficiaries of learning interventions further to this the SETA will strive to ensure that at least 1% of earners with disabilitie are training on certain learnerships and skills programmes over the next five-year period. In addition, there will be much emphasis placed on training occupations that are critical in terms of the ERRP. Table 5-3 illustrates measures that the SETA will further implement during the 2023/24 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 lessons learned from our impact studies seek to shape planning and optimise our service delivery model and application. The success of the SETA's skills development interventions and financial sustainability actions will come through, among other actions, resilient strategic and collaborative partnerships with stakeholders that share the same vision and advancing mutual areas of interest.

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. The SETA's approach to M&E is to strengthen compliance, transparency and accountability because the organization track, analyse, and report on a project during the monitoring phase, there's more transparency. Information is freely circulated and available to stakeholders, which gives them more input on the project. The next chapter (Chapter 6) focuses on the SETA's strategic skills priority actions.

Chapter
SIX

SETA STRATEGIC PRIORITY ACTIONS

6.1 INTRODUCTION

It is undeniable that the world is changing really quickly and that people will require certain abilities in order to manage, analyse, adapt, solve problems, and work in a more connected manner. The significant disparities in skills and shortages threaten growth and productivity. Establishing efficient systems for technical and vocational education as well as skill development is a crucial responsibility of the government.

The successful skill development ecosystems must have training institutions that are adaptable and sensitive to the changing requirements and challenges of the industry, while providing high-quality programs that fit to the strategic objectives of the sector. Additionally, there ought to be obvious connections between training and education and the workplace.

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.

The uncertainty in the economic outlook is affecting the skills demand especial in the public sub-sector of the safety and security sector. The 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.

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, which leads to the change in skills needs to combat crime. These adjustments pave a way for the sector to reconsider its skills development initiatives and aligned its strategic thinking with the future. 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.

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.
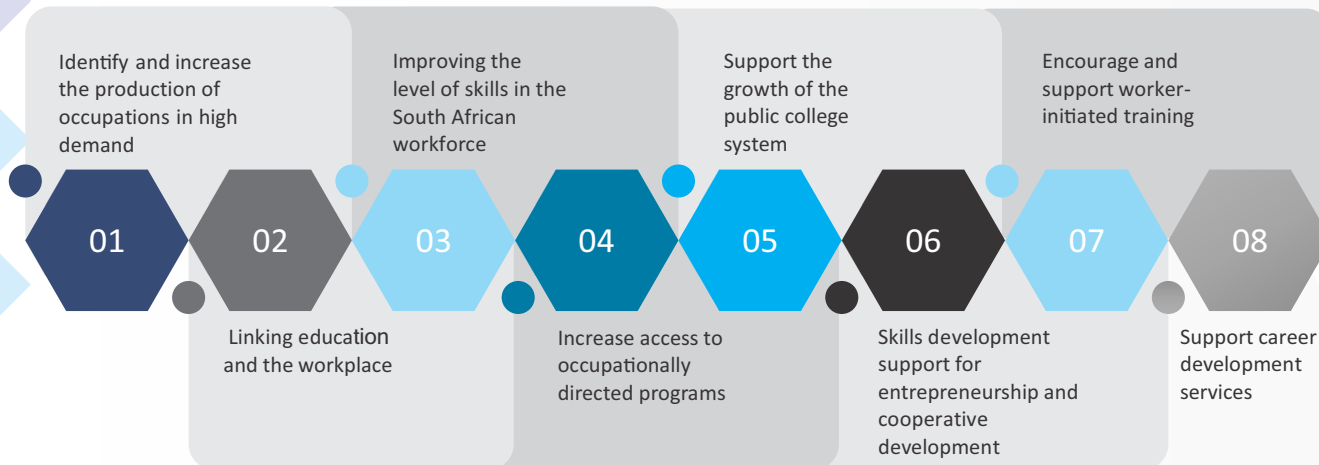
CHAPTER 4 outlines partnerships, both existing and planned for the SETA. Ostensibly, a close working-level co-operation between these players, for example, employer participating in designing courses and in curriculum design, or trainees receiving enterprise-based as well as classroom training, is likely 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 the SETA employees training and development.

CHAPTER 5 articulates the SETA monitoring and evaluation, which support the planning units by providing information that assist in the decision making in terms of making the required modifications to guarantee that programs and activities are as effective as feasible. Monitoring and evaluation can ultimately assist businesses in accomplishing their goals and raising their general performance. When assessing the efficacy of a given project or organization, monitoring and evaluation (M&E) is a crucial component. It meticulously dissects and assesses the procedures and outcomes of repeating incidents.
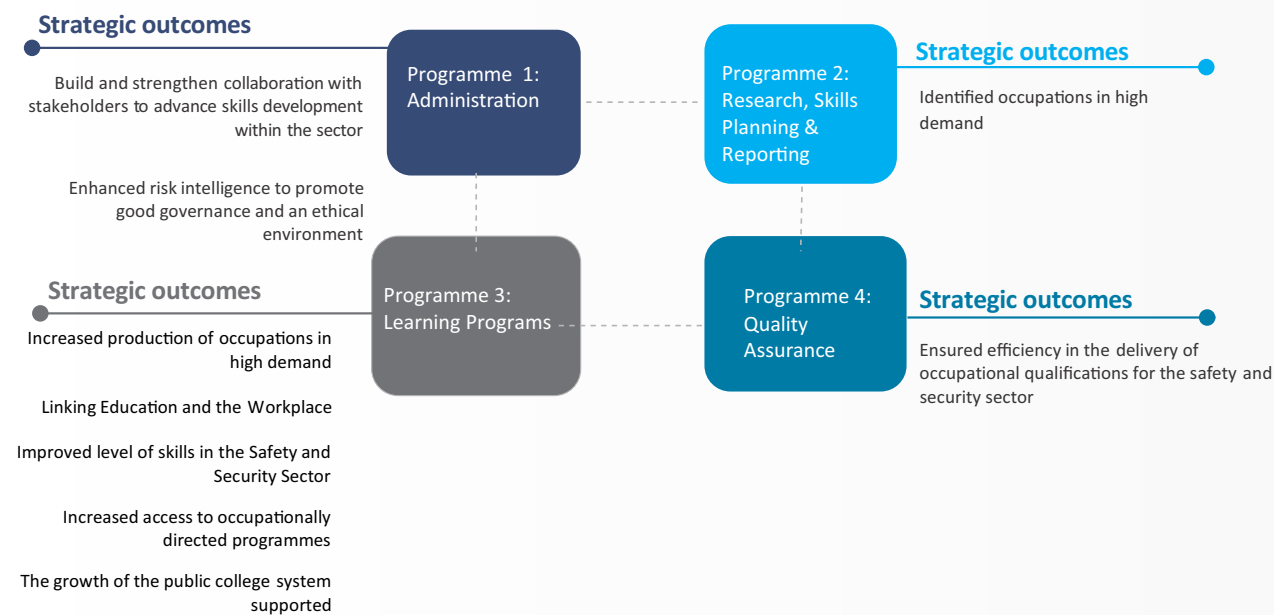
6.3 SECTOR STRATEGIC SKILLS PRIORITY ACTIONS AND RECOMMENDATIONS

Analysis of changing skill needs within occupations suggests a strong increase in the need for many generic skills. The NSDP seek to ensure that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development.

Key priorities for the period 2021-2025:

01 Identify and increase the production of occupations in high demand

02 Linking education and the workplace

03 Improving the level of skills in the South African workforce

04 Increase access to occupationally directed programs

05 Support the growth of the public college system

06 Skills development support for entrepreneurship and cooperative development

07 Encourage and support worker-initiated training

08 Support career development services

The overall organisational strategic goal is to contribute towards ensuring that South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development. SASSETA identified six (6) strategic skills priority actions to drive its strategic direction. These strategic skills priority actions are anchored by the nine (9) strategic outcomes that the organisation aims to achieve in pursuit of its mandate. These outcomes are aligned to the development outcomes in the National Development Plan (NDP), National Skills Development Plan (NSDP) and the Medium-Term Development Plan (MTDP):

Strategic outcomes
- Build and strengthen collaboration with stakeholders to advance skills development within the sector
- Enhanced risk intelligence to promote good governance and an ethical environment

Programme 1: Administration

Programme 2: Research, Skills Planning & Reporting

Strategic outcomes
- Identified occupations in high demand

Programme 3: Learning Programs

Programme 4: Quality Assurance

Strategic outcomes
- Increased production of occupations in high demand
- Linking Education and the Workplace
- Improved level of skills in the Safety and Security Sector
- Increased access to occupationally directed programmes
- The growth of the public college system supported

Strategic outcomes
- Ensured efficiency in the delivery of occupational qualifications for the safety and security sector

6.3.1 Build and strengthen partnership with sector training institutions and academies

Rationale: Achieving our vision through collaboration. SASSETA understands that we cannot change or meaningfully contribute to the skills ecosystem in the sector alone. Partnership and collaboration have always been at the core of SASSETA's mission and strategic posture in delivery skills interventions in the sector.

Convergence between government and business stakeholder understanding of transferable skills will be an important aspect in creating a momentum for their development. It is also essential that our products and services continue to meet the evolving needs and ambitions of Scotland's people and employers. Every aspect of what we do, and how we do it, will be considered afresh as we seek to unlock the potential of South Africa's people, employers, and economy, through investment in skills.

6.3.2 Advance programmes that support professionalisation and transformation of the sector

Rationale: The SETA will have to position its strategies and programmes to advance professionalisation and transformation through upskilling and retraining opportunities are more flexible and accessible across the sector. SASSETA will explore 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 SETA towards transformation and redress.

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

Rationale: As advancing technologies change how we work and the type of work people do, the skills system must be able to respond. While the 4.0 is characterised by disruptive change, in the past jobs still remained well defined, standardised, and specific, with clear skills and tasks linked to them.

In contrast, today we are experiencing a rapid increase in the number of job types, coupled with a lack of job standardisation, making the change far more complex to predict and respond to. As technologies and jobs continue to change throughout people's careers, workers will need to continuously develop adaptive resilience and a diverse skillset, including baseline digital skills, to remain competitive in the labour market. The 4.0 will profoundly shape the nature of crime, and the response needed.

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 on 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 National Development Plan (NDP) emphasises the need to build an active citizenry as an important element of realising Vision 2030. The world is experiencing a historic transformation in how people work, where they work and even why they work. The skills we each need to enter and progress in work are changing too. As we face an unpredictable and rapidly evolving future, continuing to develop the right skills in response to this change will be critical for us all. The SETA should among other things, initiate programs that support and build active citizenry. The programs, for example, like Community Patrollers, Community Policing Forums, negotiation and mediation.

6.3.6 Support for SMME's and Entrepreneurship

Rationale: Entrepreneurs and an entrepreneurial mindset are vital for economic growth and job creation. It is people who make the difference. High growth start-ups and scale-ups can create skilled jobs, pay wages, drive increased productivity and radiate innovation across the wider economy. The SETA will support variety of training programs that SMMEs including cooperatives. The SETA has a huge number of employers that falls within the range of the SMMEs and beyond. Entrepreneurial thinking can improve services, increase efficiency and creates more jobs.

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 (i.e., 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

The paradigm for skill development that exists in South Africa today has undergone several cycles, but research on the same topic indicates that there is still a skills shortage. The industry is still heavily reliant on the massive rollout of skills development programs. The sector's enormous need for skills is driven by the relative scarcity of certain abilities and the need for crucial skills, which are driven by both non-sector-specific and sector-specific change drivers.

The SETA 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.

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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