



Understanding SASSETA's contribution towards a vision of building a 'skilled & capable workforce': *Transformation and Professionalisation of the safety and security sector*

Final Report

**Understanding SASSETA's contribution towards a vision of building
a 'skilled & capable workforce': *Transformation and Professionalisation of the
safety and security sector***

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Executive Summary

The skills mismatch analysis can be done for a number of purposes. This study intends to analysis the role of SASSETA in transforming and professionalising the safety and security sector; find the possible ways to improve role of SASSETA in transforming and professionalising the safety and security sector.

The report consists of five sections as follows:

- i. The context – this give an overview of the transformation and professionalisation of the security sector from the world's perspective narrowing down to Africa and then South Africa.
- ii. Literature review – This section give a background to the transformation and professionalisation of the security sector through past and current thinking. The section gave substantiation to the problem and paved way for the methodology and also substantiated the central problem.
- iii. Methodology – The methodology section describes the data collection tool (principally the research questionnaire) and its administration. Also, the data analysis procedure was outlined. The study deployed a qualitative research approach as detailed in part three of this report. However quantitative sources of data were also used to support the findings of the study.
- iv. Presentation of results – The results were presented with study finding that SASSETA is playing a huge role in transformation and professionalisation of the security sector and possible ways to improve the role of SASSETA in transformation and professionalisation of the security sector were outlined and discussed.
- v. Conclusion and recommendations – The study was concluded in this section and recommendations were given which indicated that SASSETA need continue playing its role and supply the required skills in the safety and security sector.

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Part One: The Context

1.0 Evolution of the transformation and professionalisation of the safety and security sector

Education needs to balance the current response to business demands with the provision of more generic and transferable skills which will positively influence the broader agenda of transformation and professionalisation in the longer term and reduce vulnerability induced by structural changes in the labour market.

With the world evolving under the influences of external forces such as globalisation and the rapid advent of technologies, these has brought about many challenges to businesses and the society at large which need increased security. Security is defined as a stable, relatively predictable environment in which an individual or group may pursue its ends without disruption or harm and without fear of disturbance or injury” (Yates, 2008).

In addition, Beattie (2008) argues that, “Security reflects society and aims to meet the needs of the society it serves”. It is evident from these two statements that the purpose of security is to create a conducive and safe environment for the populace by the populace.

The seeds of transformation of the security sector were planted in the 1990s during the political transition that led to democracy. A range of factors, including visionary and mature political leadership, the input of civil society activists sensitive to human security needs and the existence of functional and cohesive security entities, made it possible to reorient the security services towards democratic and security-oriented goals.

The climate of political negotiations in the 1990s created certain opportunities but conditions for reforming the security sector were limited. The suspension of armed hostilities between government and liberation movements was fraught with suspicion and tension. Complicated technical matters, such as indemnity to former guerrilla fighters and the creation of a transitional authority, signalled a shift in the balance of forces, while underlying a tenuous hold on the levers of power by the ruling minority government.

On the other hand, over the past decade, the private security industry has noticeably become more professional, skilled, responsive and integrated. As the criminal and security threats facing the public and private sectors become increasingly pronounced and complex, and as the resources of traditional law enforcement and police services become increasingly overstretched, the security industry has had to quickly position itself as a highly effective and responsive alternative.

Notwithstanding that many jurisdictions around the world have significantly increased the licencing requirements for security services at both the individual and firm levels, the security industry itself has taken on a major role in coming together through various national and international bodies to raise the profile, quality and capacity of security professionals.

The Australian Homeland Security Research Centre (AHSRC) had published a note describing the “Australian’s security sector as being marginal” and requires immediate reform to elevate its value propositions (Yates, 2008). In addition, Pepper (2003) argued that the” New Zealand’s

private security sector is not a profession, at least not yet” and concluded that the New Zealand’s security community had met only a little more than one-fifth of the abovementioned proposed criteria. In addition, Yates (2008) highlighted several key challenges faced by the Australian security industry, namely; “the security business owners and investors; the clients or security consumers; the security community; and the employees to the industry.” Due to the wide security continuum that exists in the industry, ranging from tactical to the strategic sectors, Yates (2008) proposed that it would be far more effective to focus on one segment and it should be in the domain of the security professionals.

Moreover, he has highlighted that “the difference between security professionals from security professionalism is that the latter encapsulates the professional delivery of security products and services”. He went on to emphasised that “a security professional entails more than just taking charge of security projects and programs; they are to provide significant input into the shaping of the security decisions and the environment.

Old conventions primarily revolving around video surveillance cameras and minimally trained security guards have gradually made way for tiers of security guards and other professionals, highly advanced threat-centric analysis for buildings, sites and campuses, along with advancement in the areas of Crime Prevention Through Environmental Design (CPTED), emergency preparedness and response capabilities, and civil liability mitigation.

Likewise, security consultants and advisors, along with in house security directors and managers, have advanced and professionalised through the completion of industry accreditation and certification programs – many also having completed specialised college and university degrees in the fields of criminology and security studies (Sundberg, 2020).

Today’s private security professionals increasingly are expected to supplement their personal knowledge and experience through continuing education while also possessing a passion for learning about the most recent updates on case studies, state-of-the-art equipment, and the most efficient policies and procedures. Simply put, today’s security professionals cannot rely solely on their past work experience; rather, they must be dynamic professionals who continually seek to advance both personally and professionally.

According to Bryden and Olonisakin (2010), common to different understandings of the Security Sector Transformation (SST) is the need for comprehensive change that radically alters the status quo of power relations in terms of the provision, management and oversight of security in Africa. Thus the concept of security sector governance (SSG) provides an indivisible companion concept to support the rooting out of old reflexes and attitudes’ necessary for transformation. Human and institutional capacity building is essential components of an operational SST agenda.

In South Africa, the post-apartheid constitution has created a solid framework for the SST. The key features in the transformation of the security sector have included demographic representation, redressing the racial and gender imbalances of the past, the introduction of multiparty oversight institutions over the security sector and the creation of independent complaint mechanisms (Africa, 2011). The promotion of the rule of law and efforts to align the security framework with international law has also changed the security services for the better.

All of these measures have been vital to promote the legitimacy and credibility of the security sector. The effectiveness of the security sector has been uneven over the past fifteen years. Human security has been undermined by enduring poverty, in the country and the region, which in turn have given rise to a growing problem of crime; the intelligence services have been subject to political manipulation; the armed forces have been involved in a controversial arms acquisition; and integration of certain sectors such as correctional services, immigration and the justice service is still incomplete (Green, 2012).

In line with the SASSETA 2017/2018 strategic plan and in support of the National Development Plan and the Vision 2030 of the nation of South Africa, SASSETA carries out this study to examine its role in transforming and professionalising the safety and security sector. Also the study aims to find possible ways to improve the role it is playing in transforming and professionalising the safety and security sector. This will contribute to policy making and to the available literature.

1.1 Positioning SASSETA in the transformation and professionalisation of the safety and security sector

Both the public and private security sectors have a need to be transformed to meet the current demands of the society. The safety and security sector is linked to the political front moreover in Africa and the transformation is linked with democratisation there is a need to transform the sector through necessary professional skills which can be provided to those who are already at work and to those who are being recruited. The skills will be provided through institutions like SASSETA.

For example, SASSETA employs the provisions of Chapter 5 of the National Qualifications Framework Act, No. 67 of 2008 (NQF) to design training programmes, to carry out quality assurance, assess learner achievement and accredit training providers (SASSETA STRATEGIC PLAN, 2015/16 – 2019/20).

SASSETA is responsible for the facilitation of skills development in the safety and security sector and ensuring that skills needs are identified and addressed through a number of initiatives by the SETA and the sector. SASSETA has grouped its constituencies into seven subsectors namely; Policing, Corrections and Constitutional Development, Defence, Justice, Intelligence Activities, Legal Services, and Private Security and Investigation Activities. With regard to SASSETA, the service delivery environment includes both the public and private sectors.

The public security sector comprises government security agencies and law enforcement agencies whose role is to safeguard and serve the public and the interests of the state. The private sector is made up of businesses and bodies offering legal services and private security. The implementation of the National Skills Development Strategy (NSDS) in the Private Security sub-sector has been the key focus of the Safety and Security Sector Education and Training Authority (SASSETA), as embedded in its mandate.

The first goal of the NSDS is to foster a culture of high-quality lifelong learning for the development of skills for productivity and job growth, for employment prospects and for the support of new entrants to the job market. Through the National Skills Development Plan,

through productive and efficient collaborations, SASSETA has to ensure the quality provision of skills development and qualifications in the safety and security environment. A robust skills development framework that allows access to training and development has been developed in order to attain this ideal. SASSETA has built a tool through a Business Plan (SASSETA Business Plan: 2005/06) to help its stakeholders and staff to understand the SETA business goals in all areas of the company.

SASSETA's approach is to support learners at school with career guidance. Thereafter, these learners are encouraged to apply for, and are awarded SASSETA bursaries, that would enable learners to complete their tertiary studies. Learners are thereafter directed to prospective employers who will employ qualified learners. With unemployed learners, SASSETA makes several learnerships available to unemployed youth. To enhance professionalism in the safety and security sector with the help of SASSETA, in the 2016/17 financial year, training providers' accreditation requirements were tightened to ensure compliance with accreditation standards.

Training providers upheld high training standards for quality training and development. In a bid to upgrade the transformation and professionalising the safety and security sector, SASSETA delivered various skills programmes over the years. Skills programs, which are shorter, bite-size learning programs that are perfect for topping up current skills, are one of the ways a learner can obtain a certification.

To foster transformation and professionalism such that the workforce may have the skills and experience that match with various job requirements SASSETA provided 2528 unemployed and 1553 sector-wide workers with learning opportunities throughout the year under study (SASSETA Annual Report, 2015 / 2016: 32). Learning activities funded were in accordance with the central mandates of the different sub-sectors.

The decision of the SETA to reject funding for schooling, which did not culminate in a clear career path in the safety and security field, is of crucial importance. Skills transfer is intrinsic to improving the sector's service delivery, hence the implementation of demand-driven learnerships to enable the required core skills to be achieved.

Professionalization through skills development was also done to equip the artisans with relevant skills. The year under review saw 432 learners being enrolled in various artisan related learning programmes. Two hundred and sixty-six (266) learners are unemployed youth, while 166 learners are employees of the Department of Defence.

The skills being taught included: electrical work; carpentry; community house building; road construction; plumbing; welding; automotive motor mechanics; diesel mechanics; bricklaying; aircraft maintenance mechanics; vehicle painting; survival equipment fitting; avionics mechanics; and radar mechanics. With regard to artisan training, SASSETA has also been involved in the recommendation of workplaces for approval by the National Artisan Moderating Body (NAMB).

The following section will give the literature review to provide a foundation to the study and to substantiate the study.

Part Two: Literature Review

2.0 Introduction

A literature review substantiate a research and hence it necessary. To have a deeper understanding and come up with a comprehensive set of policy , academic papers, policy papers, peer-reviews were considered in coming up with the literature review for this study. Sources such as UN, OECD, AU and others were used in gathering the relevant literature. Also research and data from think tanks, industry leaders, research institutions and researchers, universities, and the business community will be used.

The literature review will give a background to the transformation and professionalisation of the safety and security sector, identifying current models being used, explore new areas and improvements to the current models and make recommendations to improve the transformation and professionalisation of the safety and security sector.

2.1 Background to the transformation and professionalisation of the safety and security sector

In 2014, the Security Institute's then President, Lord Carlile, CBE, QC, stated that "the security sector is not properly recognised or respected by government, management or the public". Arguably, this is due to the fact that many of the people in our community are not professional (Mournfield, 2018). The Oxford Review published an editorial in September 2017 that discussed what it means to be professional and how these factors change perceptions in the eyes of the members of public whom we aim to protect. They used the medical profession as the best example. A doctor practising in the UK, whether a General Practitioner or specialist, must continue to develop professionally or risk being struck off the register of medical practitioners, that is, the General Medical Council (GMC)¹.

"Essentially, if you are not willing to be governed by a code of ethics and you are not willing to commit to a routine of continuing professional development (CPD), you should not be calling yourself a professional. Thankfully, in 2017 there are more security practitioners in senior roles who justifiably claim the 'professional' title than those who sit back on past merits without undertaking the CPD that is so necessary in such a fast-evolving field. Regretfully, the British public and often the police don't always see the distinction" (Mournfield, 2018).

The City Security (2020) found that the security profession encompasses a vast array of roles from the chief security officer to the frontline operative, and the generalist to the specialist, along with multiple ancillary fields such as training, recruitment or regulation. Each of these plays a key contribution to the common mission of protecting organisations, communities and individuals. Each type of security practitioner benefits from the professional bodies that serve them, both in terms of the recognition provided by those bodies and the services they provide. Today, a well-respected security profession could not be more needed, given the present threat environment.

In 2018, the risk of marauding terror attacks is high. Organised crime encompasses a range of security threats from cybercrime to people trafficking to jewellery heists, and every industry sector, government department or third-sector organisation faces its own distinct threats. The

¹ <https://citysecuritymagazine.com/security-careers/advancing-security-sector-professionalisation/>

Security Institute seeks to be a collaborative organisation where lessons can be shared and professional development encouraged so that the public perception of security is elevated (Mournfield, 2018). The Chief Executive of Security Institute put forward that any security professional will agree that one of their greatest tools is influence. The ability to convince others that their actions make them or their organisation vulnerable to crime is paramount in promoting a culture where security is accepted as everyone's responsibility.

In order to be taken seriously, the security officer, manager, director or consultant must be able to claim professional competence, soundly reinforced by their peers and a professional body. The Institute offers individuals the opportunity to develop and have their experience and qualifications recognised, while collaborating with the wider security community to address wider societal needs².

Evetts (2011) views professionalism as a 'discourse of organizational and occupational change and control. Normative discourses are deployed from "above" by organizations of the state to socialize and reshape individual identities around corporate priorities. The discourse of professionalism involves an active process of normalizing control aimed at aligning individual identities with corporate and state interests.

As Anderson-Gough et al (1998) argue, professionalism is constructed as an instrument of control in the industry and a disciplinary mechanism utilized to introduce "appropriate work identities, conducts and practices" (Evetts 2011: 410–411). Moreover Evetts (2011) she views professionalism as an occupational value and an instrument of control over practices in the industry. Professionalism, we would argue, is used as a means to control the conduct of both service providers (PSC) and security guards. The discourse on professionalism is taken over, reconstructed and used as an instrument of managerial control in organizations, where security guards are employed.

2.2 Concept of security

Security is the defence of properties, including persons, against harm, injury or loss from internal and external causes. Security is also defined by Albert as the state's survival and the protection within the state of individuals and groups. From the above definition, we can infer that the sovereignty of a nation state, can be determined by their capacity to protect people and their resources against any attack, whether from within or outside the territory of the state (Akinade, 2019).

Public security agencies are those organizations that perform a security function but are funded solely by governments, including federal, state and local government sponsorship, in the interest of public service. In several important ways, private security is different from public security. Private security is offered to customers for a fee and has its jurisdiction limited to the property owned by the customer (Strom et al., 2010). Private security includes measures taken by individuals, partnerships, and corporations to protect their interests, such as property, staff, and data. Private security firms also operate independently of the policies of the host company (Akinade, 2019).

² <https://citysecuritymagazine.com/security-careers/advancing-security-sector-professionalisation/>

2.3 Professionalism and Ethics

A code of ethics and qualifications that include education and training, experience and membership are required when defining the professionalism of any authority (in this case, a private security society) (Fischer et al. 2008:43). In addition, Hess (2009:33) indicates that sociologists have identified the three main elements that qualify an occupation that are; career as specialized expertise, autonomy and ideal service.

The establishment of the American Society for Industrial Security (ASIS) signified the beginning of modern security for most private security practitioners, since 1955, there were no specialist associations with certifications, college programs and power to promote the interests of the industry (Fischer & Green 1992:11). Dempsey (2010:15-16) mentions in accordance with Fischer and Green (1992:11) that it was in 1955 that security practitioners took a significant step in the formation of ASIS (later known as ASIS International). At its inaugural meeting, the organization attracted approximately 254 members and in 1980, when the body celebrated its 25th anniversary, its membership stood at 13 000 with about 122 local chapters around the world.

While the private security industry is attempting to professionalize, it remains the lowest paid industry and the security guards are not properly trained and educated. Business must step away from the idea that the safety feature is an unnecessary cost that must be confined to maintaining the organization's gates. Defence against eventualities that could prevent business activities from continuing and making a profit (such as acts of terrorism in the aftermath of 9/11) is one of the reasons why security should be regarded as a requirement (Fischer et al, 2008:44). In the mid-1990s, according to Dempsey (2010:17), ASIS International launched the first platform for security management.

2.3.1 Code of Ethics

Ethics can be characterized as the practical normative analysis of the rightness and wrongness of human behaviour (Dempsey, 2010:23). There are two types of ethics: (1) basic ethics are broad and regulate all human actions, and (2) conduct in particular applications is the subject of applied ethics. Private security managers and operators may set their own standards for actions and facilities to improve professionalism in the sector, often without legislative guidance from the government.

A code of ethics creates, according to Hess (2008:48), self-enforcing moral and ethical standards for conduct in a given area. Unwavering commitment to ethical practice, professional values and occupational honesty should be the true test of professionalism in the security industry. Most US states define and detail activity that is illegal and immoral in the United States (Banda, 2018:28). ASIS adheres to a professional code of ethics, according to Fischer et al. (2008:43). It has a membership of more than 30,000 defence executives worldwide.

ASIS is not the only group that aims to professionalize the private security industry; there are other organisations and associations, such as the Academy of Security Educators and Trainers, the International Health Security and Safety Association, the National Association of School Security Safety and Law Enforcement Officers, the Association of the Security Industry and the Confederation (CoESS). The industry also has its own literature, magazines, blogs and books on professional security. The members of ASIS International are directed by a set of ethical

principles that are binding and control the way its members work. The six ethical principles common to all participants are the following (Dempsey, 2010:23–25):

- i. Performance of professional duties in accordance with the law and the highest moral principles. This means that all members must obey the law of the country in which the services are provided and honourably provide those services. Members do not intentionally become affiliated and cooperate with other members who do not comply with the law and the ethical principles laid down.
- ii. **Observing the precepts of truthfulness, honesty and integrity.** A member needs to reveal all relevant details to those who have the right to know in order to comply with this. This right to know is enforceable legally. A member may not reveal false information or promote or otherwise indulge in the disclosure of that information.
- iii. **Being faithful and diligent in discharging professional responsibilities.** They have to be faithful, fair and steadfast in adhering to promises and obligations in order for members to fulfil these criteria. When using the best efforts in an assignment, they should be vigilant and engage in matters involving conflict of interest without proper disclosure and approval. They should reasonably and truthfully portray services or goods.
- iv. **Competence in discharging professional responsibilities.** In applying the skills and knowledge needed for the role they have to undertake, members are expected to be competent. They should not embrace a mission outside their ability or assert competence that they do not have.
- v. **Safeguarding confidential information and exercising due care to prevent its improper disclosure.** Members should without proper authorisation, safeguard sensitive information and not use such information to the benefit or disadvantage of a third party. They should also be mindful that after the end of the business partnership, some confidentiality remains. A member who collects data and has not agreed to be bound by privacy is not obligated to reveal it. It should be remembered that in civil proceedings, a member might be required to testify about knowledge obtained in trust from the principal over the objection of the principal's counsel.
- vi. **Protection of the professional reputation or practice of colleagues, clients and employers.** A member does not comment on the integrity, results or technical skills of a colleague unfairly and with malice. A member who knows, or has fair grounds to suspect, that another member has not complied with the code of ethics of a society should apply such details to the Committee on Ethical Standards.

2.4 The transformation and professionalisation of the safety and security sector

2.4.1 Global issues

Modern times had observed two most significant occurrences that had influenced every level of society and altered the overall outlook of the environment: the September 11, 2001 terrorists' attacks and globalisation. While the after-effects of 9/11 were clearly devastating, Wee (2005, p.44) argued that viewing the occurrence as an isolated activity would be completely incorrect

because these are two intimately associated factors that are key to defining the current state of global in-security. They have indeed generated much uncertainty, notably at the national levels across the developed world.

As uncertainty and human nature have directly opposite polarity, the provision of security can be regarded as one of the oldest trades (if not oldest) alongside with medicine and law. Hence, whichever manner the environment might change, there will always be a demand for the security fraternity to lead the way in building (if not, to defend) a better and relatively predictable environment; a peace of mind. Nevertheless, the security fraternity has yet to be regarded as a body of profession, a recognition that is extended to doctors and architects, which is a little appalling³.

As noted by Sherr (2002), in setting out their vision of a volunteer force by 2015, the authors of Ukraine's State Programme of Armed Forces Development and Reform 2001–5 (May 2000) recognise that a conscript-based force will not be able to address the security challenges effectively, whatever other reforms take place. They also recognise that these other reforms in operational concepts, force structure, command and control, training and education must take place.

Critically, they also recognise that without the establishment of a coherent and professional defence and security system, these reforms will not achieve their potential. Nevertheless, the fact remains that beyond 'leading' and expert circles, most of Ukraine's military and political establishment underestimate the incongruity that exists between state policy and the unofficial norms, attitudes and working cultures which define 'life itself' in the armed forces.

Professionalisation for the private security industry is not about upgrading working conditions and turning bad jobs into better jobs. Government seems more concerned about the threat posed by an industry, which is believed to be better armed than the police than it is of working conditions (Malefane 2012:4). As the Minister of Monitoring and Evaluation, Collins Chabane, remarked in introducing an amendment to the bill in parliament, "We've got a vast network of security companies. If not regulated properly, they may pose a threat" (cited in Malefane 2012: 4).

Sefalafala and Webster (2013) found illustrated how the industry attempts to regulate the conduct of security guards and confine them within certain parameters. The uniform, for instance, can undermine the dignity of security guards and lead to public insults. Instead of conveying professional status the uniform has come to symbolize their lack of autonomy. It acts as a disciplinary mechanism over the conduct and practices of the security guard.

2.4.1 The transformation and professionalisation of the safety and security sector in Africa

The first handbook on security sector governance in Africa follows this comprehensive approach in pointing to four areas of focus for security sector transformation:

- Organisational character
- Cultural make-up

³ https://www.academia.edu/7934608/The_professionalisation_of_security

- Human resource practices
- Political relationships with elected authorities and the civil power.

According to South African Government (1996) a central plank of the transformation discourse is the need to alter the culture and character of security actors. One senior participant involved in South African defence transformation, N'Diaye (2009), describes this process as a matter of change of heart, mind and spirit' that touches all aspects of security organisations.

He further elaborates on this need for a systematic overhaul that affects the 'orientation, values, principles and indeed practices' of the security sector (UN, 2007). Political will is a key requirement so that elected authorities 'show a more profound intent' to bring security sector practices in line with democratic principles (and thus expose security decision making to the influence of parliaments, other statutory oversight bodies and citizens in general).

The absence of qualities of decisive leadership, high levels of legitimacy and a clearly determined scope of action identified by Rocky Williams as necessary enablers of transformation, frequently provides the greatest obstacle to change (UNSC, 2008). Long-standing relationships of mutual dependence between security actors and executive authorities are particularly resilient barriers to change in the direction of greater transparency and accountability.

Transformation in gender relations and the inclusion of women in security considerations are significant indicators of transformation. Put differently, the exclusion of, or failure to give attention to, the place of women in formal or informal structures is one of the most potent indicators of the need for SST. As discussed by Hendricks and Valasek (2010), illustrated by the South African case, a change in this situation invariably marks a radical departure from the norm and is perhaps the best marker of transformation Bryden and Olonisakin (2010).

Bryden and Olonisakin (2010) found that the changing power dynamics in transitional environments also serve as concrete indicators of transformation. These dynamics can be most visibly demonstrated in the increased engagement and participation of civil society in security processes – previously a no-go area for the civilian community.

Moreover, the human security of individuals and communities should provide the point of departure for SST. Smith-Höhn (2010) traces and compares human perceptions of security in Liberia and Sierra Leone and their implications for existing reform processes.

2.4.2 The transformation and professionalisation of the safety and security sector in South Africa

According to Africa (2011), one of the most challenging areas during South Africa's transition was the transformation of its security sector. Before 1994, the apartheid system relied for many years on a pervasive, repressive security apparatus, with institutions, laws and practices aimed at ensuring the political domination of the country by a minority regime. After 1994, the transformation of the security sector was consolidated through the following measures:

- A new constitutional and legislative framework for the new security services;
- The integration of statutory and non-statutory structures under a single command;
- The progressive establishment of a common culture and norms among the security services;
- Policy reviews to determine new priorities and strategies;
- Multiparty parliamentary oversight of the security services; and
- The introduction of a human rights ethos.

The overhaul of the security sector in South Africa is sometimes hailed as an example for countries emerging from conflict. As in many of these countries, the roles of security actors had to be redefined during the transitional phase and they had to be brought under civilian control. South Africa's transformation included disarmament, demobilisation and reconstruction of society and reorientation of the security sector Africa (2011).

For the greater part of the apartheid years, the security sector was dominated by the military hence political life was highly securitised. This was in keeping with the apartheid state's security strategy, which, during the 1970s and early 1980s, was conceived to counter any threats by communist-aligned forces. This was used to justify draconian measures directed against anyone who opposed the regime. Low-intensity conflict and repressive tactics by the security forces took place alongside efforts to improve the infrastructure in certain targeted areas so as to project a concern by government about the plight of the people (Clamo, 2017). This interconnected system, which sought to combine the security and welfare aspirations of the apartheid state, was known as the National Security Management System (later renamed the National Management System).

From 1986, this system was used more deliberately to monitor political resistance in communities and to coordinate the implementation of government policy under the auspices of the security services (ibid, 2017). In the post-apartheid period, security services have been confined to the sphere of security, subject to political control. The main challenge has been to ensure that they are not subject to political interference and are free to conduct their constitutionally mandated tasks.

To achieve these objectives, it has been necessary to define clear and limited mandates for the different security services in order to avoid overlap and duplication, and to ensure coordination of the services. Coordination was sought at the policy and operational levels (Africa, 2011).

2.5. Transformation and professionalisation through basic education

The creation and preparation of security personnel must be a constant concern of management, according to Fischer et al., (2008:105). The lack of adequate preparation and low wages, both from inside and outside, is an accusation levelled against the industry. In the private security industry, the amount of training varies from country to country, by role and the security aspect in question. It would be very difficult for all security guards to come up with consistent and universal training requirements.

Education standards for armed guards, for example, are higher because their employers are legally liable for the use of force, so they must undergo formal training in fields such as retention of arms and rules on the use of force. Many employers provide on-site guidance and on-the-job

training to newly hired safety guards before they start working (Banda, 2018:29). It was possible to categorize rigorous training for security personnel into pre-assignment training, continuous training and advanced training. It is important to remember that pre-assignment training for the company's employees in general is critical security training as it will make them aware of the safety features and behaviour or steps they should take or be aware of to reduce the vulnerability of the company to theft or factors that threaten safety. For security staff, continuing training is very necessary as it will keep them aware of issues such as changes in company policy, criminal and civil law updates, employee resignations and dismissals, and technical advances in the framework of the organization.

In defining unique skills and knowledge that should be enhanced, work descriptions are critical (Banda, 2018:30). For both employers and staff, lack of advanced training on aspects such as weapons training may have implications, like self-injury due to mishandling. The integrity and existence of the company could be damaged by criminal and civil suits.

All armed private security staff (whether contractors or in-house security) should successfully complete a weapons course that involves legal and policy requirements in order to prevent situations of this nature. Alternatively, prior to the assignment of a job that needs a weapon and refresher training, proof of competence and competence should be provided at least once every 12 months (Hess, 2009:53).

2.6 Transformation and professionalisation through technology

Technology continues to evolve at dizzying speed, but do not expect drones and robots to replace security personnel any time soon. Some of these new technologies, while exciting, remain impractical. Between 2008 and 2010, many security departments were cut to reduce costs, and their budgets were never restored. Consequently, most security directors have neither the resources nor the desire to overhaul their departments with the latest technological innovations (Sunstates security, 2020).

Many companies are supplementing their existing security programs with technology. More clients ask us to find ways to provide smarter security by pairing technology with personnel. In many cases, the result is a reduction in manned hours and an increase in the skills required by the remaining team (Sunstates security, 2020).

Sometimes the analysis identifies situations where a human touch is preferred. Tenants and clients often appreciate having a friendly security officer opens the door and watch over them after hours. Technology excels at providing coverage, not comfort. Security rarely comes down to choosing technology over personnel, or vice versa.

Sunstates Security (2020) put forward that the organisation was unrecognizable from a technological perspective, compared to 10 years ago. Many of their officers use smartphones in their daily duties: performing patrols, scanning checkpoints, recording shift details, and reporting incidents. Their paperless hiring process ensures that prospective employees have the necessary computer skills to succeed at Sunstates, from completing training modules in our Learning Management System to using the modern tools of the trade. It went on to say "By embracing technology and encouraging employees to do the same, we've empowered our personnel and created new opportunities for them. Our employees can confirm their schedules and their pay checks online, download benefits documentation, and complete professional

development courses. We've seen a marked improvement in the capabilities of our security officers in the past decade—a trend that benefits employees and clients”⁴.

In the past, smartphone use for security guards during working hours was heavily frowned upon. These days, it is okay for guards to spend a significant chunk of their working hours on their phones. In fact, some guard companies give their guards smartphones with pre-installed apps. This increase in smartphone use is again because of a shift from manual to automatic processes. However, this does not mean it is okay for your security guards to watch YouTube videos when at work. Any smartphone use should be strictly for security reasons. That is why companies give guards their own company phones (Biz News, 2020).

2.7 Transformation and professionalisation through gender balance

Hendricks and Valasek (2010) argue that changing attitudes to gender within the security sector represents a significant ‘objective, entry point and indicator’ for SST at the domestic level. In part, efforts at gender mainstreaming within the South African National Defence Force reflect the very particular environment of post-apartheid South Africa.

The change within the security sector was part of and tapped into the wider process of transforming the state, constitution and public institutions to uphold ‘the political, economic, social and cultural rights and needs of South Africa’s people’.¹⁰ This dynamic was reflected in overwhelming political will in favour of change, including a reconceptualisation of national security in line with the precepts of human security.

According to Bryden and Olonisakin (2010), in relation to gender mainstreaming, an important shift was made from acknowledging the issue as a policy imperative to understanding the relevance for combat readiness of benefiting from the optimum human resources available in South Africa. Recognising the importance of preserving morale and cohesion across the security forces was also significant.

Moreover, improving recruitment, retention and advancement of women demonstrated pay-offs when situated as part of a programme that included policy, structure, training, operations and resource dimensions. However, Hendricks and Valasek (2010) paint a stark picture of the challenges to implementation of the gender mainstreaming dimension of South Africa’s defence transformation process.

Discrimination and harassment remain too common despite political commitment, the development of innovative policy and institutional frameworks and increases in the number of women in general and within the officer class in particular. One explanatory argument is the lack of available resources to support a sustained gender mainstreaming campaign. Yet the key challenge of changing attitudes remains prominent and resistant to financial solutions.

⁴ <https://www.sunstatesecurity.com/technology-transforming-security-industry/>

2.8 Improving the transformation and professionalisation of the safety and security sector

2.8.1 Improved trainer professional

Modise (2017) in a study aimed to identify factors that cause unprofessional conduct among trainers at the training establishments in the Northern Cape Province of the South African Police Service. The researcher focused on the status of trainers in the SAPS and aimed to determine whether In-Service Education and Training can assist in enhancing trainers' professional status.

The aim of the study was to identify how the levels of trainer professionalism within the South African Police Service could be improved. Findings revealed that there are trainers in the SAPS whose behaviour is severely lacking in professionalism. Trainers do not exhibit appropriate ethical conduct towards their adult learners and do not follow the code of conduct as prescribed for division training as is the norm.

Moreover, based on the research, both future studies and improved trainer professionalism programmes with specific reference to the SAPS are recommended.

2.8.2 Workplace learning

Matthews (1999) describes workplace learning as a process of reasoned learning towards desirable outcomes for the individual and the organisation fostering the sustained development of both the individual and organisation within the present and future context of organisational goals and individual career development. This definition is similar to that of Jacob and Parker (2009:134), who regard workplace learning as processes and outcomes of experiential learning that individual employees and a group of employees undertake. The purpose is to acquire the competence necessary to meet current and future work requirements (ibid).

Workplace learning, as a social construct, is broadly perceived. Brown and Lauder (2006) emphasise the demand for better skills levels in the workplace. Thus supporting Mathews' (1999), observation that there is a renewed focus on workplace learning. To this end, Vaughan (2008), asserts that the world of work is becoming more complex and uncertain, which makes it hard to determine the future skills' needs. Workplace learning has subsequently emerged as the tool through which organisations and its workers can gain professionalism and a competitive advantage.

2.8.3 Strictly following code of conduct

Krishnaveni and Anitha (2007), argue that ethical conduct is both the most fundamental tenet of professionalism and the most challenging and should be the foundation for the three broad areas which are termed skill, concern for others and concern for self. Ethical standards ought to be treated as welcome moral principles guiding a vibrant profession. Chapman (1993:178) argues that ethics is concerned not only with distinguishing right from wrong and good from bad but also with the commitment to do what is acceptable.

2.8.4 Job rotation

According to Grobler et al., (20011), job rotation is a management approach where employees are moved between two or more assignments or jobs at regular intervals of time, to expose them to all verticals of an organisation. This is a training technique that assigns trainees to

various jobs and departments over a period of a few years. According to Jorgensen (2005), job rotation is working at different tasks or in different positions for a set period. It is a planned way using lateral transfer, which purposely allows employees to expand their knowledge, skills and competencies.

In turn, Tracey (2004) refers to job rotation as an informal method of training, often used in conjunction with coaching. Furthermore, job rotation is a technique that involves potential adult learners receiving diversified training, and gaining experience under close supervision through rotation between jobs for specified periods of time. The SAPS utilises this method to improve the performance of adult learners in their present jobs and to prepare them for future positions. Job rotation should not be seen in isolation, but rather in conjunction with the concepts of job specialisation and job enlargement which transforms an organisation and builds professionalism.

2.8.5 Mentoring

According to Sundli (2007), what people understand mentoring or mentorship to be, varies from person to person. However, the word mentorship denotes a mentoring situation between two persons, where one is defined as a mentor, and the other as a mentee. The mentor leads the inexperienced mentee in the correct direction that is, the “road to the right goal” (Sundli, 2007). Anibas et al., (2009), describe mentoring as a long-term relationship between an experienced, knowledgeable and valuable mentor and a unique mentee, who share the same philosophy of education.

Mentoring is often defined as a close, intense, mutually beneficial relationship between someone who is older, wiser, more experienced and more powerful, with someone younger or less experienced. It is believed that if a professional mentors person professionalism will be transferred to the later and this transforms an organisation.

2.9 Conclusions

Different aspects concerning the transformation and professionalisation of the safety and security sector have reviewed and key issues being noted. The funnel approach was used beginning with the global issues narrowing down to South Africa. The next section provides the methodology used for the study.

Part Three: Methodology

3.0 Introduction

The study aimed to analyse the role of SASSETA in transforming and professionalising the safety and security sector in South Africa. With the relevant literature being reviewed in the previous section, this section will give the methodology that will be used in analysing the data. The discussion in the chapter is structured around the research design, population sampling, data collection and data analysis.

3.1 Research design

A research design serves as a framework for collecting and analysing data and the choice of research design reflects the priority given by the researcher to a range of dimensions of the research process. In this case, the following aspects are relevant: Understanding behaviour and the meaning of that behaviour in its specific social context and having a temporal appreciation of social phenomena and their interconnections; expressing connections between variables and generalising to larger groups of individuals than those forming part of the investigation (Creswell and Creswell, 2017).

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (Vaus, 2006).

This research primarily focused on tapping the views from a purposively selected group of experts and stakeholders by means of interviews and questionnaires thus qualitative data. A structured interview was developed and used, but questions were designed to elicit some open-ended responses, and further freedom was allowed to experts to add additional information that they may have deemed relevant and important.

The term purposeful sampling (or selection) is used mostly in exploratory research where the intention is, within reason, to access the best-known data sources given the purpose and subject matter of the study, which is somewhat unknown and novel to many. Based on the above background, a qualitative research approach was deemed appropriate for this study. Quantitative tools were also developed and sent to various selected individuals within the subsectors.

Qualitative study is labelled as ideal for exploring the meaning and understanding of concepts as well as identifying the generality of phenomena and patterns of association (Babbie, 2010). Qualitative research is most suitable when a researcher, through an iterative approach of induction and deduction, wants to understand concepts, especially those emerging over time, based on information about context and voices of participants.

In deductive qualitative research, the application of current information directs the way in which observations and findings are made, while an inductive study reverses this connection to start with observations and findings from which constructs emerge through iterative weaving back and forth between data and theory (Vaus, 2006).

3.2 Population, sample and sampling method

With respect to research design and statistical analysis, a population is the entire collection of entities one seeks to understand or, more formally, about which one seeks to draw an inference. Consequently, defining clearly the population of interest is a fundamental component of research design because the way in which the population is defined dictates the scope of the inferences resulting from the research effort. In this study the population was all the arms of the safety and security sector of South Africa without leaving the private sector security.

The population is small since each security arm represented a category except for private sector security which stood as a category hence purposive sampling was used. Purposive also known as judgmental or expert's choice sampling is when a researcher uses personal judgement to select subjects that are considered to be representative of the population. A sample of 7 was used that is Policing, Correctional services, Legal, Justice, National defence and 2 security companies to have a better representation.

3.3 Information and data

The data used in the study was first coded in accordance with the questions asked in the questionnaire. Analysis of the primary data from the respondents' interviews and focus groups commenced after the recorded interviews and dialogues are transcribed and subjected to the content analysis of the questions posed. Data coding was done as early as the data was being collected so as to avoid errors and problems such as swamping.

3.4 Triangulation of qualitative research information

Triangulation is an analysis technique used in multi-method research designs. Many research projects utilize more than one data collection method, leading to the development of different datasets. Datasets might be those collected from a quantitative survey or participant observation, for example. The results from the datasets are analysed independently, but they also need to be compared to each other in some way.

How they are compared depends on the methodological framework used. Triangulation is one technique to combine datasets, and three different kinds of triangulation can be distinguished: convergence, complementarity, and divergence or dissonance. Convergence indicates there is a strong degree of overlap and accuracy between the data sets collected using different methods. Complementarity builds a richer picture of the research results by allowing the results from different methods to inform each other.

Divergence presents a different set of challenges within the methods, and how it is interpreted depends on the conceptual framework for the research. Divergence can either indicate the methods or the results are flawed, or be treated as new data and analysed to look for new insights. However, to achieve the objectives of the current study complementarity triangulation will be used.

Triangulation does not guarantee trustworthiness of the data therefore in this study the results were reviewed and discussed by the researchers and the core team also reviewed each other's work to ensure alignment and consistency.

3.5 Analysis

The analysis of the data will be done using content analysis. Content analysis is a research tool used to determine the presence of certain words, themes, or concepts and trends within some given qualitative data. Using content analysis, researchers can quantify and analyse the presence, meanings and relationships of such certain words, themes, or concepts. A single study may analyse various forms of text in its analysis. To analyse the data using content analysis, the data must be coded, or broken down, into manageable code categories for analysis (Hsieh and Shannon, 2005). Tables, charts and graphs will be used to analyse the content and enhance the meaning of the data.

3.6 Limitations

It was not possible to have a large sample because of the structure of the sector under study and there was a disproportionate as the private security sector had more units than other categories of security. The study had to be conducted under a tight schedule as the data collection delayed the research.

Part Four: Findings of the Study

4.0 Introduction

The findings of this report are presented within the framework of the scope and key research questions as specified in the research terms of reference as was classified in part three. The results are presented based on the data collected using the questionnaires and data from secondary sources as well as the literature review.

4.1 Findings

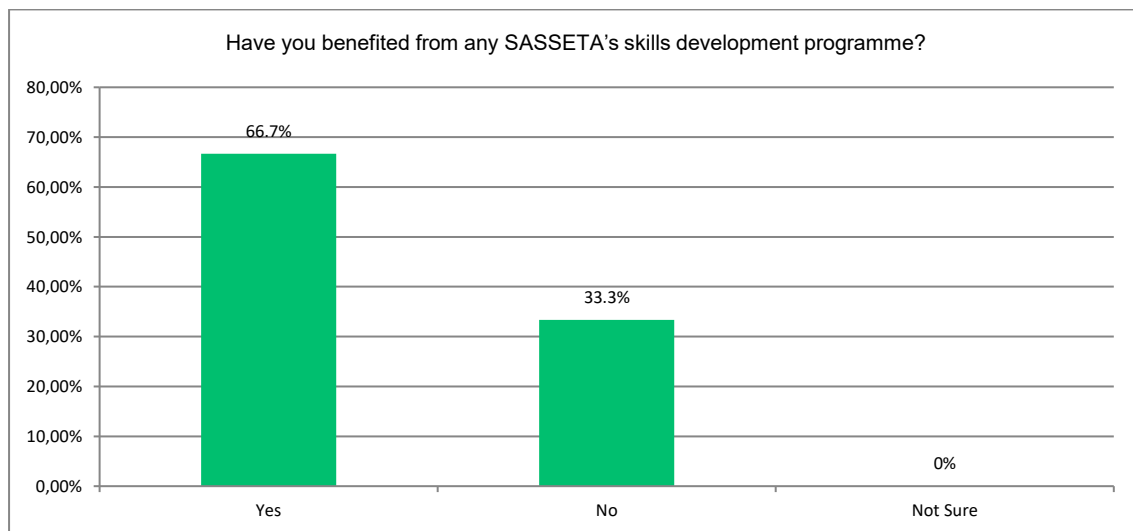
4.1.1 Response rate

The response rate was 86% as only one questionnaire out of 7 was not answered. The response rate can be considered as very good as almost all questionnaires were answered.

4.1.2 The role of SASSETA in transforming and professionalising the safety and security sector

i. The benefits from SASSETA's skills development programme

Figure 4.1: Organisations that benefited from skills development programmes



As shown in the figure 4.1, almost all the organisations that were part of the sample indicated that they benefited from the programmes run by SASSETA in skills development. The explanations indicated that the organisation had training for their recruits facilitated by the SASSETA. The development of skills was facilitated also with an aim to transform and professionalise the safety and security sector by giving the security forces certain professional skills and career guidance.

ii. Professional skills acquired

The respondents indicated different professional skills that were acquired through the SASSETA programmes. The following professional skills were extracted from the responses:

- Leadership
- Mentorship

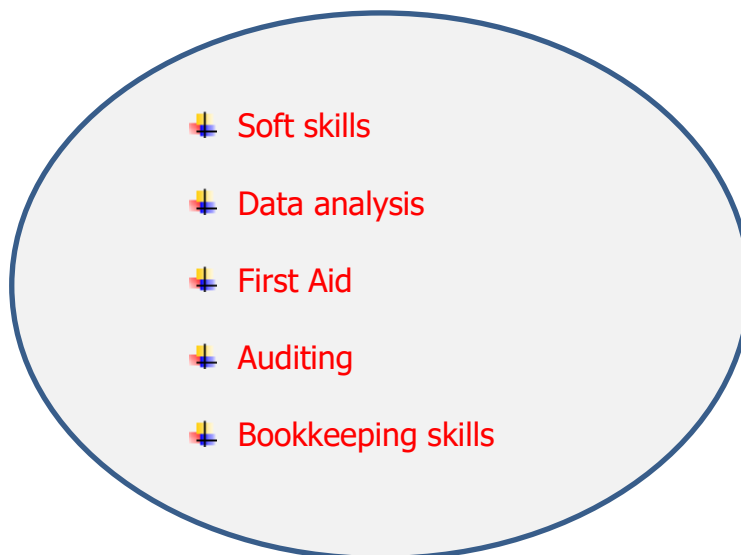
- Project management
- Monitoring and evaluation
- Disaster management
- Conflict resolution
- Communication skills
- Mediation
- Negotiation

Mentoring was mentioned by all the respondents and this has indicated that it is a critical skill. The result is similar to that of Anibas et al., (2009) and Sundi (2007). Anibas et al., (2009) described mentoring as a long-term relationship between an experienced, knowledgeable and valuable mentor and a unique mentee, who share the same philosophy of education. He also put forward that if a professional mentors person professionalism is believed to be transferred to the later and this transforms an organisation.

The nature of the security forces' job requires conflict resolution as conflict is involved almost every day with the public or even among the security forces. In relation to solving conflict one needs to have strong communication skills when dealing with the public and in disaster management.

iii. Any other skills benefited from SASSETA

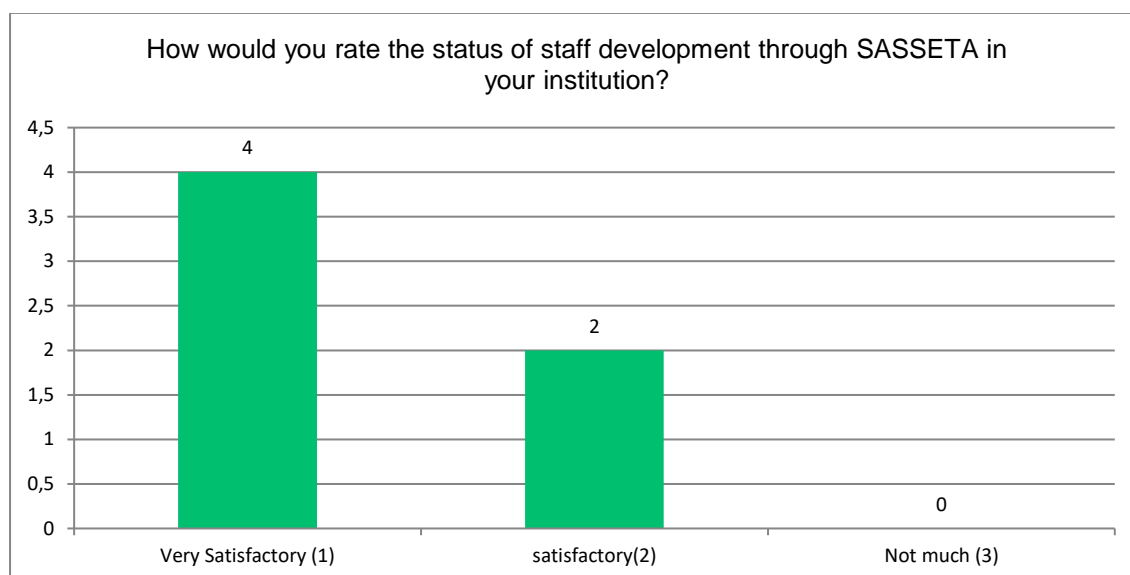
The respondents indicated other skills that their organisations received from the programmes run by SASSETA from which they have benefited. The skills have transformed the safety and security sector in different ways. The following are the skills other than the professional skills gained:



iv. Staff development through SASSETA

The training facilitated by SASSETA did not only benefit the new employees in the safety and security institutions but benefited even the existing ones who undertook training in professional courses. The respondents were asked to rate the status of staff development through SASSETA in their institution and the responses are represented below

Figure 4.2 : Ratings of SASSETA’s staff development



From figure 4.2, 4 of the respondents rated the staff development as very satisfactory and 2 of the respondents rated the staff development as satisfactory. The other classification had zero. Therefore, it can be seen that the majority rated the staff development as very satisfactory and hence it can be concluded that the staff development has been successful and highly rated.

v. Outcomes of the role played by SASSETA

The table below presents the number of respondents who agreed and those who did not agree to the outcomes of the role played by SASSETA in transforming and professionalising the safety and security sector.

Table 4.1: Outcomes of the role played by SASSETA

TRAINING RELATED	Number of Yes responses	Number of No responses
Our organisation received recruits which were trained under SASSETA programmes	6	0
Curricula was improved to incorporate new skills	6	0
Training of staff has become more efficient than before	5	1
STAFFING RELATED		
The recruits came with new professional skills	6	0
The existing staff upgraded their skills	6	0
Our organisation improved in terms of professional handling of issues through its staff	6	0

From table 4.2 it can be seen that the majority of respondents agreed to the given outcomes and it can, therefore; be concluded that the following were the outcomes of the role played by SASSETA in transforming and professionalising the safety and security sector.

- Organisations received recruits which were trained under SASSETA programmes
- Curricula was improved to incorporate new skills

- Training of staff has become more efficient than before
- The recruits came with new professional skills to work
- The existing staff upgraded their skills, and
- Organisations improved in terms of professional handling of issues through its staff.

4.1.2 Possible ways of improving the role of SASSETA in transforming and professionalising the safety and security sector

The respondents indicated whether they agree or disagree with the given possible ways of improving the role of SASSETA in transforming and professionalising the safety and security sector. The results are compiled and presented in the table below.

Table 4.2: Possible ways of improving the role of SASSETA in transforming and professionalising the safety and security sector

POSSIBLE WAY	Number of Yes responses	Number of No responses
Introduction of stand-alone special professional programmes	6	0
Having workshops for continuous development of skills	6	0
Consultation of the workforce on the skills they need	6	0
Monitoring and evaluation of the outcomes of SASSETA programmes	6	0
Provision of special skills workforce outside safety and security	5	1

From table 4.3, all the respondents indicated that they agree to the possible ways except in 1 case where there was a no. it can therefore be concluded that the majority agreed and these are possible ways to improve the role of SASSETA in transforming and professionalising the safety and security sector. It was shown that there is a need to introduce stand-alone special professional programmes. These are the programmes that can be done by any employee in the safety and security sector without doing the whole training of the security forces. This also applies to those working in Legal and Justice divisions.

The programmes will be specifically for professional courses that can be a refresher to some of the employees. Consultations and workshops can be conducted with employees and organisations in the safety and security sector and this will help identify the skills needed and how these skills can be acquired. The programmes done by SASSETA need to be monitored and to be evaluated so that the problems can be rectified, and future needs be addressed learning from the past experiences.

It was also suggested that special skills workforce outside the safety and security fraternity can be called upon to teach certain professional skills. This will cultivate the culture of learning among the employees and these employees will be encouraged to learn and hence become professional. The other possible ways of improving the role of SASSETA in transforming and professionalising the safety and security sector were given by the respondents. It was found that the job related aspects can improve the role being played by SASSETA in assisting the

institutions in question. Job rotation was mentioned, and this is believed to ensure that as workers move from one job to another, they will be exposed to other skills including the professional skills they were not exposed to.

This finding is similar to the findings of Tracey (2004) who referred job rotation as an informal method of training, often used in conjunction with coaching. Furthermore, job rotation is a technique that involves potential adult learners receiving diversified training, and gaining experience under close supervision through rotation between jobs for specified periods of time. The SAPS utilises this method to improve the performance of adult learners in their present jobs and to prepare them for future positions.

Also it was noted that to improve the role played by SASSETA in professionalising the safety and security sector, the trainers need to be completely professional. They need to be guided for a professional handling of their work and they should be continuously trained to ensure they are professional.

The finding is in line with the findings of Modise (2017) who conducted a study and the aim of the study was to identify how the levels of trainer professionalism within the South African Police Service could be improved. Findings revealed that there are trainers in the SAPS whose behaviour is severely lacking in professionalism. Moreover, Modise (2017) recommended that, both future studies and improved trainer professionalism programmes with specific reference to the SAPS are recommended.

Part five: Conclusions and Recommendations

5.0 Introduction

The reviewed literature and the responses from the chosen stakeholders, have given rise to a stimulating and certainly relevant debate concerning the role played by SASSETA in professionalising and transforming the safety and security sector. This issue addresses pressing safety and security issues that are central to the future of SASSETA, Safety and Security, employment, economic development, and individual wellbeing, across the Country. Some main points can be extracted from this review.

5.1 Conclusions

Institutions in the safety and security sector have benefited from the training facilitated by SASSETA and some have benefited from the employee placement under SASSETA. Some institutions have benefited from students who are under the learnership programmes of SASSETA. In one way or the other the institutions in safety and security sector have been transformed through the efforts of SASSETA including the private security companies.

The public institutions had training for their recruits facilitated by the SASSETA. The development of skills was facilitated also with an aim to transform and professionalise the safety and security sector by giving the security forces certain professional skills and career guidance. The following professional skills were gained by employees in the safety and security sector through the roles played by SASSETA leadership, mentorship, project management, monitoring and evaluation, disaster management, conflict resolution, communication skills, mediation and negotiation.

These are the skills aimed to change the level of professionalism in the sector by changing the way the security forces handle their work. The study found that there are other skills that institutions in the safety and security sector received from the programmes run by SASSETA from which they have benefited. The skills have transformed the safety and security sector in different ways. The following are the skills; auditing, bookkeeping, first aid and data analysis. These skills transform the sector in various ways and some of them have been existing but learning them will refresh memory and improve the way work is done.

The training facilitated by SASSETA did not only benefit the new employees in the safety and security institutions but benefited even the existing ones who undertook training in professional courses. It was seen that the majority rated the staff development as very satisfactory and hence it can be concluded that the staff development has been successful and highly rated.

From the results it was shown that there are outcomes from the role played by SASSETA in professionalising and transforming the safety and security sector. Institutions received recruits which were trained under SASSETA programmes, curricula was improved to incorporate new skills, training of staff became more efficient than before, the recruits came with new professional skills, the existing staff upgraded their skills and institutions improved in terms of professional handling of issues through its staff.

It was found that there are possible ways to improve the role played by SASSETA in professionalising and transforming the safety and security sector. The ways suggested were as follow; introduction of stand-alone special professional programmes, having workshops for continuous development of skill, consultation of the workforce on the skills they need, monitoring and evaluation of the outcomes of SASSETA programme, provision of special skills workforce outside safety and security.

Other possible ways of improving the role of SASSETA in transforming and professionalising the safety and security sector were given by the respondents such as job rotation. Job rotation was mentioned and this is believed to ensure that as workers move from one job to another they will be exposed to other skills including the professional skills they were not exposed to. Also, the trainers need to be completely professional. They need to be guided for a professional handling of their work and they should be continuously trained to ensure they are professional.

5.2 Recommendations

SASSETA is playing a huge role in professionalising and transforming the safety and security sector and there positive outcomes. From this study some recommendations can be made.

i. Training and monitoring the trainers

The trainers have been identified as unprofessional in some circumstances and this has an impact on the trainees who can also be unprofessional. They need to be guided for a professional handling of their work and they should be continuously trained to ensure they are professional. This has a huge impact especially in police and correctional services. The training sessions needs to be closely monitored and ensure they are being conducted professionally. Those trainers should be trained also to update their skills and refresh on the skills they already have.

ii. Reduce the bureaucratic processes

The bureaucratic and cumbersome processes involved in the processes conducted by SASSETA can be a hindering factor to the success of many initiatives. It was noted from the Sector Skills Development plan that there are number of partnerships between SASSETA and other institutions in the safety and security sector that were not completed yet and they were in progress with a lot of documents to be submitted. It is therefore recommended that SASSETA reduce the documentation processes and procedures and other unnecessary consultations that can be eliminated. It is also advice that some processes be done online only and save time hence improving its role in professionalising and transforming the safety and security sector.

iii. Workplace learning

The world of work is becoming more complex and uncertain, which makes it hard to determine the future skills needs. Workplace learning has subsequently emerged as the tool through which organisations and its workers can gain professionalism and a competitive advantage. Those in the safety and security sector need to be learning while at work so that they discover what they need to transform their work hence transforming the whole institutions. Also workplace learning is relatively cheaper and more effective as it is more practical.

iv. Ensuring that the code of conduct is strictly followed

Ethical standards ought to be treated as welcome moral principles guiding a vibrant profession. Chapman (1993:178) argues that ethics is concerned not only with distinguishing right from wrong and good from bad but also with the commitment to do what is acceptable. For the safety and security sector to be truly transformed, the code of ethical conduct should be followed strictly. This will ensure discipline which will complement the learning that will be done by the security forces. Following the code of conduct among the security forces ensures professionalization thus it should be followed and enforced. The code of conduct can also be adjusted to make sure that it forces the security forces to be professional.

5.3 Closing remarks

The recent trends in the security forces of different nations have shown that there is reformation and transformation. This is being shaped by the current shape the world is taking with countries moving towards democracy. The safety and security sector has been known to be occupied by people who undergo various training without advancing in schooling hence people could perceive as the security forces lacks professionalism. It is now a different world and people are advancing meaning crime is also advancing among other offenses.

The security forces and the courts should also be transformed and be advanced. The academic arguments, reports and news have all pointed that the security sector is changing, whether public or private. There is transformation and professionalization through different forms. The change is benefiting the safety and security sector and the nations at large. Moreover, the education and training partners needs to work together in advancing the transformation and professionalising the safety and security sector in South Africa.

SASSETA has a huge role to play in advancing the notion of transformation and professionalisation through skills development. It is upon SASSETA to initiate the skills development intervention that will lead to the transformation and professionalisation of the safety and security sector in South Africa. Its worth noting that SASSETA will need to include the transformation and professionalisation at a planning phase, the notion must be included when issuing the discretionary grant interest.

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