



Policing subsector: *An Overview of Human Capital, Skills & Occupations*



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Prepared by

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List of Acronyms:

AQP:	Assessment Quality Partner
DQP:	Degree Qualifications Profile
HEI	Higher Education institutions
SETA	Sector Education and Training Authority
NFA	National Skills Authority
SASSETA	Safety and Security Sector Education and Training Authority
ICT	Information Communication and Technology
SAPS	South African Police Service
IPID	Independent Police Investigative Directorate
CSPS	Civilian Secretariat for Police Services
RTMC	Road Traffic Management Corporation
DVA	Domestic Violence Act
NDP	National Development Act
NHLS:	National Health Laboratory Service



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CHAPTER 1

Orientation, Overview and Problem Formulation

1.1 Introduction

The Safety and Security Sector Education and Training Authority (SASSETA) is one of the 21 SETAs that was established and entrusted with the specific authority of facilitating skills development in the safety and security sector (SASSETA, 2021). SASSETA mandated to identify and increase the production of highly demanded occupations in the safety and security sector. The vision of SASSETA is to be the leader in skills development for the safety and security sector in the SADC region (SASSETA, 2021).

Research, which includes this one set into motion the actioning of this SASSETA vision. In addition to this vision, the SETA also is responsible for consistently upholding the values of the democratic state as enshrined in the Constitution of the Republic of South Africa (Act 108 of 1996), namely: human dignity, the achievement of equality and the advancement of human rights and freedoms; non-racialism and non-sexism, supremacy of the constitution and the rule of law, accountability, responsiveness and openness (SASSETA, 2021).

SASSETA has set out to investigate the functionality of its affiliated sub-sectors. In respect to this, SASSETA has embarked on the process of investigating the functionality of the policing sub-sector in terms of execution, profile, key change drivers, occupational shortages, the effectiveness of partnerships in the bid to apply advanced skills planning.

1.2 Background

Overall, SASSETA has seven sub-sectors which include policing, corrections, justice, defence, intelligence activities, legal services, and private and investigation services (SASSETA, 2021). The focus of this research is the policing sub-sector. The sub-sector includes 5 constituencies, which will be the focus of the study. These 5 stakeholders are:

- i. Independent Police Investigative Directorate (IPID)
- ii. Provincial Secretariats for Safety and Security, Civilian Secretariat for Police Service (CSPs)
- iii. South African Police Service (SAPS)
- iv. Metropolitan Police Departments, Municipal Traffic Management / Law Enforcement and the Road Traffic Management Corporation (RMTC)
- v.



The White Paper for Post-School Education and Training notes that research should be at a center of building a focus and responsive post-schooling system. It also asserts that partnerships with higher education institutions (HEI) and industry need to be established to support research on industry needs and skills planning (Department of Higher Education and Training, 2013).

In a bid to fulfil this mandate, a lot of research has been executed in response to this framework. A lot of this research is a bedrock of knowledge for Sector Education and Training Authorities (SETAs) and the data guides their plans including tracking and tracing of educational development. According to the National Skills Authority (NFA), “the functions and responsibilities of SETAs are set out in Chapter 3, section 10 the Skills Development Act, 1998.

The main function of SETAs is to contribute to the raising of skills, and to bring skills to the employed, or those wanting to be employed, in their section. These functions are attained by ensuring that people learn skills that are required by employers and communities. There is no value in training people if they cannot use the skills they have learnt. Development of skills therefore needs to go beyond employment and organizations need to make sure that they align the available skills with the assigned trainings for people who are employed in a bid to enhance skills of people who are already employed in jobs must also be enhanced.” (National Skills Authority, 2015, p. 1). The initial mandate of the SETAs in combination with the role of research in assessing the values of SETAs as described by the NFA has promoted engagement with SETAs and research associates.

Various literature has been dedicated to the efficiencies of SETAs in general and the overall performance of all the SETAs (Turner, Halabi, Sartorius, & Arend, 2013). All this research has had an impact on the government and also SETAs, it remains highly visible that this research has also been externally motivated and conducted. In order to establish the functions of the SETAs, more research needs to be done internally.

The performance of SETAs has continually been questioned and on the part of the SETAs, this necessitates internal research which investigates this. In the SASSETA strategic plan, their vision is to “be the leader in skills development for safety and security sectors” (SASSETA, SASSETA STRATEGIC PLAN 2020/21 – 20124/25, NA). Within this strategic plan, SESSATA has come up with the subsequent outcomes as measurable deliverables.



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With regards to the policing and sub-sectors, these are important to outline what must be done in order to improve the skills deficit within the sector.

To show the extent SESSATA is meeting its constitutional, legislative and policy mandates, SASSETA has taken it upon itself to be measuring their performance based on the outcomes. Although some research has focused on the other outcomes, this research focuses on the 3rd outcome which is outlined in greater details below:

- Outcome 3: Improving the level of skills in the South African workforce,
 - Sub-Outcome 3.1: To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy. Performance Indicator 1.
 - The number of employees trained and supported through skills development interventions (Department of Higher Education and Training, 2019)
- ***Priority Area for Research 1: Updating Sub-sector and labour market research***

In exploring this outcome, SASSETA has set out **Updating Sub-sector and labour market research** as the first of three priorities for the current period. Research on sub-sector and labour market research has highlighted the impact of doing this in a proper way. One of the key reasons for this as highlighted by research is the avoidance of the mismatch of skills supply and demand (Department of Higher Education and Training, 2019).

A similar study in labour market research occupations made use of an analytical model that takes into account economic significance of occupations with regards to pay levels; labour demand and future recruitment requirements; and business need in the form of skill shortages, UKCES, 2015.

- ***Priority Area for Research 2: Professionalization and transformation of the sector***



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In recent years, professionalism has occupied the centre of debate and conversation in the Public Services, this has significantly increased since the adoption of the National Development Plan: (NDP: Vision 2030). However, it can be argued that despite the studies carried out around professionalisation, there is little or no clarity as to exactly what it means and how it can be implemented. There seems to be a varying set of thoughts, expressed in insular terms, each one of which seeks to explain definitively what the concept of the professionalisation of the Public Service means.

The definition and the constitution of professionalism has also been part of what discussion and research has been explored further. Although there is an assumption that people who have academic qualifications or are taken through some form of training on the Code of Conduct and other programmes will demonstrate the required levels of professionalism in any profession, including those contained within the Public Service.

However, there is adequate evidence from both the public and private sectors that “A Professional Public Service is one where people are recruited and promoted on the basis of merit and potential, rather than connections or political allegiance. This requires rigorous and transparent recruitment mechanisms. However, the Public Service will not be effective if it is elitist and aloof. Public servants need to have an in-depth understanding of the sections of society with which they work. A highly skilled public service should also be representative of, and connected to, the communities it serves” (Straatskoerant, 2020, p. 44).

The chart below is an indication of what should constitute professionalism as it is not only the conduct that people adopt daily as they venture out to work but also elements like one speaks to others – co-workers, customers, or members of the public in the course of performing their duties. Respect, dignity, integrity, courteous behaviour, treating people with equality and observing non-racialism are all elements of professional conduct (Straatskoerant, 2020).



Figure 1: Professionalism

- **Priority Area for Research 3: Evaluation studies (including tracer, tracker and impact assessment studies).**

An imperative segment of this and other research projects provided in literature has been starting literature and advancing it in terms of tracking the studies. As much as these studies provide an evaluative basis, they also create room for tracking progress and tracing participant progress in the future. This also encompasses part of the SASSETA agenda between 2020 and 2025. In executing this agenda, SASSETA has prioritized the following, which will also be looked at with inclusive literature:

- i. Strengthening partnership with sector training institutions and academies
- ii. Advance transformation and professionalization of the sector (as highlighted in the section above).
- iii. Support information communication and technology (ICT) skills (including, but not limited to, the implications of industry 4.0 in the safety and security sector)
- iv. Improving technical and specialised skills, and
- v. Contribute towards building an active citizenry.

1.3 Problem Statement

Overall, skills planning in response to the need for skills development is a key area in various organizations. In response to this and aiming to achieve this, the role of research is continuously providing the solutions throughout the process, generating knowledge to enhance innovation and creativity in skills development delivery (Sipengane, 2011).

Core to this research is the importance of planning, through assessment of the current profiles, strategic partnerships, and skills availability and gaps in a bid to design and recommend support interventions for SASSETA. An approach to any current problems in the SETAs requires measuring performance and impact assessment and evaluation of progress in the various SETAs.

1.4 Research Aim

The aim of the research is to uncover the functions of the various Policing sub-sector stakeholders within the different profile/s and provide useful intervention recommendations to SASSETA in terms of addressing potential lack of skills, skills mismatch, and strategic partnerships.

1.5 Research Objectives

1. Profile of the Policing sub-sector.
2. To identify and elaborate on key change drivers that influence the demand for and supply of skills in the Policing sub-sector.
3. To determine occupational shortages and skills gap as well as the requisite skills interventions required.
4. To assess the effectiveness of existing SETA partnerships in the Policing sub sector.
5. To identify possible strategic partnerships that SASSETA could forge with other stakeholders to advance skills planning.

1.6 Research Questions

The research was conducted using the following questions to guide the inquiry:

- i. What are the key skills available to the stakeholders?
- ii. What are the key skills that are missing in the stakeholders?

- The above two questions aim to assess skills availability within the stakeholders, assess gaps with the different stakeholders and recommend steps in addressing these.
- iii. What is the state of budgets to the different stakeholders?
 - Assessing the allocation of budgets within the different stakeholders and the influence each stakeholder has on their budgets. Trying to assess the efficiency of the allocated budgets in meeting the allocated targets.
- iv. What were the impacts of COVID-19 on skills development and training?
 - Assessing the impact of COVID-19 on skills that are available. What gaps were created by the pandemic and which parts of the stakeholders were affected the most by the pandemic.
- v. What is the current relationship between the stakeholders and SASSETA?
 - How relationships are being built and facilitated. What their impacts are and future relationship stakeholders are aiming to build.

1.7 Structure of the study

Apart from this introductory chapter, the rest of the report is structured as follows. Chapter 2, (Literature review) sets the context for understanding and provides the background to the context of the policing subsector.

Chapter 3 (Methodology) describes the approach to conducting the evaluation, the research design, and a set of methods and processes applied in data collection and analysis. Chapter 4 (presentation and discussions) present the findings and discussion on various themes, namely: General Stakeholder Information, Stakeholder Budget, Skills Availability, Impact of COVID-19, Training, Skills Gap and Technology.

Chapter 5 (Conclusion and recommendations) summarises the key findings of the research, highlighting the key strengths and weaknesses of the organisation's performance during the analysed period and factors that influenced performance .



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CHAPTER 2

Literature Review



2.1 Introduction

The subsequent research is rooted within the policing sub-sectors of the Safety and Security Sector Education and Training Authority (SASSETA). The research is an imperative aspect of the SASSETA in terms of responding to the scope of enquiry and unearthing the state of the policing sub-sector in the SASSETA. The literature based on the state of the sub-sectors and their functions is not only scarce, but largely based on reports that are internal to the sub-sectors. Although this literature is relevant for and provides the most recent data points, more academic and external research needs to be done to have external contribution to SASSETA.

Literature has been able to give contributions to the functionality of the sub-sectors and means of mitigating the existing functions of the sub-sector. The literature present in the subsequent review allows for the investigation of current functions of the sub-sectors in terms of training development, gaps in training, technological advancement and paired upskilling, and other means that respond to the provided research objectives.

Apart from framing the various ways the sub-sectors can respond to skills planning, the subsequent literature also delves into the profiles of the different sub-sectors. These profiles are pivotal in an analysis of the current skills in sub-sectors and mapping a potential way forward in addressing this. Profiles for the sub-sectors are presented and analysed according to employment categories, gender, race, disabilities, and structures as the defining demographics.

The literature gathered is also imperative in providing validation for the research, through the research that has been implemented in other organization of similar cadence, there is substantial literature that provides rationale for this kind of research as provided by the literature below.

Apart from providing background literature, the review also unveils the profiles of the sub-sectors, the legislative frameworks mandating them and also the current scope of employment categories.

2.1.1 The objectives - Policing sub-sector study:

- a) To conduct qualitative and quantitative research about the profile of the Policing sub sector.
- b) To identify and elaborate on key change drives that influence the demand for and supply of skills (whether positively or negatively) in the Policing sub sector
- c) To determine occupational shortages (scarce skills/occupations in high demand) and skills gaps (top-up skills) in the Policing sub sector, as well as the requisite skills interventions required to respond to occupational shortages and skills gaps in the sub sector.
- d) To assess the effectiveness of existing SETA partnerships in the Policing sub sector with particular reference to value-add partnerships.
- e) To Identify challenges related to maintaining and creating partnerships,
- f) To identify possible strategic partnerships that SASSETA could forge with other stakeholders to advance skills planning in the Policing sub sector.

2.2 Policing Sub-sector: Profiling

The first objective intends to present and outline what the profile of the policing sub-sector currently looks like. This aspect of research is imperative in providing the ability to articulate the structure of the sub-sector and being able to map out any changes through comparisons with any changes presented in the current literature and the results obtained in the research.

This is the start of a cross-sectional study comparison at different timelines of the sub-section. The information gathered from the profile allows researchers to have discoveries within the data, assessing data and also doing quality analysis. For this reason, some researchers refer to profiling as discovery of data (Patel & Patel, 2012).

Profiling the sub-sector also allows us to utilize a range of qualitative and quantitative methods to turn demographic, economic, and other data ranges into concrete policy insights and strategies (Subanti, Rohmad, & Hakim, 2014) which would also be key for SASSETA.

The Policing sub-sector is divided into the subsequent categories:

- ✦ The South African Police Service (SAPS),
- ✦ The Independent Police Investigative Directorate (IPID),



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- ✦ The Civilian Secretariat for Police Service (CSPS),
- ✦ The Eastern Cape Safety and Liaison Department, and
- ✦ The Road Traffic Management Corporation (RTMC).

The subsequent sections serve to introduce and expand briefly on the functionalities of each of the sub-sectors. These sub-sectors form the focus of the research and a synthesis of them is therefore necessary.

2.2.1 The South African Police Service

Organisational Profile:

The available literature on the organisational profile of the South African Police Services is depicted in terms of rank, SAPS profile, gender and occupational levels. According to the SAPS 2020/2021 annual report, the profile shows a bottom-up bottle neck organisation with the bottom ranks being stacked by more employees.

With a total membership of 182 126 members, SAPS 37 840 PSA employees, 122 075 non-commissioned officers with the commissioned officers containing 21 396 employees (SAPS, South African Police Services Annual Report 2020/2021, 2021).

Rank/level description	White		Indian		Coloured		African		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Minister	0	0	0	0	0	0	1	0	1
Deputy Minister	0	0	0	0	0	0	1	0	1
Executive Authorities	0	0	0	0	0	0	2	0	2
Minister of Police personnel	0	0	0	0	0	0	3	7	21
National Commissioner (General)	0	0	0	0	0	0	1	0	1
Deputy National Commissioners/National Head (Lieutenant General)	0	0	0	0	0	0	3	2	5
Divisional Commissioners/ Deputy National Head and other top management (Lieutenant General)	0	0	0	1	2	0	5	3	11
Provincial Commissioners (Lieutenant General)	0	0	0	0	0	0	4	3	7
Top Management	0	0	0	1	2	0	13	8	24
Major General	9	4	9	1	9	2	62	53	149
Brigadier	74	36	31	11	38	23	241	155	609
Senior Management	83	40	40	12	47	25	303	208	758
Colonel	320	148	111	45	126	72	892	459	2 173
Lieutenant Colonel	771	537	202	105	345	207	2 281	1 387	5 835
Captain	1 890	1 175	424	220	1 018	473	5 316	2 872	13 388
Commissioned Officers	2 981	1 860	737	370	1 489	752	8 489	4 718	21 396
Non-commissioned Officers	6 046	1 643	2 008	358	9 825	3 520	67 984	30 691	122 075
PSA employees	400	2 884	292	642	1 229	2 982	10 527	18 884	37 840
Total employees	9 510	6 427	3 077	1 383	12 592	7 282	87 325	54 530	182 126

Table 1: Rank / level description (SAPS)

Obtained from (SAPS, 2020)

National SAPS Profile: One of the key objectives of this study is to map out sub-sector profiles from the results that we receive. The table above serves to depict the current profile for SAPS and in terms of the rank/level demography.

In the 2020/21 period, the South African Police Services contains 112 504 male employees and 69 622 female employees.

Within the current period, there has been a significant decrease in employees from 192 277 to 182 126. 5 ranks only have African employees within the employment structures.

According to the available literature – SAPS is distributed across all 9 South African provinces and has 1 155 stations across the country.

These stations service the approximately 59 000 000 South African population (SAPS, South African Police Services Annual Report 2020/2021, 2021).

2.2.2 The Independent Police Investigative Directorate

IPID Organizational Profile:



Figure 2: Organisational Structure

Obtained from (IPID, 2021).

2.2.3 The Civilian Secretariat for Police Service

The Civilian Secretariat for Police Service (CSPS) is mandated to a range of tasks, but chief among these is exercise civilian oversight over the police service and provide strategic advice in respect of legislation, policy and strategy development (CSPS, 2020).

As South Africa continues to struggle with the effects and occurrence of Gender Based Violence, the CSPS has also made the advancement of these initiatives a part of their roles. Their focus in this is mainly in the Western Cape and KZN. Within other provinces, there are also other initiatives including and not limited to anti-crime drives in schools which have been launched to advance these causes (CSPS, 2020).

2.2.3.1 Employment Equity

With 2,05% of the department being people with disabilities, the department has been able to achieve its target. This target requirement is to be able to employ 2% or more of people with disabilities and from the figures above, the department has been able to reach this target (CSPS, 2020).

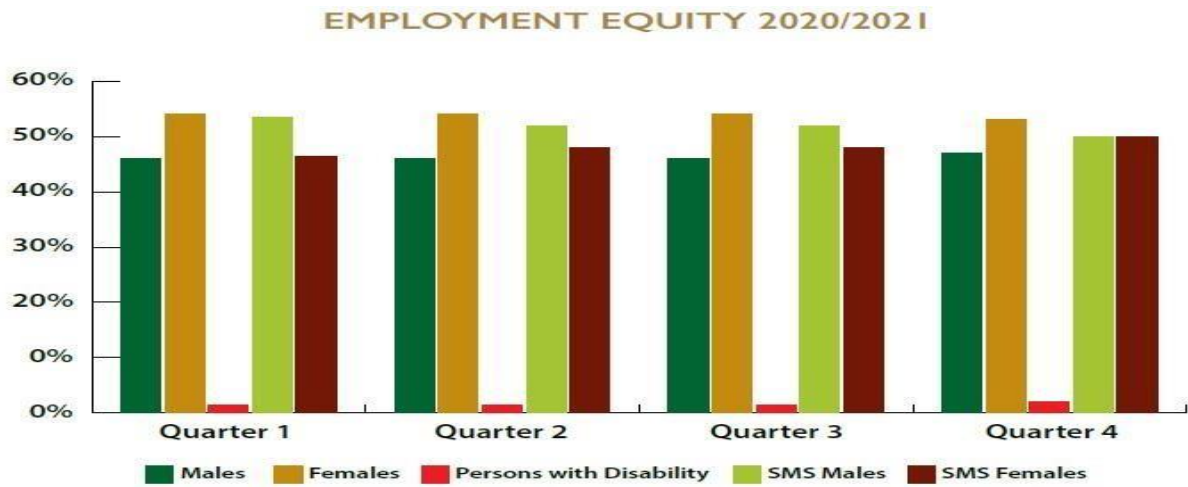


Figure 3: Employment Equity Q1 – Q4 (CSPS)

Obtained from (CSPS, 2021).

The first quarter of the 2020/21 period comprises of over 45% male employees and approximately 55% female employees. About 47% of the Senior Management Staff roles are occupied by female employees while 53% of the Senior Management System is occupied by male employees (CSPS, 2021).

The departments are also required to ensure that at least 30% of their staff complement comprises of youth, and thus far this target has been achieved by the CSPS given that 32% of the current staff complement comprises of young people (employees below the age of 35).

This figure consists of 26 females and 20 males, inclusive of 5 interns (CSPS, 2020). The distribution of these equity trends transcends one quarter, but are consistently maintained throughout the year in every quarter.

OCCUPATIONAL CATEGORY	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	13	1	0	1	12	1	1	1	30
Professionals	24	0	0	1	30	1	0	0	56
Technicians and associate professionals	5	0	0	0	6	0	0	1	12
Clerks	18	0	0	0	19	0	0	0	37
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	6	0	0	0	5	0	0	0	11
Total	66	1	0	2	72	2	1	2	146
Employees with disabilities	2	0	0	0	1	0	0	0	3

Table 2: Occupational category (CSPS)

Obtained from (CSPS, 2020).

With 2% of the CSPS staff are employees with disabilities. All of the employees with disabilities are African. Only 5 of the 9 occupational categories are staffed. Professionals contained the bulk of the staff with 38% of the total staff.

This is followed up by Clerks who contain 25% of the staff. Elementary Occupations and Technicians and associate professionals contained the least number of the staffed categories with 15% of the staff.

OCCUPATIONAL BAND	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management	4	0	0	0	1	1	1	0	7
Senior Management	9	1	0	1	11	0	0	1	23
Professionally qualified and experienced specialists and mid-management	24	0	0	1	30	1	0	0	56
Skilled technical and academically qualified workers, Junior management, supervisors, foreman and superintendents	5	0	0	0	6	0	0	1	12
Semi-skilled and discretionary decision making	16	0	0	0	19	0	0	0	35
Unskilled and defined decision making	8	0	0	0	5	0	0	0	13
Total	66	1	0	2	72	2	1	2	146

Table 3: Occupational band (CSPS)

Obtained from (CSPS, 2020).

Professionally qualified and experienced specialists and mid-management employees in CSPS occupy the bulk of employees. Unlike other sub-categories, the CSPS has 6 occupational bands. Top management consists of 7 employees 4 of which are male and 3 are female.

2.2.4 The Eastern Cape Safety and Liaison department

In discharging its mandate, the Department of Safety and Liaison subscribes to the following values:



Figure 4: Values System

2.2.4.1 Employment Equity

Occupational category	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	4	1	2	1	5	0	0	0	13
Professionals	17	1	0	0	15	2	0	0	35
Technicians and associate professionals	17	0	0	0	32	3	0	1	53
Clerks	6	0	0	0	12	0	0	0	18
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	2	0	0	0	8	1	0	0	11
Total	46	2	2	1	72	6	0	1	130
Employees with disabilities	2	0	0	0	1	0	0	0	3

Table 4: Occupational category

Obtained from (Department of Higher Education and Training, 2019).

The department contains a total of 133 employees. 55% Of these employees are females of African descent, while 36% are males of African descent. The department has 2,3% of its workforce as people with disabilities. 4 Of the occupational categories in the CSPS subsector are not occupied with any staff.

2.2.5 The Road Traffic Management Corporation

The RTMC's functions are embedded within the objectives below:

- To establish the RTMC as a partnership between national, provincial and local spheres of government.
- To enhance the overall quality of road traffic service provision, in particular, to ensure safety, security, order, discipline and mobility on the roads.
- To protect road infrastructure and the environment through the adoption of innovative practices and implementation of innovative technology.
- To phase out, where appropriate, public funding and phase in private sector investment in road traffic on a competitive basis (RTMC, 2021 p.12).

2.3 Legislative Framework

2.3.1 The Independent Police Investigative Directorate Act 1 of 2011

The Independent Police Investigative Directorate Act 1 of 2011, provides that the Secretariat must monitor the implementation by SAPS of the recommendations made by IPID; provide the Minister with regular reports on SAPS compliance; and the Independent Complaints Directorate in the Domestic Violence Act, 1998 has been substituted by secretariat: reporting on the implementation of the DVA, dealing with SAPS applications for exemptions etc.

Section 206(6) of the Constitution of the Republic of South Africa makes provision for the establishment of an independent police complaints body and stipulates that “On receipt of a complaint lodged by a provincial executive, an independent police complaints body established by national legislation must investigate any alleged misconduct of, or offence committed by, a member of the police services in the province.”

2.3.2 The South African Police Service Act, 1995.

The SAPS derives its mandate from Section 205 of the Constitution, 1996 and the SAPS Act, 1995 (Act No 68 of 1995). This legislation regulates the Police Service, in terms of its core functions, which are to prevent, investigate and combat crime; maintain public order; protect and secure the inhabitants of South Africa and their property; and uphold and enforce the law (SAPS, South African Police Services Annual Report 2020/2021, 2021).

In terms of South African Police Service Act, Provincial Secretariat is required to support the Provincial Member of the Executive Council for Safety and Security by providing advice on all policing matters, ensuring civilian oversight of the South African Police Service (SAPS).

2.3.2.1 South African Police Amendment Act, 1998.

The South African Police Amendment Act empowers the Member of the Executive Council to approve the establishment of Municipal Police Services within a municipality; regulating their function by setting establishment conditions; and, appoint an official as an administrator in the event that the municipal police service has failed to comply with set conditions.

2.3.3 Civilian Secretariat for Police Service Act 2 of 2011

The Civilian Secretariat for Police Service Act 2 of 2011 empowers the Provincial Secretariat to monitor and evaluate the implementation of policing policy in the province; evaluate and monitor police conduct in the province; develop and evaluate safety models and monitoring tools. To assist the Civilian Secretariat with any monitoring and evaluation projects; promote community police relations and establish and promote partnerships; and manage the enhancement of community safety structures within the province.

2.3.4 The Road Traffic Management Corporation Act of 1999

The RTMC was established in terms of the Road Traffic Management Corporation Act (RTMC) of 1999. The Legislative mandates of the RTMC includes it as a Schedule 3A Public Entity, with a mandate to fulfil a specific economic and social responsibility of government (RTMC, 2021).

The RTMC abides by the obligations imposed by the Constitution. Under section 4, the provincial competences include public transport, Road Traffic Regulation, and Vehicle Licensing. Its strategic imperatives are aligned to the following National Development Plan (NDP) priorities:

- Healthcare for all (Priority 8)
- Building safer communities (Priority 10)
- Fighting corruption (Priority 14)

2.3.5 Skills Development Act, No. 97 of 1998 (as amended)

SASSETA was established in terms of the skills development act. The skills development act was put in place to develop the skills of the South African workforce – to improve the quality of life of workers, their prospects of work and labour mobility; to improve productivity in the workplace and the competitiveness of employers; to promote self-employment; and to improve the delivery of social services.

To amend provisions relating to the establishment, amalgamation and dissolution of SETAs; to provide for the incorporation of a subsector of one SETA into another SETA; to provide for

the composition of the Board for each SETA; to regulate the eligibility to become a member of the Board and to provide for a constitution for every SETA (SASSETA, NA, p. 6)

2.4 Strengthening partnership with the sector training institutions and academies

Although government has the main responsibility for education and training, reform and policy, the actual execution and action of this plan happens through strategic partnerships with government, employers, trade unions, business organizations and various stakeholders in the informal and formal economy (SASSETA, 2018). In line with this, SASSETA has also engaged with a range of stakeholders to promote more strategic partnerships that are in relations to their mandated partnerships (SASSETA, 2018). Sector partnerships are vital in ensuring that the education of the employment pipeline remains an interdependent continuum (SASSETA, 2018).

In the absence of these partnerships, training programs will run the risk of being misdirected and also retrained workers might find themselves missing out on the required trainings. SASSETA partnerships with Higher Education Institutions focus on areas that include research and impact analysis studies, access to academic resources likes libraries, and also career guidance.

SASSETA partnerships have been put in place to put in motion the mandates government set out for the SASSETA. This is the reason why these partnerships are strategic and include University of Cape Town – School of Criminology and University of Stellenbosch – Military School of Excellence (SASSETA, 2018). The approach taken by SASSETA in terms of partnerships is in response to policy and strategy.

The 3 partnership models that have risen from this are:

1. Equal general partnerships
2. Limited partnerships
3. Shared partnerships

The partnership that has yielded the most success for SASSETA is equal general partnerships as this allows partners to find a mutual ground and common understanding in the partnership (SASSETA, 2020).



In a bid to continually advance the careers and qualification of the employees, the policing sector and specifically SAPS has been able to partner with the University of South Africa to be able to train and advance academic empowerment for the employees (Joemat-Pettersson & Mbinqo-Gigaba, 2019). On the 30th of January 2014, the University of Paarl was opened as the epitome of this partnership.

In addition to this, there was a memorandum of cooperation between the Minister of Police and the Department of Higher Education regarding the establishment of a police university (SAPS, 2014). The institution has enrolled 125 students for the 2014 academic year on a fulltime basis and they have already commenced with their studies towards a Bachelor's degree in policing. Preference of enrolment was given to SAPS members between the Constable and Warrant Officers ranks, who have no criminal record and pass their physical fitness test. The institution also offers honours and master's degrees in policing (saps.gov.za, NA).

The Mission of Paarl University is:

- To become a leading police academy in Africa in the professionalisation of police through university education.
- In partnership with an internationally acclaimed university in Africa to provide Police Science qualifications and Leadership and Management qualifications.
- Planting and developing own timber for Professional Policing.
- Holistic development of future leaders within the South African Police Service and the continent.
- Developing Research Capabilities to ensure that SAPS becomes a research learning organisation for effective policing.
- Attracting and developing Police Agencies from the Region; Africa and International Cooperating Countries.
 - Ensuring the retention and preservation of police culture in the SAPS (saps.gov.za, NA).

2.5 Support information communication and technology (ICT) skills (including, but not limited to, the implications of industry 4.0 in the safety and security sector)

According to a recent IMF study, because of the increasing gap between the skills of the current global workforce and the skills businesses need to adapt to technological and market changes, 6% of the world's GDP, or \$5 trillion, is lost every year (Writer, 2019). Research that is based on technology in security agencies has been able to depict the use of technology and inclusion of technology within security agencies. Although this research significantly highlights the progress that is provided by technology and how technology transforms security and policing in general, this has not been without challenges (Miller & Toliver, 2014).

Part of the biggest challenges in this modernization drive is the transformation of individual behaviours and agencies (Marx & Byrne, 2011). A study in the US has highlighted how technology and the changes associated with it were easily adopted in small agencies, but the contrary was seen in larger agencies where people were a bit more reluctant to adopt technology in the work space. This includes the use of body cameras, among other resources (Strom, 2017).

One noteworthy finding in literature and in research is the assertion that all agencies are moving into the adoption of technology in various means. In the next 2 years, the use and incorporation of technology in security agencies is stated to see a sharp increase. Research is also consistently aligned with the objectives of SASSETA in reference to skill training for technology capacity.

Research has been able to show that in some agencies there is a mismatch between available technology and the required ability to use this technology in this regard, the presence or availability for technology has to be paired upskilling of relevant trainings and hiring's that are aligned with the technology or newly availed technology. If this balance is not proactively managed and matched, this is where the mismatch of technology and skill training becomes more apparent (Tengpongsthorn, 2017).

This mismatch essentially makes the technology obsolete, there is a constant and consistent upgrade of these skills in alignment with the technology which is a necessary tool for all the agencies (Strom, 2017). What remains evident is the impact that technology has on policing

which only works better for the agencies and departments (Tengpongsthorn, 2017). According to SAPS (2020) the Fourth Industrial Revolution (4IR) implies significant technological advancements for the country and the continent which also involves significant risks. The threats accompanied with technology advancement can be countered by policy, but research has also shown how the presence of technology in the policing sub-sector has also assisted in alleviating this threat. This is one of the strong reasons why the SAPS has taken the move to train 50 SAPS members, in the combating of cybercrime, as well as a seminar on criminal investigation technology (SAPS, 2020). The greater bulk of technology in the sub-sector seems reasonably based around security. Even though this is at different levels and mandates, it is visible that the build of technology aid is structured for protective means.

For the IPID, the mandate seems to be structurally formed as they are responsible for security management services through developing and supporting the implementation of security policies, systems and procedures, specifically, security management. They provide access security, information security and physical security and monitors the implementation of information technology policies based on minimum Information, Security Standards and the Occupational Health and Safety Act (IPID, 2020). In comparison to SAPS which is also focused on upskilling their members in terms of technology, there is no evident literature of IPID taking this route.

The CSPS on the contrary to the other sub-sectors has a departmental Information and Communication Technology (ICT) unit that has taken steps to mitigate against connectivity challenges by also facilitating and enabling the use of various web-enabled applications such as Zoom, Google Meetings, Webex, in addition to Microsoft Teams (CSPS, 2021).

As one of its objectives, the RTMC intends to protect road infrastructure and the environment through the adoption of innovative practices and implementation of innovative technology (RTMC, 2021).

2.6 Skills Mismatch in the Policing Sector

Between 2010 and 2017, the employed population with a tertiary education increased from just over 3 million to about 3.4 million (Bannister & Sutcliffe, 2020). In the same period, the proportion of those employed with higher education qualifications increased by 24.5% to about 1.5 million, and the proportion of employed people with diploma and certificate qualifications

increased slightly by 3.9% to nearly 1.9 million in the similar period (Bannister & Sutcliffe, 2020). The data we have above is for the research specific for this timeframe of 2010 to 2017. Literature has also been able to dissect the statistics with regards to specific skills and the highest shortages were for active learning, reading comprehension, learning strategies and writing written expression, written comprehension, problem sensitivity, oral expression and deductive reasoning. Knowledge shortages are strongest for computers and electronics, administration and management, and clerical knowledge (Bannister & Sutcliffe, 2020).

In South Africa and specific to policing, language has been characterized as a skill that is still needed and one that is highly in demand (Bannister & Sutcliffe, 2020). This not only shows a mismatch in skills as they are in a service based on interactions, but also highlights a high need to further train and possibly hire in this sector. According to literature, more than half of South Africa's labour force is affected by skills mismatch (Writer, 2019) and by 2030, 1.4 million workers will not have the right skills for their jobs.

Research has also been able to highlight that there is a significant lack of effective quality training into the SAPS (South African Police Service) procedures offered to its officers. This poor training has been strongly linked to corruption as it decreases the efficiency of the employees in SAPS (Graspa, Mncwango, & Rogan, 2020) (Salem, 2019).

Other literature has had significant identification to the notion that South African officers need linguistic training and the training is an urgent request. In the officers' line of work, they require linguistic training and this mismatch has been identified within this space as they take statements and get involved in complex processes without the required training (Docrat, Ralarala, & Kashula, 2020).

2.7 Skills Investment

In response to skills development, the various sectors have immensely invested in developing skills to attain goals that are aligned to technology and increasing their effectiveness through the adoption of various technologies and skills.

Training for workers at all skill levels are a necessary part of implementing effective strategies, in order to underpin the capabilities needed in markets for tradable products and services (ILO, 2017). The different sectors have different skills they are investing in, and this highlights

the importance they have placed on the skills investment, also highlighting the skills that are aligned with their respective sectors.

2.8 The Independent Police Investigative Directorate

At the beginning of the year, IPID had a total of 380 training needs, 412 less training needs than the previous year, which had a total of 792 training needs. The chart below also highlights the overall effort of the department that are dedicated towards skills development:

Occupational category	Gender	Number of employees as at 1 April 2020	Training needs identified at start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	17	-	20	-	20
	Male	14	-	24	-	24
Professionals	Female	18	-	49	-	49
	Male	27	-	28	-	28
Technicians and associate professionals	Female	94	-	92	-	92
	Male	111	-	119	-	119
Clerks	Female	27	-	17	4	21
	Male	38	-	21	4	25
Service and sales workers	Female	0	-	0	-	0
	Male	0	-	0	-	0
Skilled agriculture and fishery workers	Female	0	-	0	-	0
	Male	0	-	0	-	0
Craft and related trades workers	Female	0	-	0	-	0
	Male	0	-	0	-	0
Plant and machine operators and assemblers	Female	0	-	0	-	0
	Male	0	-	0	-	0
Elementary occupations	Female	0	-	0	-	0
	Male	0	-	0	-	0
Sub Total	Female	0	-	178	4	182
	Male	0	-	194	4	198
Total		346	-	372	8	380

Table 5: Occupational needs - Training needs identified (IPID)

Obtained from (IPID, 2021).

The chart above depicts that from the 380 training needs 198 are male needs in comparison to 182 female needs. There is a total of 5 occupational categories which had no employees by the start of April 2020. These occupational categories still had no zero training needs by the end of the year.

Technicians and associate professionals are the category that has the most training needs in the previous period (2020/2021). This category had the most hiring needs in the period 2019/2020 as well. In the respective periods, more hiring needs were for males than females. Other forms of training were equally distributed (4 each).

2.9 The Civilian Secretariat for Police Service

At the beginning of the 2019 period, CSPS had a total of 188 training needs that were identified. 156 of these were skills programmes and other short courses, while 32 of these were other forms of training.

Occupational category	Gender	Number of employees as at 1 April 2020	Training needs identified at start of the reporting period			
			Learnerships	Skills programmes and other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	15	0	3	0	3
	Male	15	0	12	0	12
Professionals	Female	31	0	2	0	2
	Male	25	0	9	0	9
Technicians and associate professionals	Female	7	0	9	0	9
	Male	5	0	8	0	8
Clerks	Female	19	0	1	0	1
	Male	18	0	1	0	1
Service and sales workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	5	0	0	0	0
	Male	6	0	0	0	0
Sub-total	Female	0	0	0	0	0
	Male	0	0	0	0	0
Total		146	0	45	0	45

Table 6: Occupational needs - Training needs identified (CSPS)

Obtained from (CSPS, 2021).

In the financial year 2020/21, there were 45 hiring needs within CSPS in comparison to 188 hiring needs in the financial year 2019/20. Similar to IPID, the most hiring needs were in the technicians and associate professionals' occupational category with 9 female and 8 male needs respectively.

In comparison to the previous financial year, legislators, senior officials and managers had the most hiring needs, and this category has shifted for the 2020/21 year. The hiring needs in 2020/21 were limited to skills programs and other short courses. There were no hiring needs

for other forms of training in all the occupational categories. There were 5 categories which had no training needs at all.

2.10 The Eastern Cape Safety and Liaison department

Occupational category	Gender	Number of employees as at 1 April 2020	Training needs identified at start of the reporting period			
			Leamership	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	5	0	5	3	8
	Male	8	0	7	5	12
Professionals	Female	18	0	12	12	24
	Male	17	0	15	15	30
Technicians and associate professionals	Female	36	0	36	29	65
	Male	17	0	17	16	33
Clerks	Female	12	0	11	11	22
	Male	6	0	5	5	10
Service and sales workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	9	0	8	0	8
	Male	2	0	2	0	2
Sub Total	Female	80	0	72	55	127
	Male	50	0	46	41	87
Total		130	0	118	96	214

Table 7: Occupational category: Training needs identified (Eastern Cape Safety and Liaison Department)

Obtained from (Eastern Cape Safety and Liaison Department, 2021).

In comparison to CSPA, the Eastern Cape Safety and Liaison department had a total of 214 skills that were identified at the start of the 2020/2021 period. 118 Of these were short courses and skills programmes.

2.11 South African Police Service

GENDER	TOTAL EMPLOYEES	
	2018/2019	2020/2021
Male	120 877	112 504
Female	71 400	69 622
Overall Employees	192 277	182 126

Table 8: Gender (SAPS)

In gender differences, this decline is also very clear as membership also dropped in both cases. Female employees in both years had been significantly lower than male employment.

Ethnicity	2018/2019	2020/2021
African	148 729	141 855
Coloured	20 917	19 874
Indian / Asian	4 795	4 460
White	17 836	15 937

Table 9: Ethnicity (SAPS)

Employment of African members is the highest among racial groups in both the current and the previous period 2020/21. Indian members are the least employed with a total of 4 460 employees in comparison to 141 855 African members.

	2018/2019	2020/2021
Top Management	36	27
Senior Management	870	769
Professionally qualified and experienced	8 822	8 014
Skilled technical and academically qualified	80 371	98 303
Semi-skilled and discretionary decision making	91 841	69 861
Unskilled and defined decision making	10 377	5 152
Overall Employees	192 277	182 126

Table 10: Occupational levels (SAPS)

There are 6 occupation levels within SAPS. Semi-skilled and discretionary decision making contained the most members in the previous year with 91 841 employees, but this has shifted in the current year dropping significantly to 69 861 employees. Skilled technical and academically qualified have the most employees in the current year with 98 303 employees.

According to SAPS (2021), the COVID-19 pandemic has had a significant impact on the organization. The impact has stretched from impacting the behaviour of the employees to significantly impact the organization financially and economically. This can reasonably explain some of the trends that are visible in the charts above.

Police officers at both managerial and operational levels found themselves in roles that they were unfamiliar with and fulfilling duties that were external to their original scope including social education and sensitization (SAPS, 2021). The unexpected nature of COVID-19 naturally meant that the force had to make complete use of any skills at their disposal and

skills which included communication and technological skills which had already been in demand, became of higher demand during this time.

2.12 Road Traffic Management Corporation

2.12.1 Employment Equity

Level	Female							
	African		Coloured		Indian		White	
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21
Top management	2	-	-	-	-	-	1	-
Senior management	13	12	-	1	-	-	1	1
Professional qualified	43	29	1	1	2	2	3	5
Skilled	138	216	3	9	2	4	9	10
Semi-skilled	90	59	4	0	-	-	-	1
Unskilled	21	21	-	0	-	-	-	1
Total	307	337	8	11	4	6	14	18

Table 11: Employment equity – Females

Level	Male							
	African		Coloured		Indian		White	
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21
Top management	4	1	1	-	-	-	-	-
Senior management	30	14	1	2	3	-	7	2
Professional qualified	50	42	4	4	4	7	14	13
Skilled	147	303	5	10	6	9	15	26
Semi-skilled	131	26	5	-	2	-	2	1
Unskilled	21	19	-	-	-	-	-	-
Total	383	405	16	16	15	16	38	42

Table 12: Employment equity - Males

Obtained from (RTMC, 2020).

Between 2019/20 and 2020/21, both male and female employees increased in RTMC. The top management roles are occupied mostly by males with 4 black and one coloured male, while the remaining three top management roles are occupied by 2 black females and 1 white female, contributing to the total of 9 top management roles. (RTMC, 2021).

Level	Male		Female		Achievement	
	2019/20	2020/21	2019/20	2020/21	Male	Female
African	387	405	310	337	48%	40%
Coloured	16	16	8	11	2%	1%
Indian	15	16	4	6	2%	1%
White	39	42	14	18	5%	2%
Total	457	479	336	372	56%	44%

Table 13: Employment equity - Analysis per Race

With a 48% increase in the population of male employees, this is closely followed by the increase of African female employees by 40% between the two respective periods. The RTMC has managed to increase the number of African male and female employees within the sub-sector. Indians and coloureds had the least increase in employee populations for 2019/2020 and 2020/21 periods. Both races had a 2% increase in male employees and 1% increase in female employees (RTMC, 2021).

2.13 Conclusion

The limited nature of the topic of enquiry naturally entails the scarcity of literature on the study. Accessible literature on the subject is mostly based on internal research by organisations and very limited research by external or academic parties. Available literature is representative of sub-sectors that are confirmative to government structures and leads according to governance, organisation categories and compliance.

Literature from annual reports from sub-sectors has been able to guide the research in terms of profiles of each category. Although the profiles are evidently different from one sub-category to the other, the existence of a structured profile exists in each. This literature is also relevant in terms of guiding the research in profiling the sub-sectors and providing comparisons from previous periods to the current. This literature also allows us to deep dive into the analysis of the project and segmenting each sub-sector.

Literature is consistent on the inclusion of technology in policing sectors. This is having been agreed to enhance security sectors and also the effectiveness of policing mechanisms. Literature also agrees that technology advances must be paired with skills development to reach its maximum utilization and effectiveness. In cases where these aspects are not paired, literature also agrees that the technology becomes obsolete.

The literature on different sub-sectors has shown different transitions and changes in different sub-sectors. Each sub-sector has different demands and strategies in terms of training needs and growth. In comparison to the previous period 2019/20, there seems to be large changes in terms of employee capacity in the different subcategories.



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CHAPTER 3

Research Methodology

3.1 Introduction

This research project makes use of data attained from Independent Police Investigative Directorate (IPID) and the Road Traffic Management Corporation (RTMC) representatives. The representatives were operating from Gauteng province and represented a total number of 1 273 employees. As a result, 369 (29%) of the participants belonged to IPID, while the RTMC had 904 (71%) of the participants, and no other demographic information outside of the above stated was provided in the database.

Their responses were obtained through quantitative (online surveys) and qualitative (face to face interviews) research methods. The two stakeholders were provided by SASSETA and the research was conducted using the provided database. These were the only stakeholders we received from SASSETA which contain the accessible population for the research.

3.2 Research Design

The study was conducted in three phases:

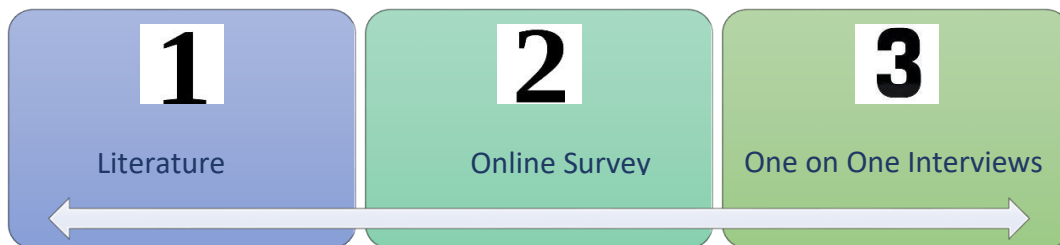


Table 14: Research Design

In line with the study objectives, literature review was conducted about the background of the stakeholders as part of phase 1 as outlined on chapter 2. Literature has been able to give contributions to the functionality of the stakeholders and means of mitigating the existing functions of the subsector. The literature present in the subsequent review allows for the investigation of the current functions of the stakeholders in terms of training development, gaps in training, technological advancement and paired upskilling, and other means that respond to the provided research objectives.

Phase 2 of the study involved collecting data using an online survey (email) from the two poling stakeholders to participate in the study, namely: The independent Police Investigative Directorate and the Road Traffic Management Corporation. The participants from both the



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stakeholders were responding on behalf of their organisations, which both combined represented a total workforce of 1 273 employees. In the last phase of the study, the researcher conducted one on one virtual discussions with the participants/respondents from both the stakeholders and the discussions were facilitated using semi-structured interviews with each of the participants.

3.3 Research Approach

To effectively investigate the research questions and objectives outlined in the first chapter, and in order for the research to gain considerable insight in response to the objectives of the study as outlined in the first chapter, the researcher obtained a mixed-methods approach. A mixed-method approach entails that both quantitative and qualitative methods were implemented in the research process. This approach allowed for the researchers to gain responses that were oriented with statistical significance and be able to compliment these with qualitative or explanation driven responses which add context to the numbers.

3.4 Quantitative Methodology

The quantitative research approach for the research was conducted in the form online surveys. The surveys include matrix and dimension-based questions whose numbers would yield responses on a 5-point Likert scale. The responses from the scales would be aggregated to provide a statistical direction upon analysis. Since the research only yielded 2 respondents, the directional responses were interpreted using qualitative analysis.

3.5 Qualitative Methodology

At the completion of the online survey, more responses were gathered through interviews with the participants. The interview was meant to be conducted face to face through online platforms. Both of the participants did not manage to attend the session and therefore the questions had to be sent to them. The questions were drafted in response to the survey responses and their aim was to gather more data that would inform the responses received from the qualitative responses.

3.6 Sampling Method

Convenient sampling guided the gathering of participants in the research. We made use of data from two (2) participants availed to us by SASSETA who represented two stakeholders (IPID and RTMC) in the research. No external participants were included in the research, and



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the dissemination of the survey ascertained that all the stakeholders had an equal opportunity to participate.

3.7 Data Collection

The data was collected using online surveys and face to face interviews. The questionnaires were based and designed to elicit responses that are targeted and responding to the study objectives. The questionnaires were designed with input from the SASSETA team, to ascertain consistency with the desired outcomes through the process.

The data collection in the survey was segmented to collect data in the subsequent categories or sections:

- Demographics: The section will apply to all stakeholders.
- General: The section will apply to all stakeholders.
- Sub-sector Group: The section will apply to each stakeholder with their own questionnaires. The other sub-sectors will not have access to see questionnaires for the other sub-sectors.

All the questions were compulsory for the stakeholders to answer before they can be granted access to the next question.

The face-to-face interviews were conducted using semi-structured interviews which assist in gaining detailed descriptive information that can complement the quantitative data obtained (Potter & Hepburn, 2005). Each participant was interviewed once.

3.8 Data Analysis

After collecting the data using mixed methods, the qualitative data was transcribed, and quantitative data tabulated to provide a consistent representation to thematic analysis. Apart from assisting with arranging the data and breaking it down into more manageable and collective parts, this also aids in preparing data for analysis and theorizing (Lerner, 2004). Thematic analysis is used to allow the research team to present the data in digestible formats and structure for SASSETA.

3.9 Ethical Considerations

The research project was conducted with the highest regard for ethical considerations. As a full member of the South African Marketing Research Association (SAMRA), we are bound by the association to do no harm as we practice research projects. In abidance to this, the project followed close ethical consideration in terms of respecting the set procedures. No harm was brought to the participants, all participants were informed of their right to participate or not participate in the research, and their data was also protected during and after the research.

3.10 Informed Consent and Confidentiality

Each participant was given full knowledge of what participation entails, potential risks, incentives (or lack thereof) and how their identity will be protected.



Figure 5: Informed Consent

3.11 Limitations of the study

Access to the participants was entirely based on the database that we received from SASSETA. This implied that we were only reliant on the provided participants. Although they were representatives of different stakeholders, it limited the research in the subsequent ways:

- i. Polarizing results between two stakeholders
- ii. Limited the varying perceptions about the stakeholder that people individually had



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- iii. It made the research rely on the two stakeholders and in cases of absenteeism, prolonged the process.

3.12 Summary

The research relied on a mixed method approach which depended on online resources to dispatch the survey and receive the data. The data was all collected using the Insurvey platform and in addition to this data, face to face interviews were also conducted with the participants. All ethical considerations were practised in the research and no harm was brought to the participants.

Thematic analysis was used to analyse the data that was received from the participants, but it is also imperative to note that using two participants for this whole project was a limitation to the researchers in gathering data from more data points.



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CHAPTER 4

Presentation and Discussion: Findings

4.1 Key Findings

The data collected in this research was focused on two stakeholders of SASSETA within the policing sub-sector. Within these two stakeholders, the key findings of the research are as follows:

- The IPID does not have a direct impact on the allocations of their budget, however, the budget that is allocated to them is sufficient for them to achieve the organization's objectives and or allocated tasks in terms of skills development, advanced technology and recruitment.
- Although the RTMC have a direct impact on the allocation of their budget, the budget that is allocated to them is not sufficient for them to achieve the organization's objectives and or allocated tasks in terms of skills development, advanced technology and recruitment.
- COVID-19 hurt both the stakeholders; the most impact of the COVID-19 was felt by both stakeholders within their training programs.
- Although COVID-19 had negative impacts, there were also positive impacts or growth that emanated from COVID-19. Specifically, communication, ICT, and virtual presentations improved for the IPID.
- Technology remains one of the key areas of focus for the stakeholders. Both of the stakeholders seem to require technological advancement and investment although IPID has this need lesser than RTMC.
- Both of the stakeholders are in agreement the current staff is not well trained or equipped to use current technology, this is a skills mismatch that needs to be balanced in both stakeholders which is either a result of not hiring technologically geared people or the absence of technology which has not yet necessitated the training.
- IPID and RTMC are both engaged in fostering and maintaining key partnerships. IPID has admitted that they cannot function in the absence of partnerships and these include SAPS, COPS and other law enforcement agencies.



- RTMC is focused on maintaining the new partnerships with AWARE.ORG as this is at the key of minimizing drunk driving while also continuing to pursue partnerships with private organizations.

4.2 Research Findings

4.2.1 General Stakeholder Information

4.2.1.1 The Road Traffic Management Corporation

The representatives were operating from and representing participants in Gauteng province in terms of their geographic location. The total number of participants who were being represented was 904 participants. The RTMC representative is at a management position in terms of the organisational structure of the cooperation. The representation was a national level, as a result of their position within their stakeholders, this gives credence to their level of knowledge, experience and expertise within their respective stakeholders in their responses to the study.

4.2.1.2 The Independent Police Investigative Directorate

The representatives were operating from and participants were across the Gauteng province. The total number of participants who were being represented was 369. The IPID representatives were specialists, and represented their organization at a national level, as a result of their position within their stakeholders, this gives credence to their level of knowledge, experience and expertise within their respective stakeholders in their responses to the study.

4.2.2 Stakeholder Budget

Budget allocation for the two stakeholders has different structures and allocation procedures.

4.2.2.1 The Road Traffic Management Corporation

The RTMC has direct input into the allocation which is received directly from the National Treasury. Although the RTMC has a direct impact on the allocation of the budget, the budget is not sufficient for them to execute their mandate. According to the RTMC representative, this budget is not sufficient as they still have to sustain it through other income streams owned by the RTMC which are exemplified by the National Traffic Information System.



4.2.2.2 The Independent Police Investigative Directorate

IPID does not have any direct input into how their budget is allocated, the representative asserts that the budget that is allocated for and received by the IPID is sufficient to reach their objectives and or allocated tasks in terms of skills development, advanced technology, recruitment.

4.2.3 Skills Availability

4.2.3.1 The Road Traffic Management Corporation

The RTMC does not have any skills that are sufficient for its functionality which suggests that all skills are equally efficient for the efficiency of the organization. The organization presents a collaborative functioning unit in terms of executions. The RTMC does not have enough adequate skills for any of its business units.

All business units in the RTMC have hiring needs and requirements with skills needing to be boosted. Crash Investigation skills; Anti-Corruption and firearms supervisory skills are some of the skills that have been highlighted as needing the most hiring attention for RTMC.

4.2.3.2 The Independent Police Investigative Directorate

The key essential roles that are required for the functional and sufficient execution are Criminal Investigation and Legal Advisory. This is a skill that remains essential for IPID and at the core of the execution of their responsibilities. In the absence of this skill, IPID might face critical challenges.

The highly efficient skill (Criminal Investigation and Legal Advisory) is perceived as highly present and adequate in IPID. This further supports the assertion of the need for the skill for the functionality of IPID as it has the critical skill in sufficient numbers

Specialist Investigating Skills, specifically Forensic Investigation, Cybercrime are the skills that are required the most for IPID, while the scarce skill that is lacking for IPID is for Certified Forensic Investigators. The skills are understaffed and required in the organization.



Skills Investment for both IPID and RTMC is strategically oriented to their objective mandates. Both of the stakeholders have to address the lack of the skills above and invest in these skills part of the replenishment of these skills includes addressing the impacts that occurred from the COVID-19 pandemic as highlighted below:

4.2.4 Impacts of COVID-19

The COVID-19 pandemic had an immense impact on various sectors globally, locally, this also had impacts on various organizations. IPID and RTMC were also not spared in this regard as they were both impacted by the virus in terms of training, education and skills development programs.

4.2.4.1 The Road Traffic Management Corporation

Training of Traffic Personnel was the skill that was most negatively impacted for RTMC. Although COVID-19 had major negative impacts as stated above, some of these impacts entailed adaptation for the organizations. This means that the organization has to gain new skills and, in some cases, tools to continue its operations

4.2.4.2 The Independent Police Investigative Directorate

Generic Training Programs was the skill that was negatively impacted for IPID. Communication - ICT, Virtual presentations were the skills that grew significantly for IPID as a result of COVID-19. These skills were ideal and key to adapting to the COVID-19 climate. The climate initiated remote work and tools for detached spaces.

The tools above were required for this and hence the growth of the tools. We recommend that IPID continually grows the tools that are affiliated with remote work and also pair these with the required skillsets. The skills that are linked to remote work require a new set of organizational skills that need to be staffed for within IPID.

4.2.5 Training

Training for the RTMC and IPID is stated to happen on an average basis. Training is not occurring as often as required by the ever-changing organizational world, the demands of the organization and also the detections put in place by situations that include the COVID-19 pandemic. The lack of training or the lack of the ability to sustain training on a frequent and



scheduled basis reduces the effectiveness of the organization and highly suggests that the organizations will be left in outdated forms of practice. Both IPID and RTMC are stated to require further training and education and this is something that the organizations should start with immediate and consistent effect.

4.2.5.1 The Independent Police Investigative Directorate

Computer literacy (Advanced Microsoft Package training, i.e., MS Word, Excel, PowerPoint, Access and MS Outlook), advanced forensic and cybercrime investigation, sexual offence or rape case investigation are some of the training/s that are highlighted to be in need for IPID.

Training is also imperative to address the impending skills mismatch for both sectors in terms of technology. In the absence of the right set of skills, technology continues to progress, and in the lack of training of employees to match technology, technology continuously moves and/or becomes obsolete for the organization (Tengpongsthorn, 2017) (Strom, 2017). Both stakeholders agree that the current staff within the sectors are not well trained for the most advanced technology. Both of the sectors there needs to look at this as a skills development gap that requires immediate mediation.

4.2.5.2 The Road Traffic Management Corporation

The RTMC training needs are highlighted as personally centered training and educational developments which are achieved through the RTMC bursary scheme which allows for further studies. We recommend also that the organization prioritize these skills as they align with the type of work and required execution for the organization.

In terms of training, the RTMC was the most impacted by COVID-19; their Traffic Colleges closed several times due to COVID-19. In some of the cases, the courses were delayed as a result of the pandemic. These impacts naturally progress to the whole pipeline of the RTMC, and essentially, fewer Traffic Officers could graduate from colleges. Training for workers at all skill levels is a necessary part of implementing effective strategies, to underpin the capabilities needed in markets for tradable products and services (ILO, 2017).

From the face-to-face interviews, it was also gathered that “the RTMC continuously trains Traffic Trainees at its Traffic training Academy and will appoint Interns continuously. The continued assistance from SASSETA to pay for these stipends is necessary for these projects



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to succeed and to impact road safety positively in SA". SASSETA needs to continuously invest in RTMC training for the continued success and function of this aspect. This financial injection is also required for the coming years, from 2023, the RTMC will be training traffic officers for the whole country, and the success of this initiative is also reliant on investment in training by SASSETA.

4.2.6 Skill Gaps

Part of what training is required, as stated above, responds to the organizations ability in filling the skills gaps within the company. Apart from training the current staff, this need is also addressed by organizations hiring talent from external skills.

4.2.6.1 The Road Traffic Management Corporation

The missing skills for the RTMC are Crash Investigation; Anti-Corruption and firearms supervisory and related skills, Other missing technologies are Traffic monitoring systems technology, Traffic fines/offences technology, reporting technology, record-keeping technology.

4.2.6.2 The Independent Police Investigative Directorate

The skills that are missing for IPID include research skills, interpretation of criminal law. Criminal investigation technology, Tracking and tracing of investigations, reporting technology are the other skills that are missing in the IPID

The missing skills in the stakeholders are in line with the gap projections in literature as stated by Bannister & Sutcliffe (2020) specifically about knowledge of computers and electronics, administration and management, and clerical knowledge.

Both IPID and RTMC lack technologies in administration, while surveillance technology is lacking in IPID and for RTMC

Both the stakeholders, according to the representatives, are not lacking technological skills. Rather, on the contrary, both stakeholders are lacking technological resources and tools. The skills that are lacking are more practical, that can be enhanced by technology rather than make

use of technology. Both the stakeholders are at the risk of a mismatch of the available skills and lacking resources to fully utilize these skills. This is different from the skills mismatch which has been reflected by the literature of Tengpongsthorn (2017) rather, it is the risk/s of the sub-sector not being able to sufficiently perform to its full capacity as the available skills are not matched with the technology available.

According to findings in the face-to-face interviews, specific to the RTMC:

- The RTMC needs more Road Safety Engineers – to assist Traffic Authorities to implement road safety plans in accordance with the SA Road Audits Manual.
- The Corporation also needs more Crash Investigators for more road crashes to be investigated and recommendations to be made to improve road safety.

Specific to IPID, there is still a lack of Human Resources considering the workload or cases intake. There is a need for expansion of the organizational structure to ensure that the IPID is visible in all provinces and districts in South Africa, this will ensure easy access to IPID services by poor communities.

4.2.7 *Technology*

According to data from the face-to-face interviews, IPID has types of investigations that require specialized skills and knowledge, which the department does not have. There is a need to train more IPID Investigators in forensic investigation and cybercrime. Skills aligning with technological mastery are the ones that are responsible for addressing this concern. This technological request must be addressed by SASSETA.

4.2.7.1 *The Road Traffic Management Corporation*

- Road Traffic Law Enforcement is part of the Safety and Security Cluster in RSA.
- SASSETA is the primary SETA for Safety and Security in SA and the Road Traffic Management Corporation (RTMC) is paying its skills development levies to SASSETA.



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- The RTMC Road Traffic Training Academy as well as the other 13 Traffic Training Centres are all accredited with SASSETA.
- The SASSETA is the DQP and AQP of the recently revised Occupational Qualification for Traffic Officers.
- The RTMC has signed an MoU with the SASSETA to jointly assure quality training at Traffic Training Colleges in South Africa.
- The SASSETA pays Stipend to RTMC Traffic Trainees at the RTMC Traffic Training Academy.
- The SASSETA is providing funding for the appointment of Interns at the RTMC regularly.

The RTMC constantly pursues partnerships with Private Organizations. The most recent partnership of the Corporation is with AWARE.ORG to minimize the influence of drunk driving on our roads.

4.2.7.2 [The Independent Police Investigative Directorate](#)

Partnerships between IPID and SAPS, CSPS and other law enforcement agencies is imperative. IPID cannot function independently at this time due to financial constraints and must share resources with sister departments. Other partnerships IPID is pursuing include:

- Partnerships with National Health Laboratory (NHLS) to ensure that the specimen submitted to them is prioritized.
- Partnerships with research institutions to assist with the latest research on crime and crime in law enforcement to improve service delivery.
- Partnership with SETAs on training and development of youth with policing or safety in society qualifications to ensure that they acquire knowledge and skills to become investigators.



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CHAPTER 5

Recommendations and Conclusion

5.1 Introduction

The data gathered from this research has been able to highlight the state of performance and execution for both stakeholders in the current climate. Although both of the sectors can be considered as functional and capable of executing their mandate, it is apparent that there are recommended transformations that have to be implemented to attain this or continuously improve the progress towards the sectors' targets at their mandates.

The role focused recruitment drives, re-establishment of training, investment into training and the advancement of technology within the stakeholders are some of the issues mentioned as needing the focus of SASSETA in the next few years. This report aims to be able to highlight the data that points to these specific needs and also be able to provide detailed links to literature that can table practical recommendations for SASSETA and the specific stakeholders.

5.2 Recommendations

- Both the stakeholders need to start addressing or reversing the training impacts that were set out by COVID-19. We recommend that training on all levels of the organization commence with specific attention to the categories mentioned below.
- Both the stakeholders must take advantage of the communication, ICT and virtual presentation growth that has been a result of COVID-19. This is closely tied to the lack of technological resources for both stakeholders and therefore might be beneficial for technological advancement and resource facilitation to be ramped upon. There is an evident lack of technological resources in both stakeholders which is quintessential to a lack of the ability to execute in times of change or the adaptation of current technology.
- In executing the above, we also recommend that SASSETA engage the employees on the ground who were represented in the research. It is imperative that SASSETA runs research and focus groups within the internal staff to investigate the lack of technology to address this with specific requests. Investigations in this regard can be conducted through in-depth research into each of the stakeholders that are aligned with the questions that are included in this research.

- SASSETA to improve its communication with the sectors, and to have more engagement sessions/meetings which will help them to further identify new skill gaps and where they can collaborate.
- As both stakeholders aim to expand to other provinces and increase visibility, SASSETA must further engage with the stakeholders and play a major role in helping them to expand to those other provinces and making sure that they make funding resources available towards training and skills development so they can plan. Through regular engagements with the stakeholders, SASSETA can be proactive and plan.
- The RTMC leads various national Road Safety and Traffic Law Enforcement Committees where provinces and Metro Police Departments are represented, and this is also an area where SASSETA can be involved.
- IPID and RTMC both agree that there is an impending skills mismatch in terms of the availability of skills that can match available technology. The lack of internal skills to address within the current staff is imperative to address through technology skills development and also through recruitment. We recommend that SASSETA engages with all the sub-sector units and departments to assess which technologies they are lagging in and start preparations for immediate technology-focused training and recruitment.

5.3 Conclusion

The current performance of both IPID and RTMC is good and regarded as positively aligned with the functional capabilities to achieve its mandate. Both of the stakeholders are performing positively and in line with the policing subsectors. The research project, through the two stakeholders, has served the purpose of mapping the functional capacities of these two stakeholders and gathering the subsequent results.

Both skills Development and Training within IPID are performing well, and are positively rated. In light of this performance, IPID can still and is recommended to invest in training and development with structured consistency. This would be a permanent way to guarantee that the staff remains relevant and to also ascertain that they grow within the team to allow them to meet the different targets and requirements of the stakeholder.



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IPID also prioritizes partnerships with other SETAs in response to training and development of youth with policing or safety in society qualifications to ensure that they acquire knowledge and skills to become investigators is imperative for IPID. It is important to invest in this for SASSETA and also ascertain that this is on a continuous and regular basis.

Recruitment has been rated as average for IPID and RTMC. This entails that there is a lot more improvement and a need for skills to be hired within both stakeholders. This report has gone into details that would contribute to the strategic hiring of certain roles in IPID and RTMC.

Recruitment strategies aimed at advancing technology staff is recommended for both IPID and RTMC, this also includes recruitment aimed at filling in the roles specified as required within both sectors in this report. IPID has rated the performance of advanced technology as very bad. Although this is also addressed by hiring, it is also a reflection that the advancement of technology within the sector is lagging and needs to be the focus of the sector.

In addition to the above, the report also caters for ways to mitigate any perceived challenges for stakeholders and possible ways of warding off the challenges.



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The End!