

INSTITUTIONS OF LEARNING
CONSUMER SURVEY

2019

FINAL REPORT

SECURITY



PSiRA
Private Security Industry Regulatory Authority

INSTITUTIONS OF LEARNING CONSUMER SURVEY
MARKET RESEARCH REPORT 2019

PREPARED FOR:

PRIVATE SECURITY INDUSTRY REGULATORY AUTHORITY
420 WITCH-HAZEL AVENUE
ECO GLADES 2 OFFICE PARK
HIGHVELD EXT 70
CENTURION
0158
(TEL) 086 107 7472
(EMAIL) INFO@PSIRA.CO.ZA



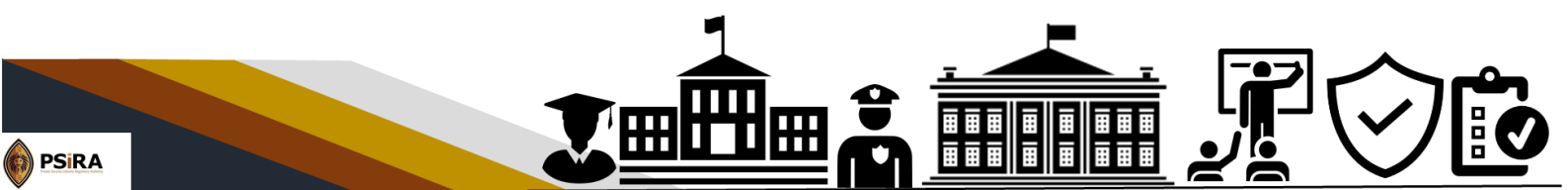
PREPARED BY:

URBAN-ECON DEVELOPMENT ECONOMISTS PTY LTD
LAKEVIEW OFFICE PARK
137 MUCKLENEUK STREET
BROOKLYN
PRETORIA
0181
(TEL) 012 342 8686
(FAX) 086 619 6911
(EMAIL) EDUAN@URBAN-ECON.COM
(WEBSITE) WWW.URBAN-ECON.COM

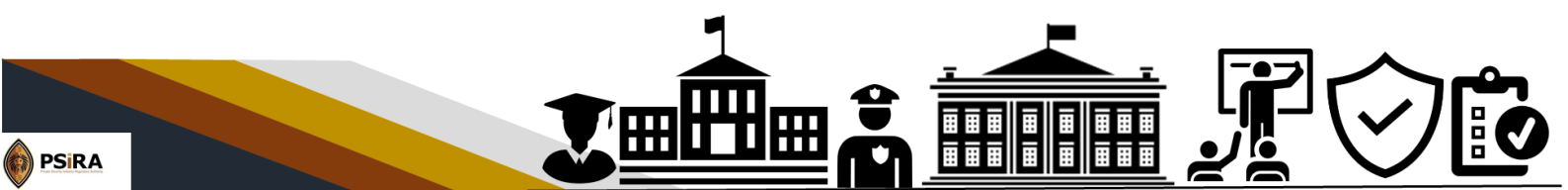


Contents

Glossary of Icons	1
1. Introduction	3
1.1.1 Project Brief	3
1.1 Project Outline	3
1.2 Approach	3
1.2.1 Research Approach.....	3
1.2.1.1 Data Validity	3
1.2.1.2 Data Reliability	3
1.2.1.3 Limitations of the study	4
1.2.1.4 Study Approach and Report Outline	4
2. Survey Sample	5
2.1 Sampling Technique	5
2.2 Sampling Methodology	5
2.3 Research Limitations	6
2.3.1 Adequacy of the sample	6
2.3.2 Research Approach.....	6
2.4 Research Questions.....	7
2.5 Research Respondents	8
2.5.1 Group One and Two Respondents: Urban and Rural Schools	8
2.5.2 Group Three Respondents: Tertiary Institutions	11
3. Survey Findings.....	14
3.1 Group One and Two: Public and Private Schools.....	14
3.1.1 Responsibility of Security.....	14
3.1.2 Provision of security guards at schools.....	15
3.1.3 PSiRA Registration Awareness	16
3.1.4 Medical Assistance by Security Personnel.....	17
3.1.5 Level of First Aid Training.....	17
3.1.6 Satisfaction of the level of security at schools.....	19
3.1.7 Background Checks.....	19
3.1.8 Breach of Safety at Schools.....	20
3.1.9 Nature of Incidences.....	22
3.1.10 Perception of Security Personnel Training.....	23
3.1.11 Respondents Comments and Suggestions.....	24
3.2 Group Three: Tertiary Institutions	27



3.2.1.	Type of Institution	27
3.2.2.	Security on Campus	27
3.2.3.	Private Security Companies	28
3.2.4.	PSiRA Registration	29
3.2.5.	In-House Security	29
3.2.6.	Security Training	30
3.2.7.	Crowd Management Training	31
3.2.8.	Additional Comments	32
3.2.9.	Summary	32
4.	Summary	34
5.	Overall Recommendations	36
5.1	Further Research	36



List of Tables

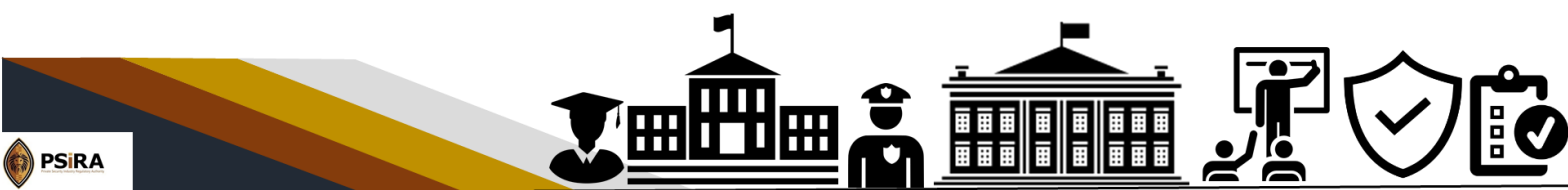
Table 1-1: Approach	4
Table 2-1: Research Respondents Per Province.....	8
Table 2-2: Group One and Two Respondents	8
Table 2-3: Location of institutions per province	12
Table 5-1: Overall Survey Recommendations.....	36

List of Figures

Figure 2-1: Customer Classification	5
Figure 2-2: Overview of Group One and Two Respondents	9
Figure 2-3: Geography Type.....	10
Figure 2-4: Public vs Private School Distribution	11
Figure 2-5: Tertiary Institutions Geography Type	13
Figure 3-1: Responsibility of Security	14
Figure 3-2: Provision of Security Guards at Schools	15
Figure 3-3: PSiRA Registration Awareness.....	16
Figure 3-4: Medical Assistance by Security Personnel	17
Figure 3-5: Level of First Aid Training	18
Figure 3-6: “Other” Responses.....	18
Figure 3-7: Satisfaction of the level of security at schools	19
Figure 3-8: Background Checks	20
Figure 3-9: Breach of Safety at Schools	21
Figure 3-10: Number of Incidents During the Past Year	22
Figure 3-11: Nature of Incidences	22
Figure 3-12: Perception of Security Personnel Training	23
Figure 3-13: Type of tertiary institutions.....	27
Figure 3-14: Campus security authorities.....	28
Figure 3-15: Private security company PSiRA registration	29
Figure 3-16: In-house security training module	30
Figure 3-17: Adequacy of security provider training.....	31
Figure 3-18: Requirement for training in basic crowd management techniques	31

List of Diagrams

Diagram 4-1: Summary of Public and Private Schools.....	34
Diagram 4-2: Summary of Tertiary Institutions	35



Glossary of Icons

Icon	Definition
	<p>Private Security Industry Regulatory Authority <i>Refers to the authority that regulates the private security industry that exercises effective control over the practice of the occupation of security service providers in the public and national interest as well as the interest of the private security industry itself.</i></p>
	<p>Urban Schools <i>Refers to education facilities that provide teaching to learners, in which the facilities are located in metropolitan areas.</i></p>
	<p>Rural Schools <i>Refers to education facilities that provide teaching to learners, in which the facilities are located in rural areas.</i></p>
	<p>Tertiary Institutions <i>Refers to the facilities that provide education beyond high school level such as certificates, diplomas, bachelor's degrees and post-graduate courses. Such educational programmes may be provided at universities, technikons, technical and vocational institution, further education and training institutions, colleges, private higher education institutions etc.</i></p>
	<p>Metropole/ Suburb / Urban Area <i>Refers to a geographical area or settlement with a high population density and infrastructure consisting of towns, cities and suburbs. Urban areas are very developed and include houses, commercial, industrial, and retail buildings, roads, bridges, railways etc.</i></p>
	<p>Rural Area <i>Refers to an area with a low population density characterised by farms, villages and countryside located outside towns and cities. Rural areas are generally characterised by agricultural activities and farmlands.</i></p>
	<p>South African Police Service <i>Refers to the national police force of South Africa managed by the National Commissioner which conducts criminal, intelligence and forensic investigations. Section 205(3) of the Constitution of South Africa, specifies that the objectives of SAPS are to prevent, combat and investigate crime, to maintain public order, to protect and secure the inhabitants of the Republic and their property, and to uphold and enforce the law.</i></p>
	<p>In-House Security Services <i>Refers to the security department established or employed by a specific entity or institution to providing 24hour security services in the different areas on a campus/ institution.</i></p>





Private Security Company

Refers to a business corporation or entity which provides armed or unarmed security services and expertise to clients. Such companies may provide guarding and patrolling (such as parking security, security guards, bodyguard, guard dogs) and prevention of unauthorised personnel entry / access control etc geared towards the protection of property and personnel.



Security Guard

Refers to a person employed by a public or private party to protect the assets of the employing party from a number of hazards, including criminal activity, violence, property damage, infractions of rules, unsafe behaviours or activities by enforcing certain preventative measures and maintaining high visibility to deter inappropriate activities or illegal actions. Patrolling, alarm system, video surveillance cameras and other technology may be utilised by a security guard to monitor for signs of crime or other hazards.



Safety/Security Breach

Refers to any act outside of an organisation that bypasses or contravenes the security practices, policies or procedures. 021



Background Checks

Refers to the act of reviewing confidential and public information of a person or entity in order to investigate said person's or entity's history and credibility.



Medical Condition

Refers to any injury, illness or disease which causes a person to seek treatment, diagnosis, medical care, advice or treatment.



First Aid

Refers to the assistance given to a person suffering from an illness or injury, in order to preserve a life, prevent a condition from worsening or aid in recovery. This assistance is usually performed by a non-expert, but trained personnel until professional medical treatment can be accessed.



Consumer Satisfaction Level

Refers to persons experience with a particular product or service which produces a perceived quality based on how well the expectations of such a product or service have been met

1. Introduction

The purpose of the research study is to survey the consumers of the security services at institutions of learning in terms of the level of satisfaction for services rendered, their knowledge of the requirements of compliance and the impact this has on their safety and security. The research findings are based on primary data collected during the surveys, from which certain recommendations have been provided for the PSiRA and the security industry.

1.1.1 Project Brief

The outcome of the study was focused on providing an analysis of consumer knowledge regarding the security compliance requirements by PSiRA and the overall impact that security services at institutions of learning have on safety and security. Therefore, in order to obtain relevant information, questionnaires were circulated to various learning institutions that utilise security services throughout South Africa to gain valuable input from these individuals or entities.

1.1 Project Outline

The research study includes the following components:

- Identification of consumers
- Research questions
- Research findings
- Infographic summary
- Recommendations and conclusions

1.2 Approach

The study is a questionnaire-based study applying quantitative research methods to gather information from respondents via telephonic and electronic questionnaires. The questionnaires are semi structured with both closed- and open-ended questions. The findings have been interpreted from the responses given in the questionnaires and the recommendations are informed by this data.

1.2.1 Research Approach

The research findings are presented according to the different consumers of security services at institutions of learning that were approached to participate in the study. The consumers were grouped into different categories to provide various perspectives from schools and tertiary institutions that make use of such services throughout the country.

1.2.1.1 Data Validity

Validity is the extent to which the survey information is relevant to the conclusion being drawn and is sufficiently accurate and complete to support the conclusion. In order to ensure that the data collected is valid, the majority of questions were close ended to ensure that respondents provide valid and accurate responses. Furthermore, the three open ended questions were cleaned and coded into relevant categories to ensure that the responses are recorded and are interpreted in an appropriate manner.

1.2.1.2 Data Reliability

Reliability requires the use of standardized information collection instruments and survey procedures that are designed to enhance consistency. Survey design requires careful planning to ensure that the information is clearly related to the research objectives and is collected from the individuals best



suites to providing the information. This is achieved by utilising survey monkey as a platform to distribute and collect the survey data, which enhances the reliability of the information. Furthermore, the surveys were distributed to the relevant person in the various institutions of learning to ensure that the data collected is from the individuals who were best suited to answer the survey questions.

1.2.1.3 Limitations of the study

There were some limitations experienced during the surveying process. The first limitation was the low response rates from schools during the initial phase of the surveying process. This could be attributed to the busy period at the end of the year as surveying commenced during November which is during the examination period. In order to mitigate the low response rate, a second round of surveys were sent out to all schools who did not respond during the first round. In addition, some tertiary institutions have multiple branches or campuses located in the different provinces, which resulted in higher provincial response rate while the actual number of respondents were lower.

1.2.1.4 Study Approach and Report Outline

The research approach that was applied in this study consists of the following steps as illustrated in Table 1-1.

Table 1-1: Approach

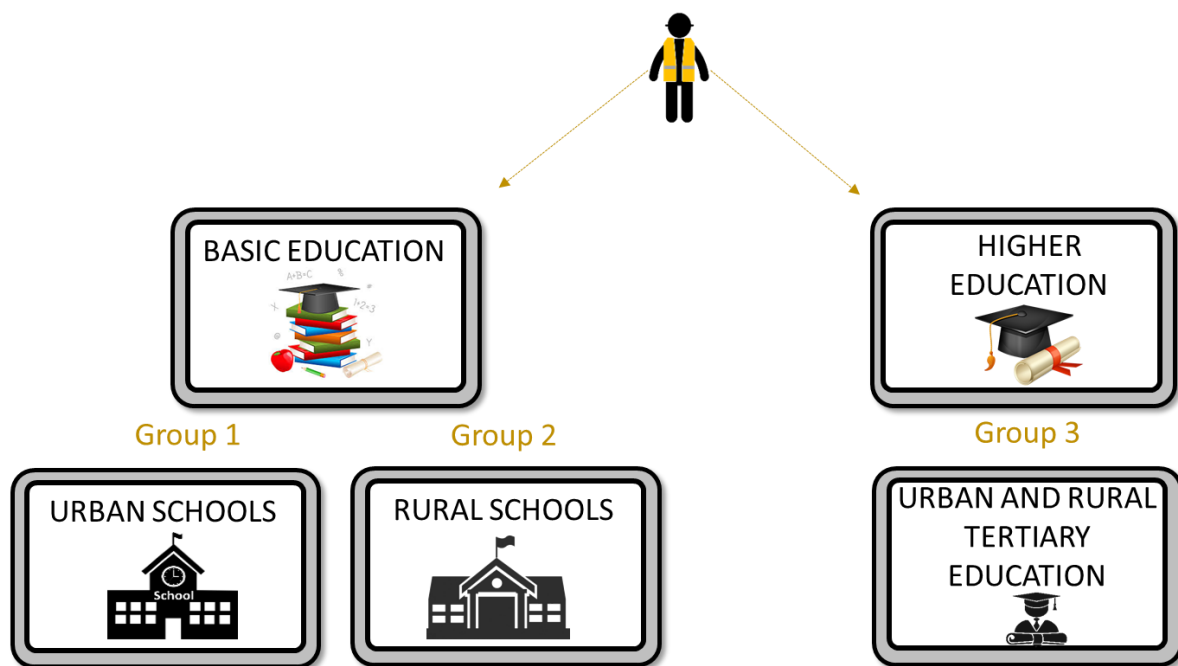
Steps	Description
Step 1: Introduction and project overview	The proposed project and the purpose of the study is explored.
Step 2: Consumer identification and classification	The learning institutions that utilise security services throughout South Africa are identified and categorised into certain groups.
Step 3: Sampling method	The method utilised for sourcing the institutions that were approached to participate in the survey is explained.
Step 4: Survey results	An overview and analysis of the survey results.
Step 5: Study recommendations	The final conclusions and recommendations are conveyed to inform the most optimal way forward.



2. Survey Sample

In order to gauge the level of satisfaction of security services at institutions of learning, the knowledge of the requirements of compliance and the impact on the safety and security of customers in South Africa, a certain number of consumers had to be identified that would form part of the study. The research respondents are categorised into two main consumers groups, namely Basic Education and Higher Education. These two groups are further divided into 3 sub-groups. **Group one** consists of Urban Schools which include public and private schools. **Group two** includes rural schools which are predominantly public schools. **Group three** includes tertiary institutions such as colleges and universities.

Figure 2-1: Customer Classification



2.1 Sampling Technique

For the purpose of this study a quantitative research approach was adopted. A probability sampling method was applied to the sample population, where a simple random sampling technique was utilised to select the consumers to be surveyed. The selected consumers had the option of completing an electronic questionnaire or completing the questionnaire over the telephone. In addition, where possible referrals were sourced to obtain a larger sample size to ensure that the targeted number of respondents were met. The responses were recorded and collated to form the basis of this research. In order to gain more informed responses, questionnaires were given to the three different groups.

2.2 Sampling Methodology

The consumers of security services at institutions of learning survey was conducted from November 2018 to February 2019, by the researchers. A comprehensive list of all schools and tertiary institutions were compiled by the researchers which were contacted by the research team. The respondents were identified and categorised into the different groups as explained below.

- **Group 1 and 2:** Consists of approximately 90% of the sample size that is made up of primary and secondary schools located in urban and rural areas. These groups also include public and private schools. This amounts to roughly 25 - 30 schools per province which would be between 225 - 270



schools in total that will be approached to complete the survey. The sample size of group one and two was 288 schools in total.

- **Group 3:** Consists of approximately 10% of the sample size that is made up of tertiary institutions such as universities, technical universities and colleges. Tertiary institutions will be selected at random and a random sampling method has been used to obtain a list of tertiary institutions which will be contacted. The sample size of the tertiary institutions was 32 institutions.

Overall the analysis of the primary data for this research was gathered from the selected institutions of learning who participated in the survey.

2.3 Research Limitations

The research limitations are mainly centred around the unequal provincial distribution of the learning institutions and the somewhat limiting nature of a quantitative based study.

2.3.1 Adequacy of the sample

The limitations of the research and the data can be seen in the instances of over and under representation in terms of geographical location and demographic characteristics of the survey sample. In group one and two, the initial target of between 25 -30 schools in each province could not be achieved in the following provinces Northern Cape (14), Limpopo (24), and Mpumalanga (17).

The main reasons that could have attributed to being unable to meet target vary, some of which may be related to the following:

- **Voluntary nature of survey:** Given that participation in the survey was voluntary and a number of schools opted not to participate in the survey, which may have influenced the response rates.
- **Number of schools:** Some provinces have much less schools compared to the major urban centres such as Western Cape, Durban and Gauteng. Since the Northern Cape, Limpopo and Mpumalanga have a much lower population density and larger portion of rural schools, the response rate of schools were lower compared to the other provinces.

The overall findings are based on the responses given by the respondents in this survey, and therefore cannot constitute all schools in South Africa. In total, 24 844 schools' contact details were sourced of which 288 have responded to the survey. This makes up 1.2% of the total number of schools in South Africa. In group three, the initial target of between 27 -36 entities represented by tertiary institutions of learning has been met with a total of 32 responses from these institutions.

2.3.2 Research Approach

A quantitative research study can be seen as limited in the way in which the respondents' subjective experience is quantified. Given that the respondents were asked to respond to mostly closed-ended questions, they may not have been able to expand on their answers. Therefore, in order to allow for further expression and to provide their overall opinion on security services, a final open-ended question was included into the research for additional comments and suggestions. This insight will be used as part of the survey findings section of the study.



2.4 Research Questions

The research questions provide insight into the rationale for the study. Schools and tertiary institutions of learning were the main research respondents. The questions were adapted for each group of respondents. The questions posed to the various institutions are as follows:

1. Which province is your school located in?
2. Please specify where your school is located:
3. Please specify the type of school:
4. What is the name of your school?
5. Who is responsible for safety and security at your school?
6. Is your school guarded by security guards or patrollers provided by the DoE?
7. Are you aware that the security company guarding your school must be PSiRA registered?
8. Do you think that the security guard or patroller at the school is able to assist children who have medical conditions?
9. What level of first aid training do your security guards have?
10. Are you content with the level of security the security guards or patrollers are providing at your school?
11. Do you conduct background checks of your own on the patrollers or security guards irrespective of the fact that they are provided by the DoE or a security company?
12. Have there been any incidences where safety and security was breached by learners or staff members on the school's premises in the past year?
13. If so, how many incidents where safety and security was breached have occurred in the past year?
14. What was the nature of the incident?
15. Do you think security guards or patrollers are effectively trained to deal with security breaches at the school?
16. Do you have any other questions, comments or concerns regarding security at schools?

The questions posed to tertiary institutions were as follows:

1. Which province is your institution located in?
2. Please specify where your institution is located?
3. Please specify your type of institution.
4. What is the name of your institution?
5. Who is responsible for safety and security on your campuses?
6. If provided by a private security company, what is the name of the company?
7. Is this private security company registered with PSiRA?
8. If an in-house security service, where does the training module for the security personnel come from?
9. Do you believe the security providers on your campuses are sufficiently trained to protect the students and staff?
10. Do you believe that private security personnel whether in-house or outsourced should be trained in basic techniques to manage crowds?
11. Do you have any questions, comments or concerns regarding security at tertiary institutions?




The questions seek to understand the awareness of learning institutions and entities with regard to PSiRA and the perception of security services at the various institutions of learning.

2.5 Research Respondents

A total of 319 respondents formed part of the research, this subsection provides an overview of the number of institutions that participated in the research in terms of the different provinces across the South Africa as indicated in Table 2-1.

Table 2-1: Research Respondents Per Province

Province	Number of Respondents	Total Respondents
Eastern Cape	53	 <p>320</p>
Free State	27	
Gauteng	45	
KwaZulu-Natal	48	
Limpopo	25	
Mpumalanga	18	
North West	27	
Northern Cape	15	
Western Cape	62	

From the 320 respondents, 288 of them were public and private schools and 32 were tertiary institutions. The information regarding the number of respondents is presented according to the following three groups:

- Group One: Urban Schools
- Group Two: Rural Schools
- Group Three: Tertiary Institutions

For reporting purposes, group one and two will be grouped together as they were posed the same questions

2.5.1 Group One and Two Respondents: Urban and Rural Schools

Primary and secondary schools in urban and rural areas forms the largest portion of the education system in the country and would have the largest share security services at institutions of learning. Therefore, these schools form a large part of the respondents of the research. Table 2-2 presents the total number of respondents who completed the survey, either electronically or telephonically.

Table 2-2: Group One and Two Respondents

Group One and Two Urban and Rural Schools 	Province		Total
	1	Eastern Cape	50
	2	Free State	25
	3	Gauteng	36
	4	Kwa-Zulu Natal	43
	5	Limpopo	24
	6	Mpumalanga	17
	7	North West	26
	8	Northern Cape	15
	9	Western Cape	52
Subtotal		288	



Table 2-2 shows that the Western Cape and the Eastern Cape province had the greatest number of respondents. However, some provinces had very low response rates, specifically Northern Cape and Mpumalanga. All the registered schools in these two provinces were contacted but some of them opted not to respond to the survey. In an attempt to gain more responses from the various schools, a second round of questionnaires were sent out which resulted in more responses in all provinces. However, these two provinces still had a lower response rate compared to the other provinces.

2.5.1.1 Location

A key aspect in this research is the location of the respondents, to ensure that the result reflect both the national and provincial overview in the findings. The location of respondents provides an understanding of the type of schools that participated in the research. The respondents from group one and two were specifically asked in which province they are based. Figure 2-2 shows the percentage distribution per province of the research respondents in group one and two.

Figure 2-2: Overview of Group One and Two Respondents

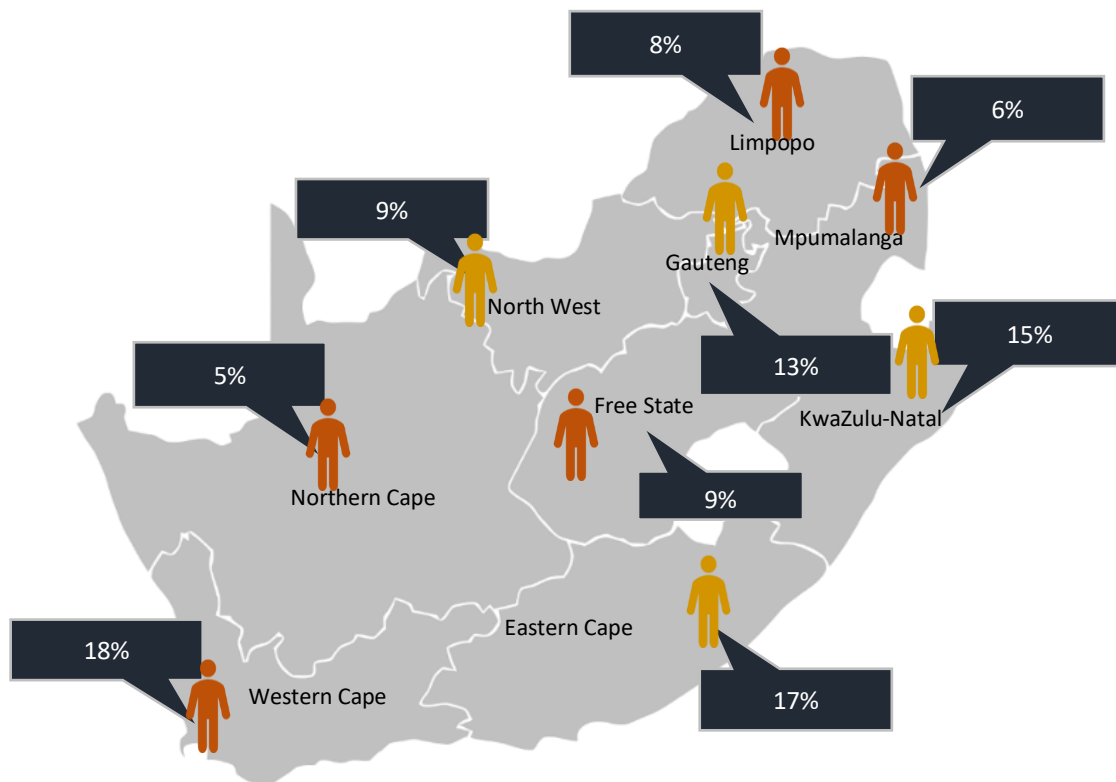
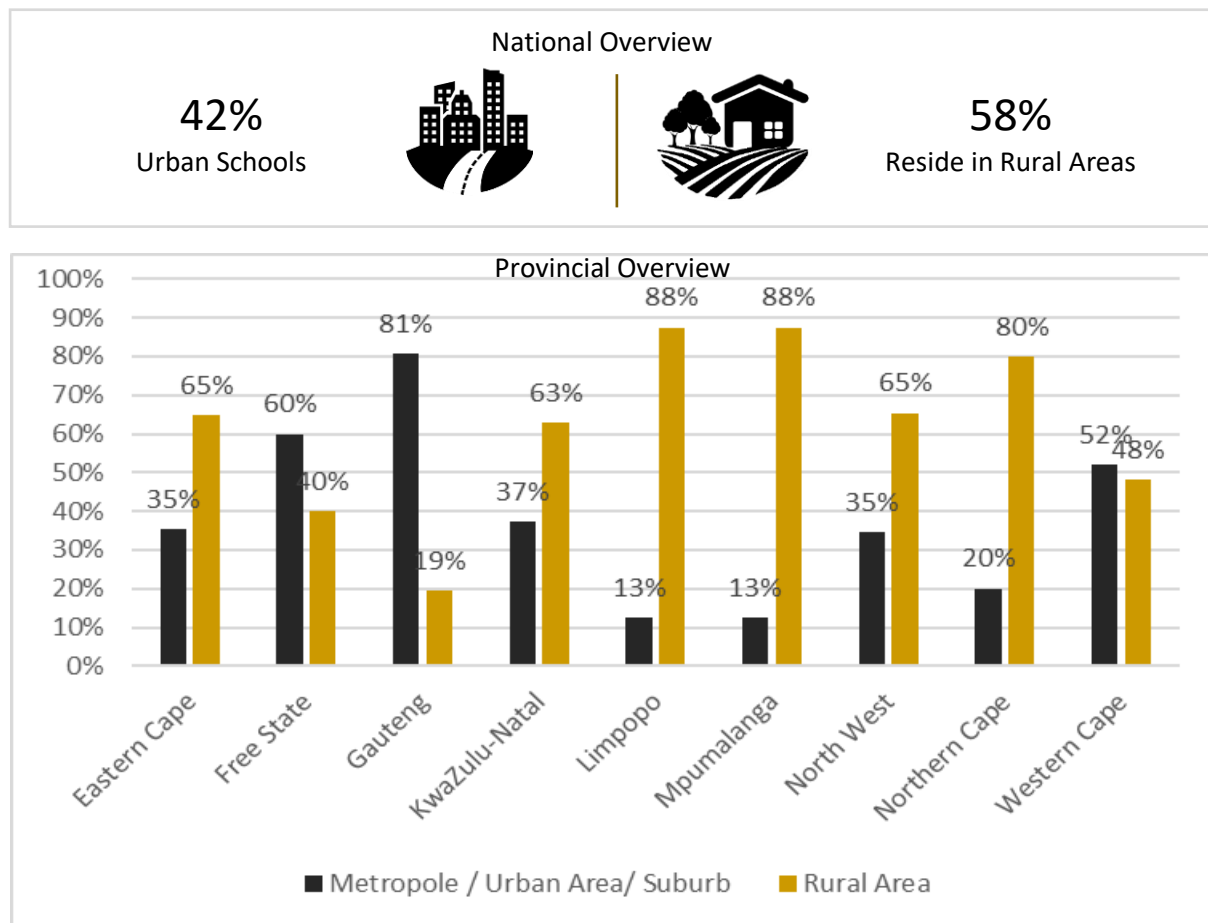


Figure 2-2 shows that 18% of the respondents were from the Western Cape, followed by Eastern Cape and KwaZulu-Natal with 17% and 15% respectively. The Northern Cape and Mpumalanga had less than 20 respondents. However, each province is represented in the overall research study.

2.5.1.2 Geographical Type

In addition to identifying which province the various schools are based in, this was further categorised in terms of the geographical type namely urban and rural areas. An urban area refers to a geographical area or settlement with a high population density and infrastructure consisting of towns, cities and suburbs. A rural area refers to an area with a low population density characterised by farms, villages and countryside located outside towns and cities. Figure 2-3 shows which type of area the various schools are based in from a national and provincial perspective.

Figure 2-3: Geography Type



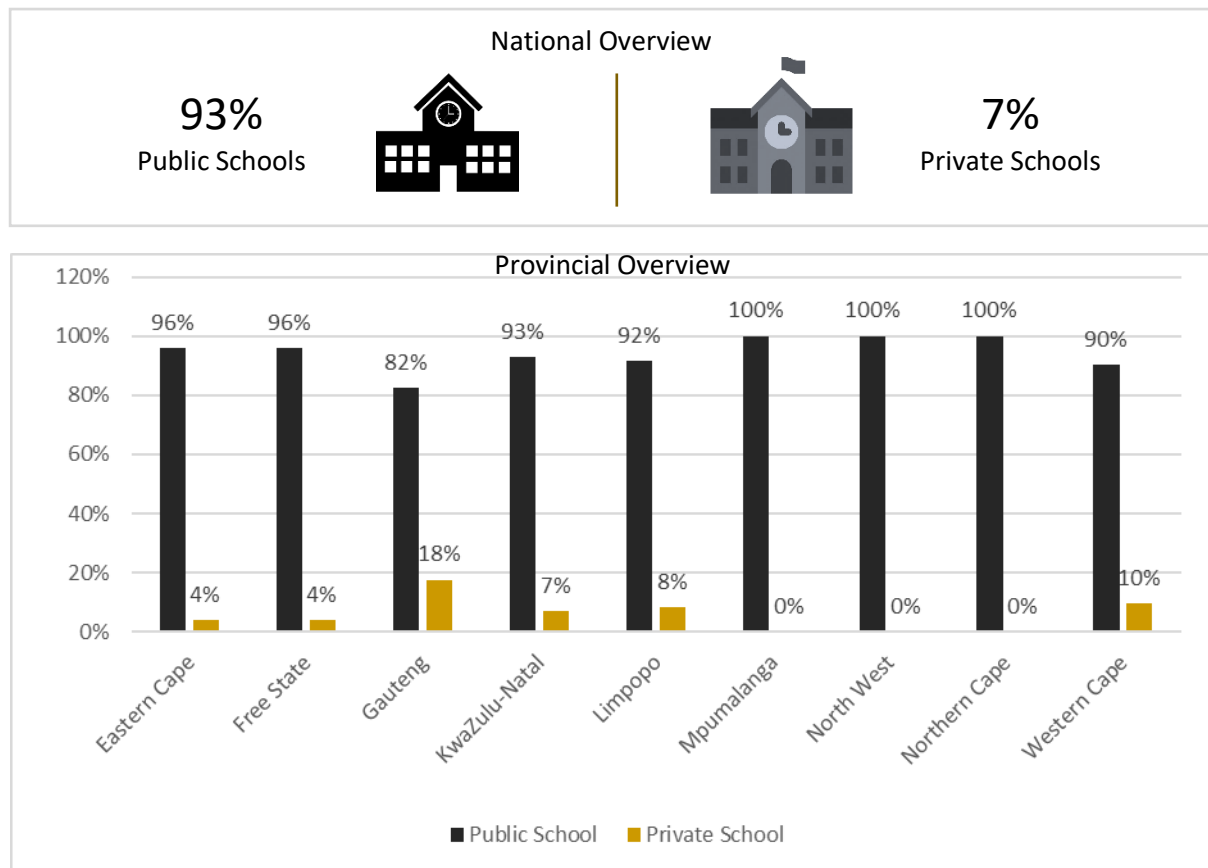
Based on the above data, approximately 42% of the respondents are based in urban areas across the country, whereas approximately 58% are based in rural areas. A significant number of respondents in Northern Cape, Limpopo, Mpumalanga and North West are based in rural areas. However, most respondents that reside in the larger metros such as Gauteng, Free State and Western Cape are based in urbanised parts of the country.

2.5.1.3 Type of School

The type of school indicates whether the respondent is a public or private school. This provides context for analysing the data as the security needs and the type of security employed at the difference schools will depend on whether it's a public or private institution. Figure 2-4 shows the national and provincial percentage distribution of the respondents in each of the main age groups.



Figure 2-4: Public vs Private School Distribution



It is evident that 93% of respondents were public school whereas 7% were private schools. Considering that the majority of schools in South Africa are public schools and private schools makes up a small portion of the total schools, this can be noted by the above responses. Based on the provincial breakdown, it is clear that the majority of respondents were public schools in each of the province. However, some private schools have also responded to the questionnaire. The provinces with the highest private school responses are Gauteng (18%), Western Cape (10%), Limpopo (8%) and KwaZulu-Natal (7%).

2.5.2 Group Three Respondents: Tertiary Institutions

Group three respondents comprises of various tertiary institutions throughout the country and include the following:

- Colleges
- FET
- TVET
- Universities of Technology
- Universities

The succeeding subsections presents an overview of the location of the respondents.

2.5.2.1 Provincial Location

The respondents were asked to indicate in which province their institutions were located. A total of 31 tertiary institutions participated in the research. Most of the responses were gained electronically. A major part of this research was the location of the respondents, to ensure that the result reflects both the provincial and national overview of the findings. Therefore, the location of the tertiary institutions provides an understanding of the distribution of these respondents across the country. Table 2-3 presents the percentage distribution per province.

Table 2-3: Location of institutions per province

Province	Institutions per Province	Actual Respondents	Percentage of Actual Respondents
1 Eastern Cape	3	3	9%
2 Free State	2	2	6%
3 Gauteng	11*	9	28%
4 Kwa-Zulu Natal	5	5	16%
5 Limpopo	1	1	3%
6 Mpumalanga	1	1	3%
7 North West	1	1	3%
8 Northern Cape	0	0	0%
9 Western Cape	11*	10	31%
Total	35	32	100%

* Importantly to note that the difference in total number of respondents is attributed to some respondents selecting more than one province, as the institutions they represented had multiple branches or campuses located in the different provinces -as was the case in Gauteng and Western Cape. Therefore, for the purpose of this study only the actual number of respondents who participated in the research was utilised.

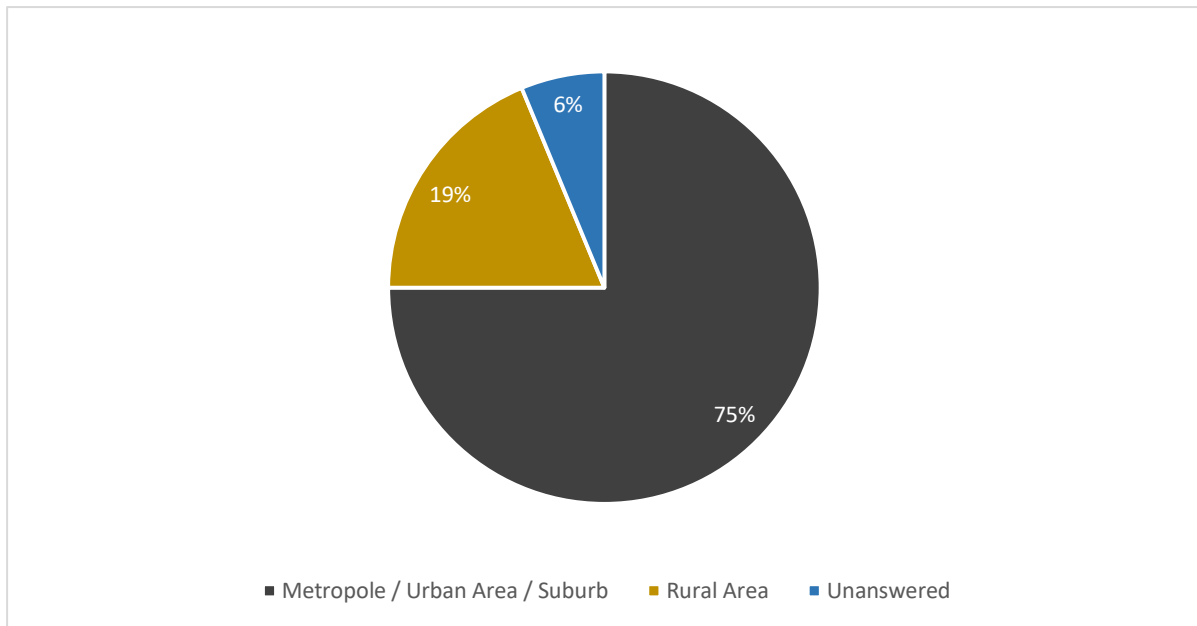
Based on the table above, the highest number of the respondents were from tertiary institutions in Gauteng (28%) and Western Cape with approximately 31%. This is followed by KwaZulu-Natal with approximately 16%. Northern Cape did not have any responses and therefore could not be represented in the research.

2.5.2.2 Geographical Location

In addition to identifying which province the tertiary institutions are based in, this was further categorised in terms of the geographical type namely urban and rural areas. An urban area refers to a geographical area or settlement with a high population density and infrastructure consisting of towns, cities and suburbs. A rural area refers to an area with a low population density characterised by farms, villages and countryside located outside towns and cities. Figure 2-5 shows which type of area the institutions are located in.



Figure 2-5: Tertiary Institutions Geography Type



Based on the above data, approximately 75% of the tertiary institutions are located in urban areas across the country, whereas approximately 19% are located in rural areas. This suggests that more institutions may be located in more urban areas, and as such these respondents were able to participate in the research.



3. Survey Findings

The survey findings will assist in providing insight from various institutions of learning as to their level of awareness of the Private Security Industry Regulatory Authority and understand their perception of security services rendered at institutions of learning. This section provides a discussion around the research findings of the different groups of respondents that were surveyed. The findings have presented in three subsections based on responses from (1) Public Schools, (2) Private Schools and (3) Tertiary Institutions.

3.1 Group One and Two: Public and Private Schools

Various Public and Private Schools across South Africa were targeted as the main group of respondents for the research. The findings for this group are presented below.

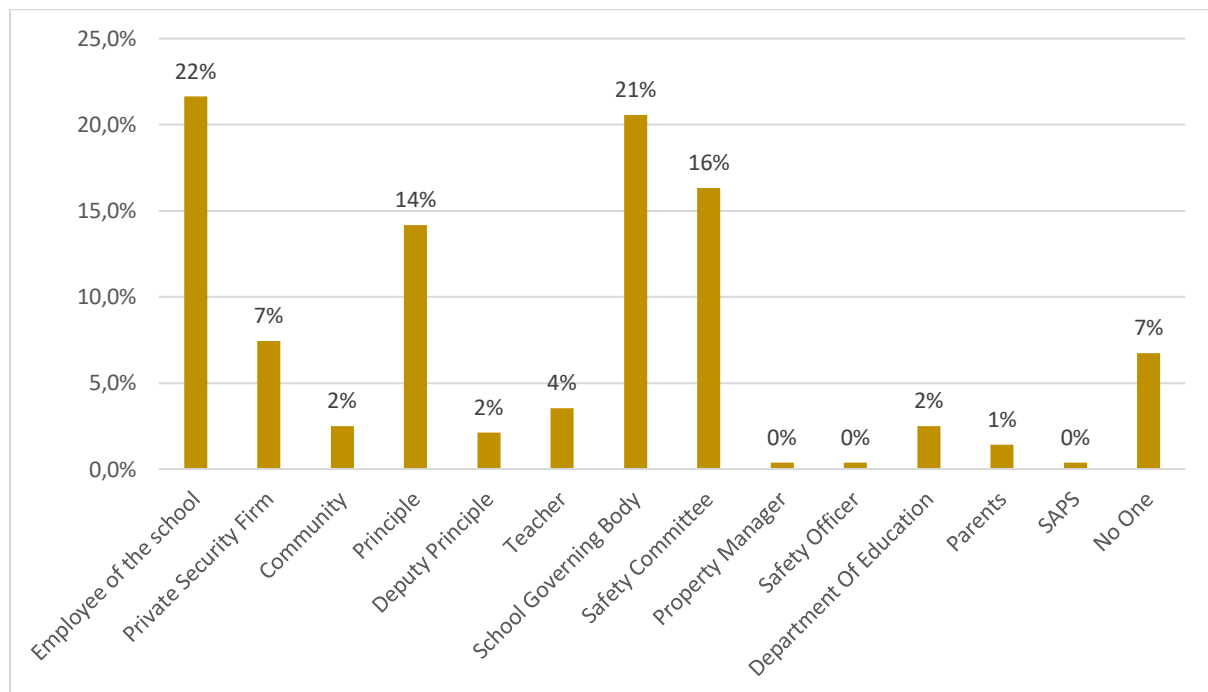
3.1.1 Responsibility of Security

Respondents were asked to indicate who the responsible entity or person is at the various schools throughout the country. The question was posed as an open-ended question and a range of answers were provide. In order to simplify the presentation of these answers, the data was cleaned and coded according to the following categories:

- Employee of the school
- Private Security Firm
- Community
- Principle
- Deputy Principle
- Teacher
- School Governing Body
- Safety Committee
- Property Manager
- Safety Officer
- Department of Education
- Parents
- SAPS
- No One

Figure 3-1 depicts the responsible person or entity at the various urban and rural schools.

Figure 3-1: Responsibility of Security



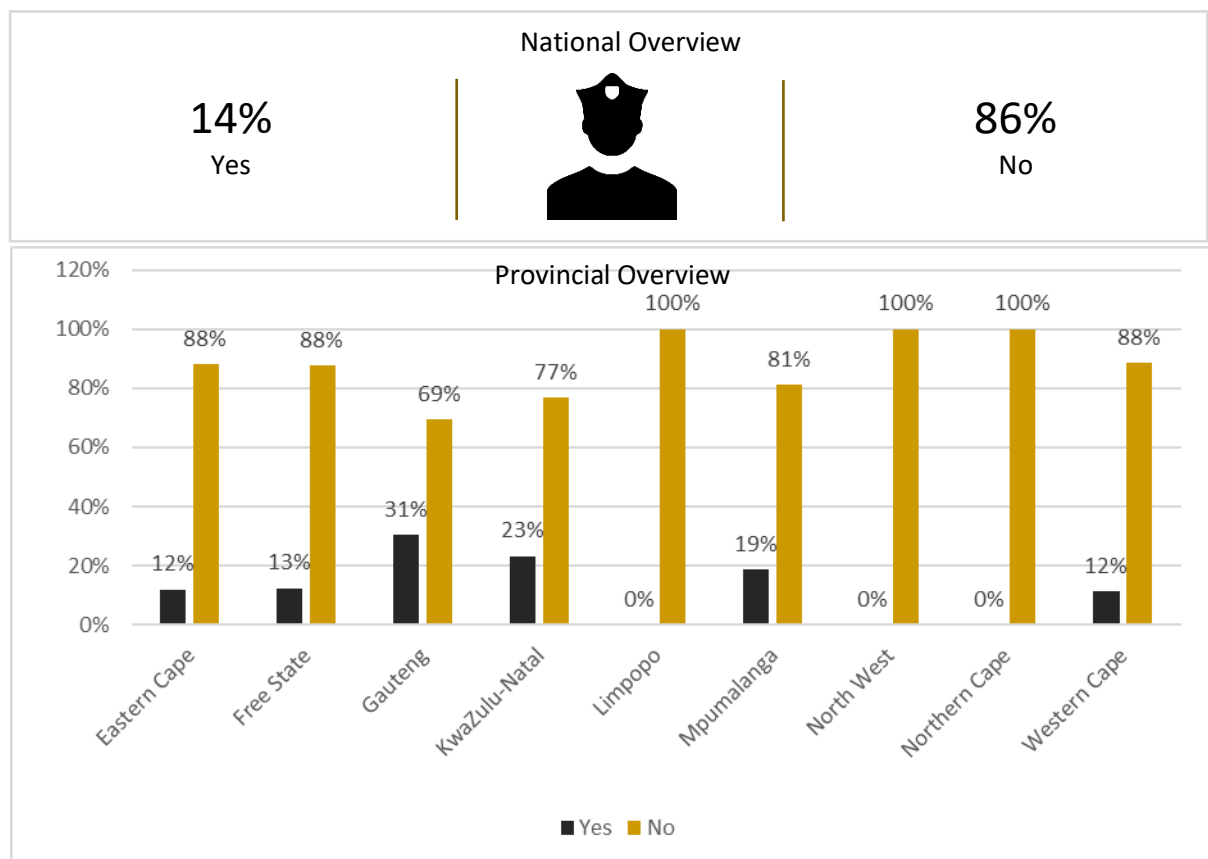
According to the data, approximately 22% of the respondents stated that the person responsible for security at the school is an employee of the school. 21% of respondents also indicated that the School Governing Body is responsible for security, while 16% stated that it's the safety committee's responsibility. Approximately 14% stated that the principle is responsible for the security at the school while 7% of respondents stated that they employ a private security firm to manage the security at the schools. 7% of respondents also indicated that no one is responsible for the management of security at their schools.

3.1.2 Provision of security guards at schools

In order to establish how many schools employ security guards at their schools, respondents were asked to indicate whether either private security guards or guards provided by the Department of Education are employed by their institution. This provides an overview of how many schools have some form of security personnel on their premises.

Figure 3-2 shows the percentage distribution of provision of security guards at schools amongst the respondents.

Figure 3-2: Provision of Security Guards at Schools



Based on the data, approximately 14% of the respondents indicated that their school is guarded by security guards or is patrolled by guards provided by the Department of Education. Approximately 86% respondents indicated that their school premises is not guarded by security guards or patrollers provided by the department. Considering the responses from the previous question, it is clear that the majority of schools' security is managed by its staff, school governing body or a security committee.

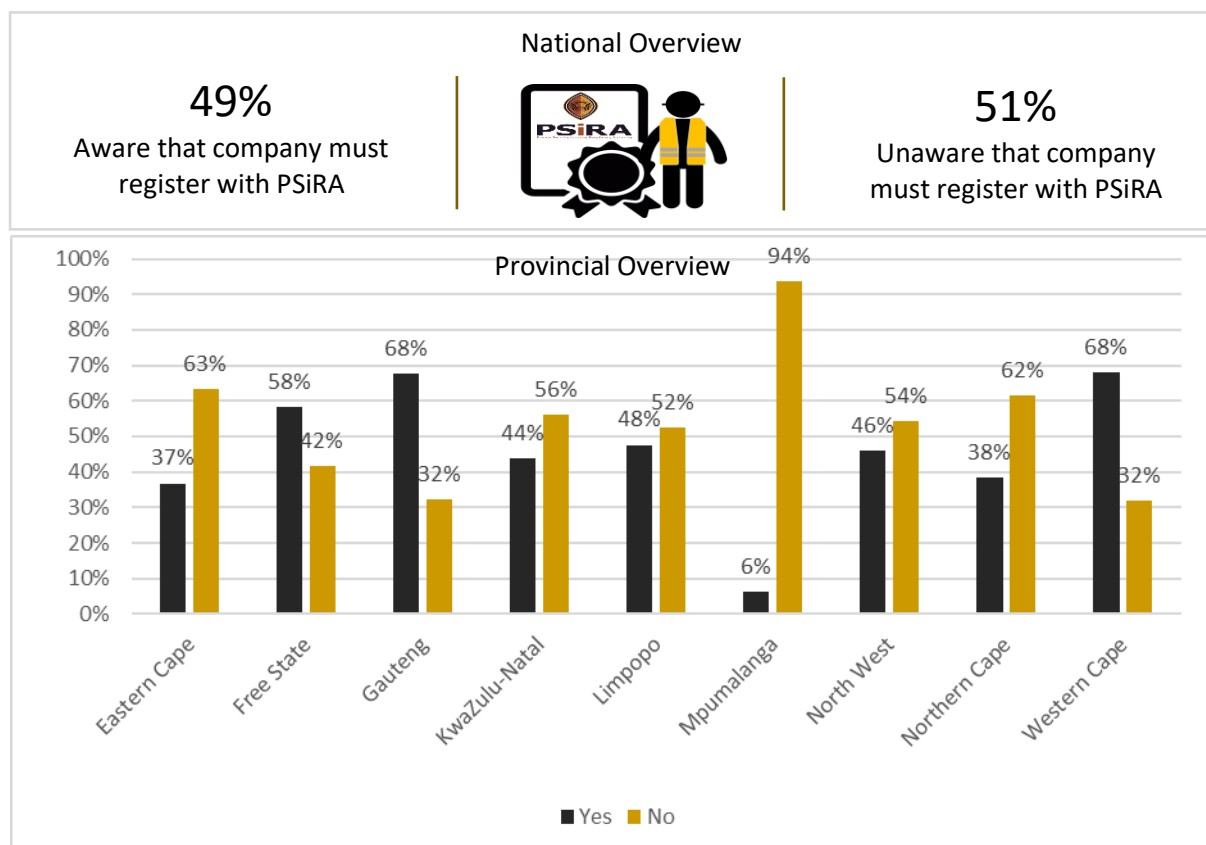
It is clear that the majority of schools throughout the provinces do not get their security personnel from the Department of Education. However, some schools in the following provinces do received security personnel form the Department of Education:

- Eastern Cape (12%)
- Free State (13%)
- Gauteng (31%)
- KwaZulu-Natal (23%)
- Mpumalanga (19%)
- Western Cape (12%)

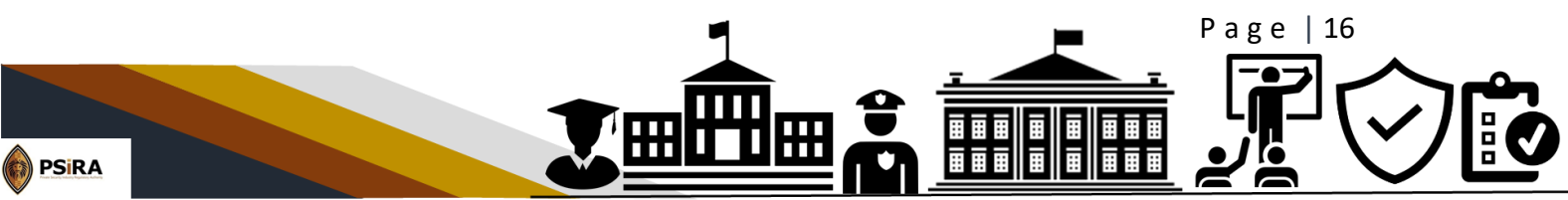
3.1.3 PSiRA Registration Awareness

It is important to establish whether respondents are aware of the registration requirements of private security companies by the regulatory authority for private security. Figure 3-3 indicates the national and provincial percentage distribution in terms of the level of awareness of the respondents with regards to security guards or security firms being required to register with the Private Security Industry Regulatory Authority.

Figure 3-3: PSiRA Registration Awareness



A question was posed to the various schools to determine whether they aware that security guards or security firms were required to register with PSiRA. Approximately 49 % of the respondents indicated that they were aware of this, whereas only 51% indicated that they were unaware that guards had to register with PSiRA. The level of awareness of PSiRA registration was highest in Gauteng, Western

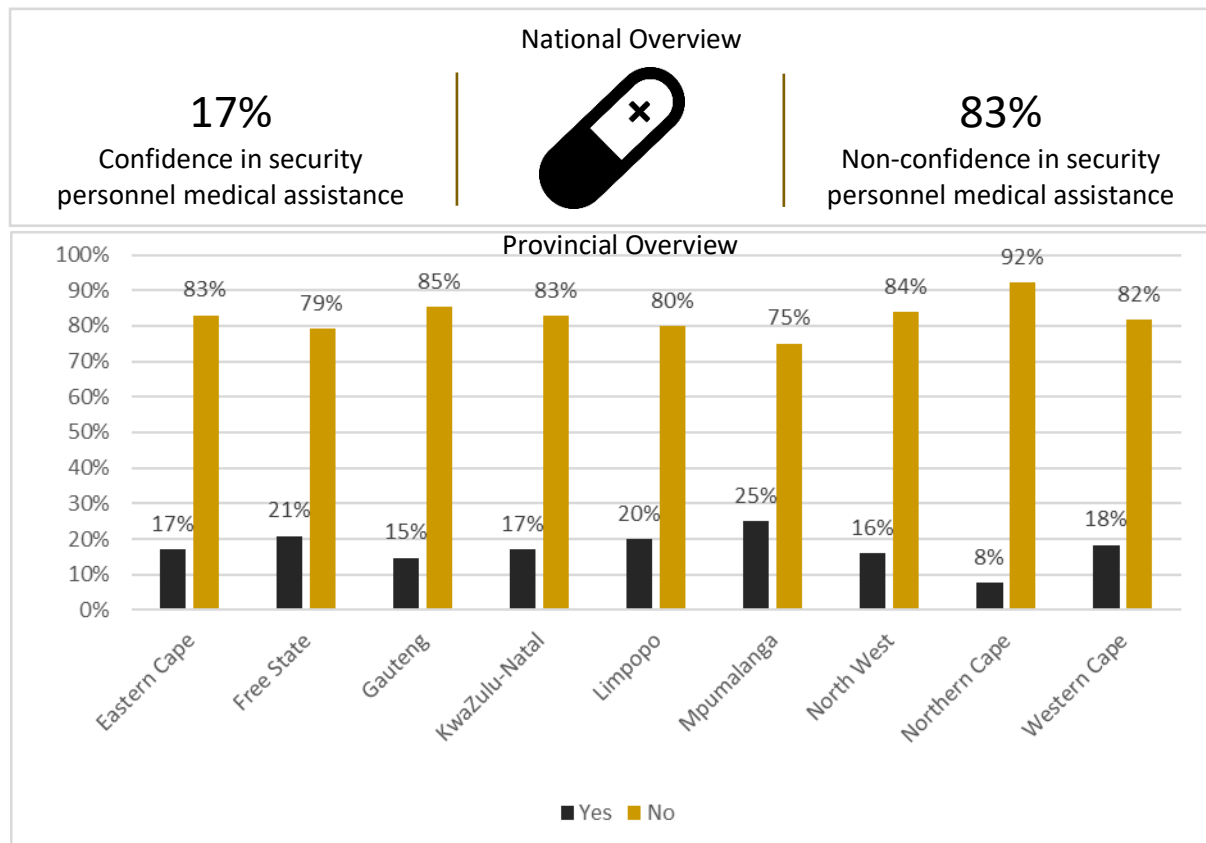


Cape, and the Free State where as 94% respondents from Mpumalanga were not aware of this requirement.

3.1.4 Medical Assistance by Security Personnel

Respondents were asked whether they believe that the security personnel at their schools are able to assist children who have a medical condition. Figure 3-4 indicates the national and provincial percentage distribution in terms of the perception of the respondents with regards to security personnel being able to assist children with medical conditions or in a medical emergency.

Figure 3-4: Medical Assistance by Security Personnel



A question was posed to the responsible parties at the various schools concerning safety and security and whether they feel that the security personnel they employ are able to assist children with medical conditions.

Approximately 17% of the respondents indicated that they are confident that their security personnel are able to assist children with medical conditions whereas 83% indicated that they are not confident. On a provincial level, most respondents indicated that they do not think that their security personnel would be able to assist children with a medical condition. However, in Mpumalanga, 25% of respondents indicated that they think their security personnel will be able to assist in a medical emergency, followed by Free State (21%), and Limpopo (20%).

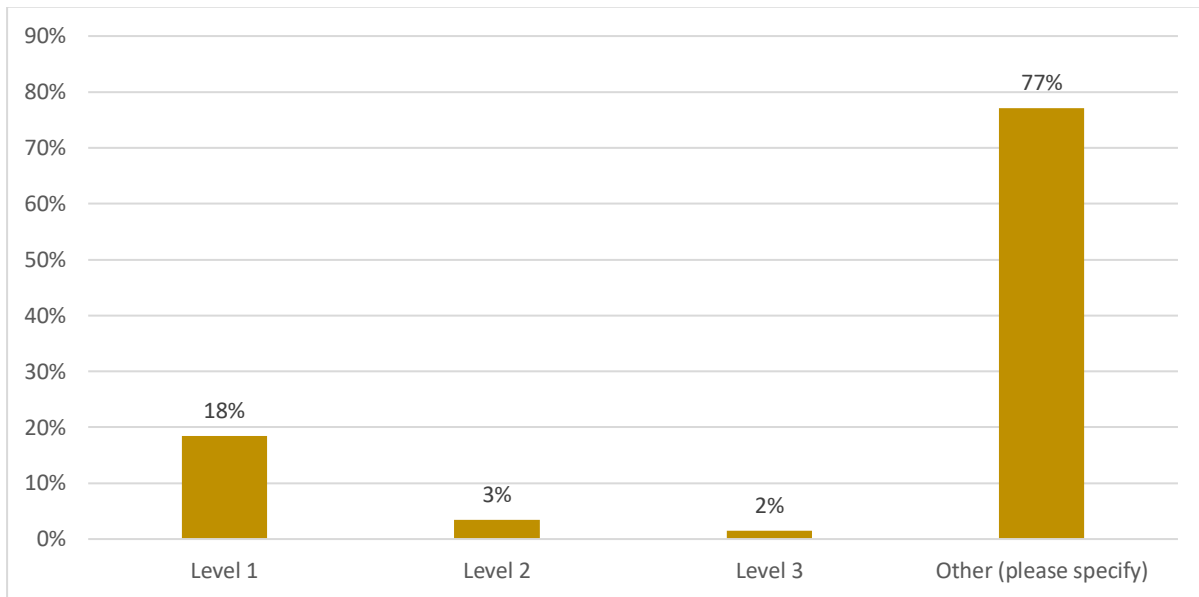
3.1.5 Level of First Aid Training

Since security personnel are typically first on the scene of a medical emergency, having first aid training can be considered a valuable skill for security personnel to have. Respondents were asked to



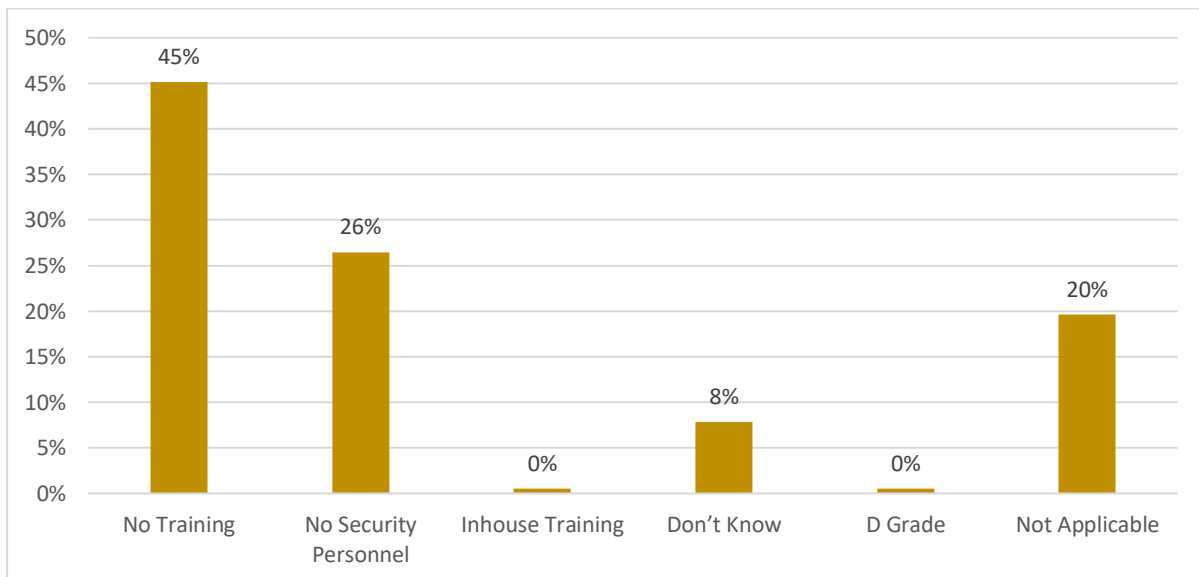
indicate what level of first aid training their security personnel has. Figure 3-5 indicates the level first aid training at the various schools.

Figure 3-5: Level of First Aid Training



It is evident from the responses that 18% of respondents indicated that their security personnel has level 1 first aid training, followed by 3% with level 2 training and 2% with level 3 training. The vast majority of respondents specified other responses. The figure below presents the other responses provided by the respondent.

Figure 3-6: "Other" Responses

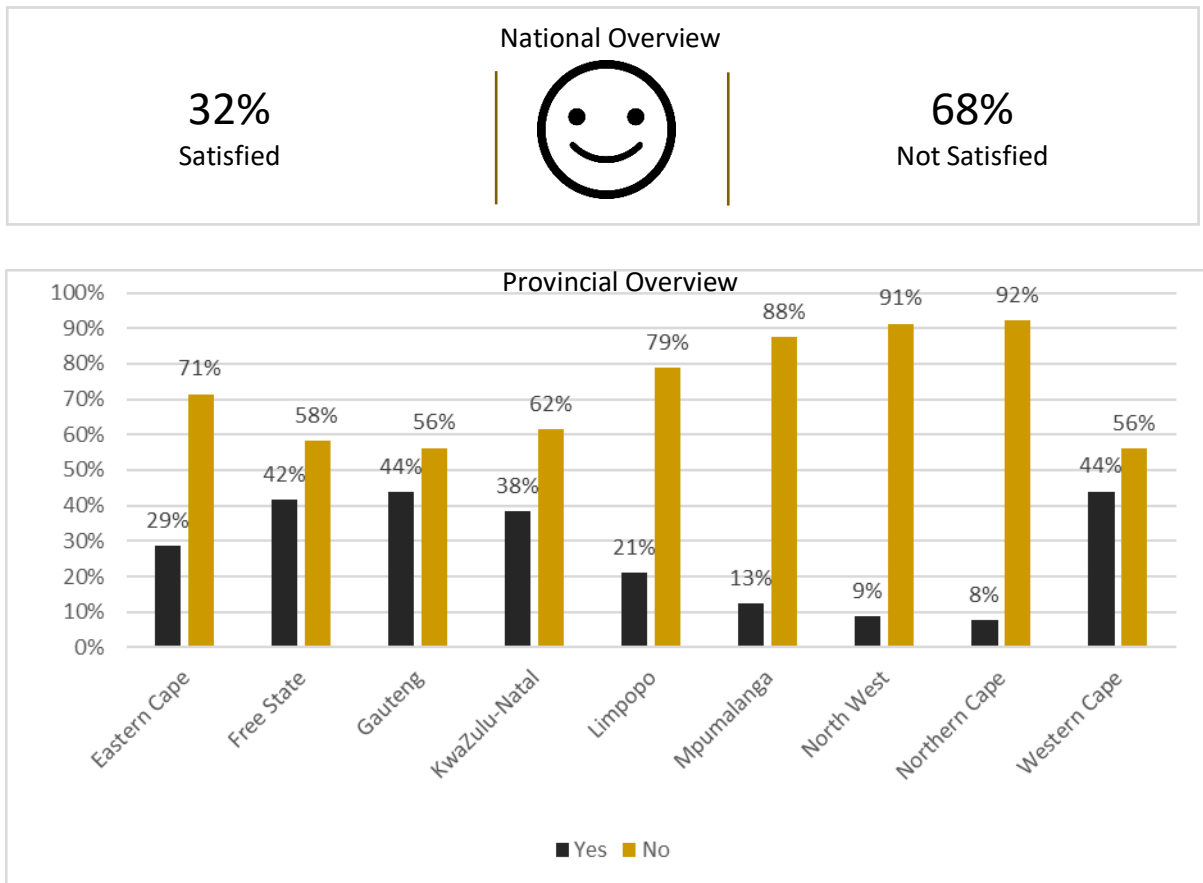


When specifying the level of training when selecting the "other" option, 45% of respondents indicated that the security personnel do not have any first aid training, while 26% indicated that they do not have any security personnel. 20% of respondents also indicated that the question is not applicable, which may indicate that they do not employ any security personnel or other staff may have some form of first aid training.

3.1.6 Satisfaction of the level of security at schools

Respondents were asked to indicate how content they are with the level of safety security guards provide at their school. This will provide insight on the level of satisfaction of respondent’s in terms of safety and security at schools. Figure 3-7 indicates the national and provincial percentage distribution of respondents with regards to the satisfaction of the level of security provided at schools by security personnel.

Figure 3-7: Satisfaction of the level of security at schools



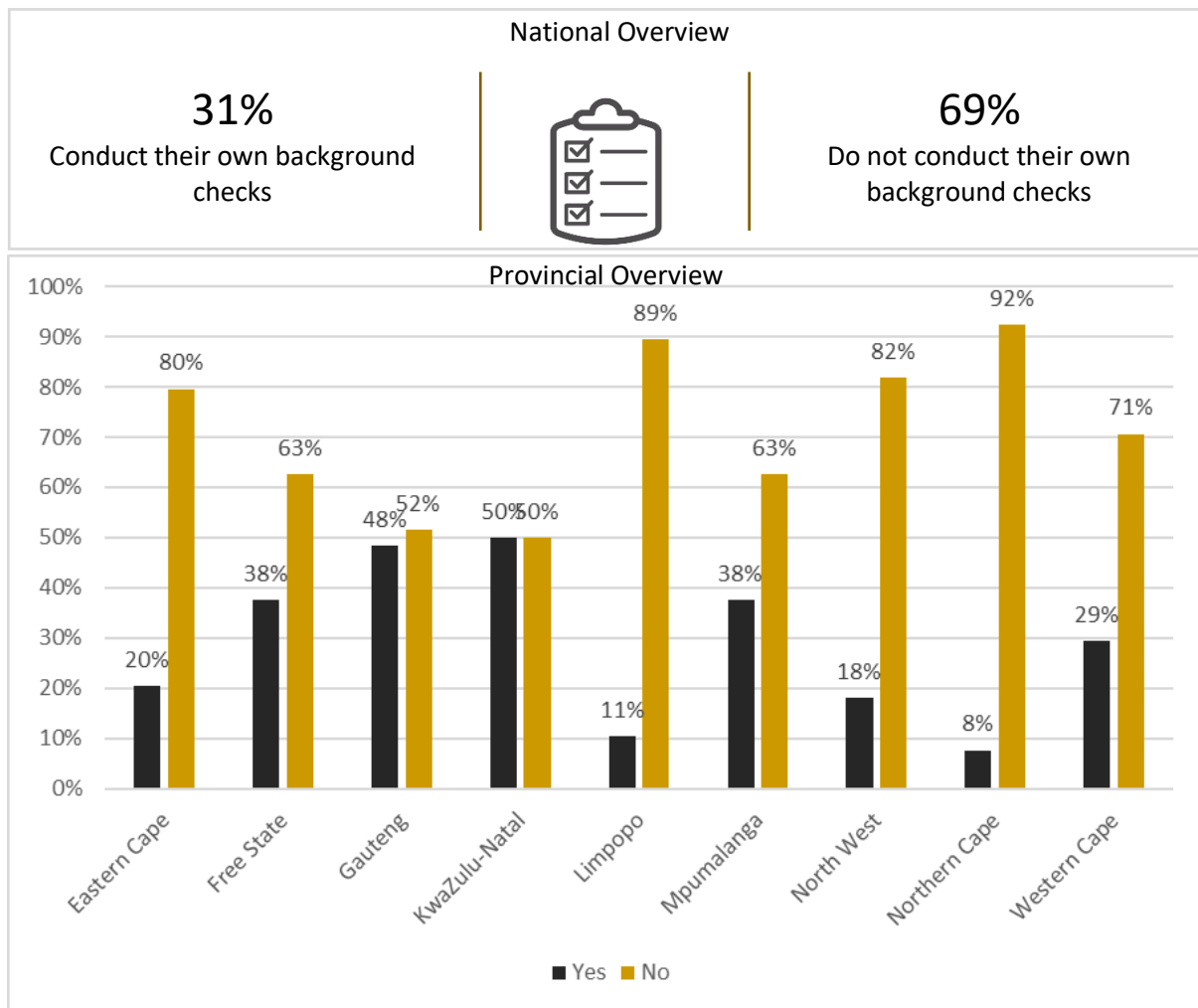
From a national perspective, most of the respondents (68%) indicated that they are not satisfied with the level of security provided by security personal at their schools, whereas 32% indicated that they are satisfied. However, the majority of more rural provinces do not feel content with the level of security their security personnel provide.

At a provincial level, it is evident that respondents in the metropolitan areas such as Free State (42%), Gauteng (44%), KwaZulu Natal (38%) and the Western Cape (44%) feel that the security services their security personnel provide are sufficient.

3.1.7 Background Checks

This subsection focuses on whether schools conduct their own background checks on prospective security personnel irrespective if the department of education or a private security firm provided the security personnel. Figure 3-8 indicates the national and provincial percentage distribution in terms of whether schools conduct their own background checks on new security personnel.

Figure 3-8: Background Checks

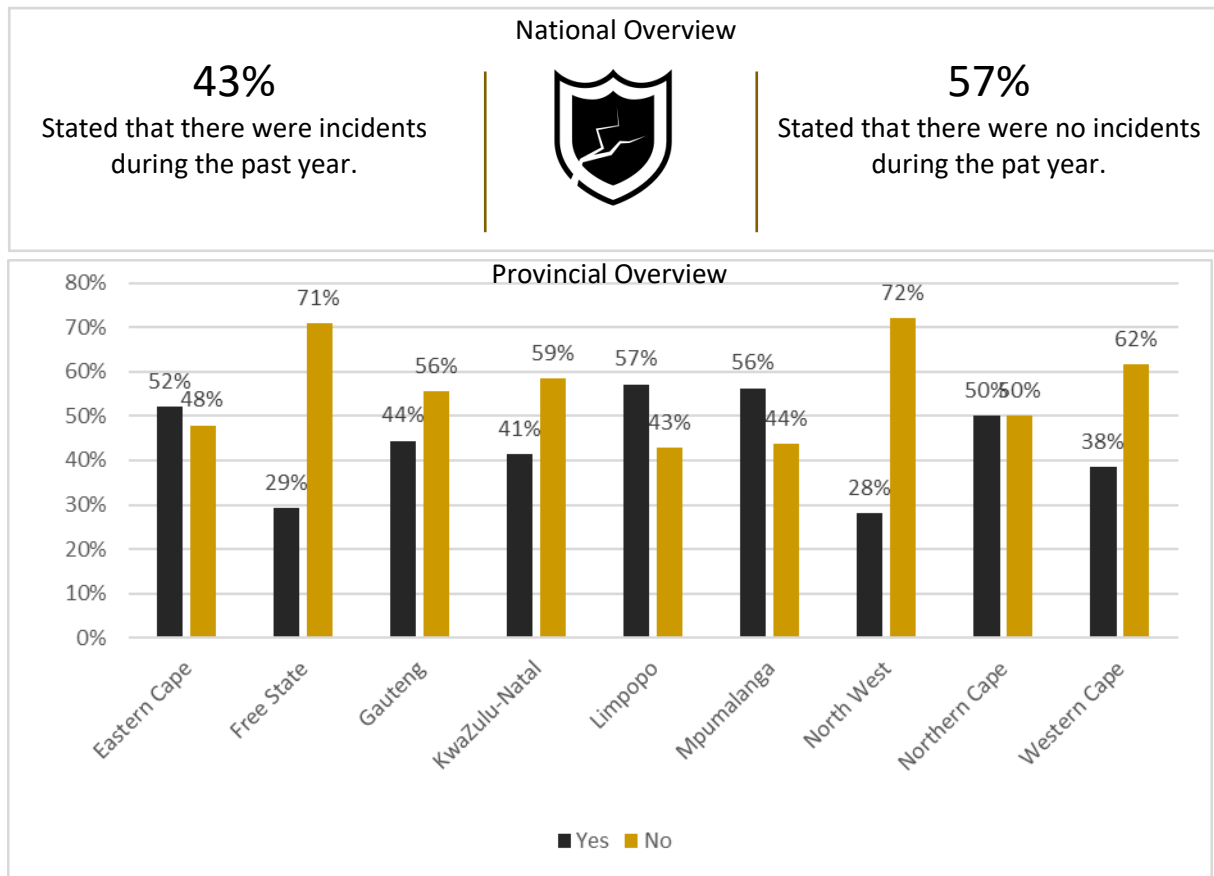


A question was posed to respondents to determine whether they conduct independent background checks on prospective security personnel. From a national perspective, approximately 31% of respondents indicated that they do conduct independent background checks, whereas the majority (69%) indicated that they do not conduct background checks. On a provincial level, it is clear that the majority of respondents do not conduct their own background checks on their security personnel. Approximately 50% of schools in KwaZulu-Natal conduct their own background checks, followed by Gauteng (48%), Free State (38%) and Mpumalanga (38%).

3.1.8 Breach of Safety at Schools

Respondents were asked whether there has been any incidences where safety and security was breached by learners or staff members on the school premises during the last year. This is important to consider as security personnel would be responsible in responding to the incident and taking the necessary steps to either address or report the incident. Figure 3-9 indicates the national and provincial percentage distribution in terms of whether any incidences where safety and security was breached by learners or staff members on the school's premises in the past year.

Figure 3-9: Breach of Safety at Schools

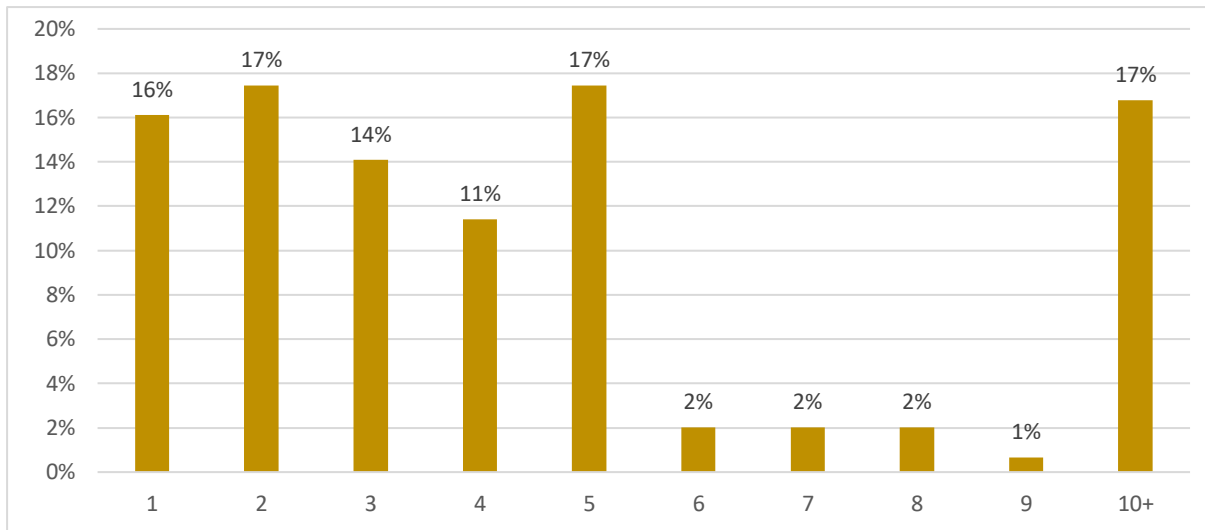


From a national perspective, approximately 43% of respondents indicated that there has been some incidents during the past year where there was a breach of safety by learners or staff members, whereas 57% of respondents indicated that there were no incidents.

Provinces with the highest percentage of incidents are Limpopo (57%), Mpumalanga (56%), Eastern Cape (52%) and the Northern Cape (50%).

The respondents that answered yes, were asked to provide an estimate of the number of incidents that occurred during the past year. This is helpful as it provides an indication of how frequent safety and security is breached at schools during the year. Figure 3-10 presents the number of incidents that occurred during the past year.

Figure 3-10: Number of Incidents During the Past Year

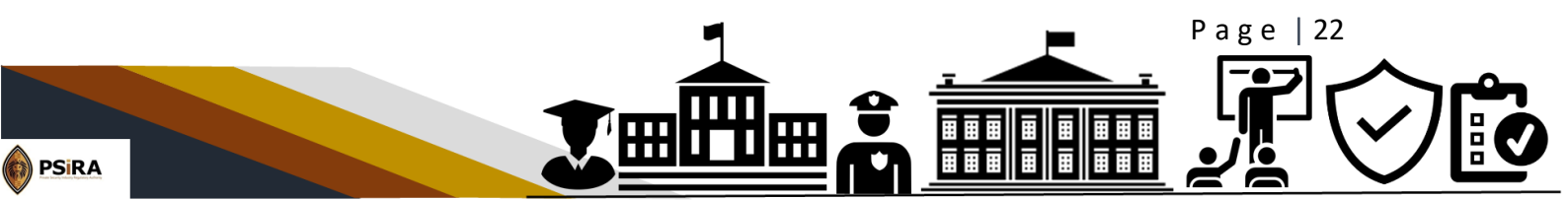
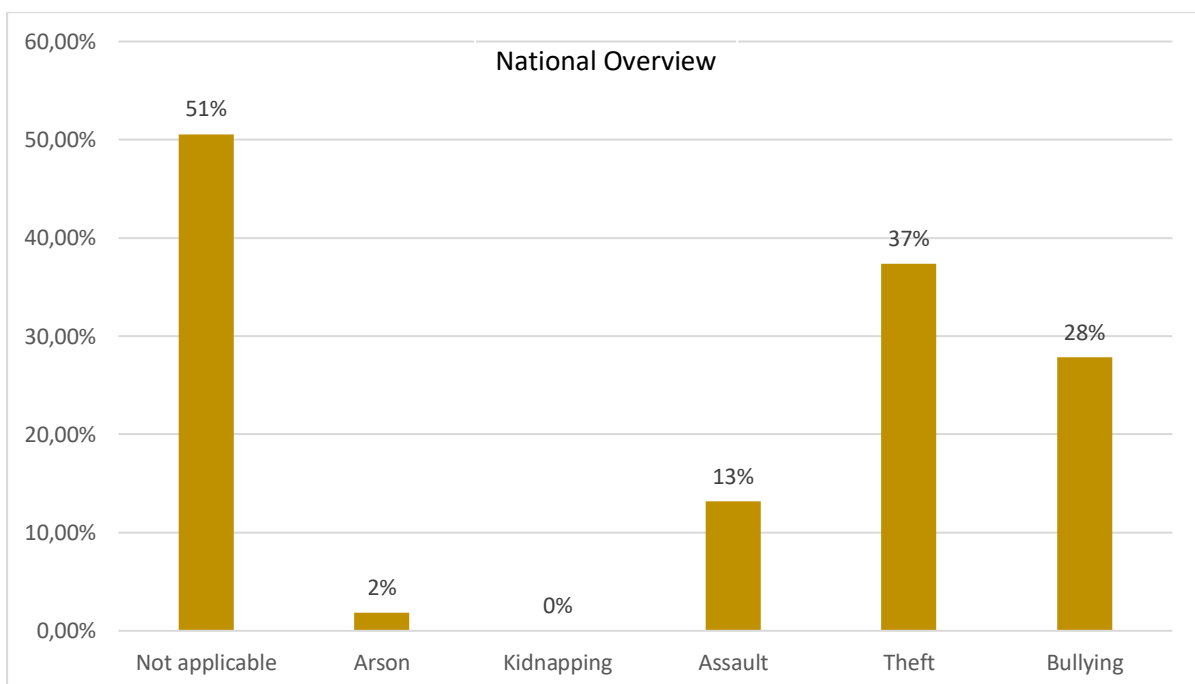


It is apparent that the majority of schools experienced between 1-5 incidences where safety and security was breached during the past year. Approximately 17% of respondents indicated that more than 10 incidents occurred during the past year. This indicates that in cases where security breaches occurred, the incidences keep occurring throughout the year and is not necessarily a once of occurrence.

3.1.9 Nature of Incidences

A question was posed to the respondents to determine the nature of the incidences that occurred. This will provide detail in the type of incidences that security personnel would come into contact with and would be expected to resolve or report. Figure 3-11 indicates the national and provincial percentage distribution in terms of the nature of incidences.

Figure 3-11: Nature of Incidences

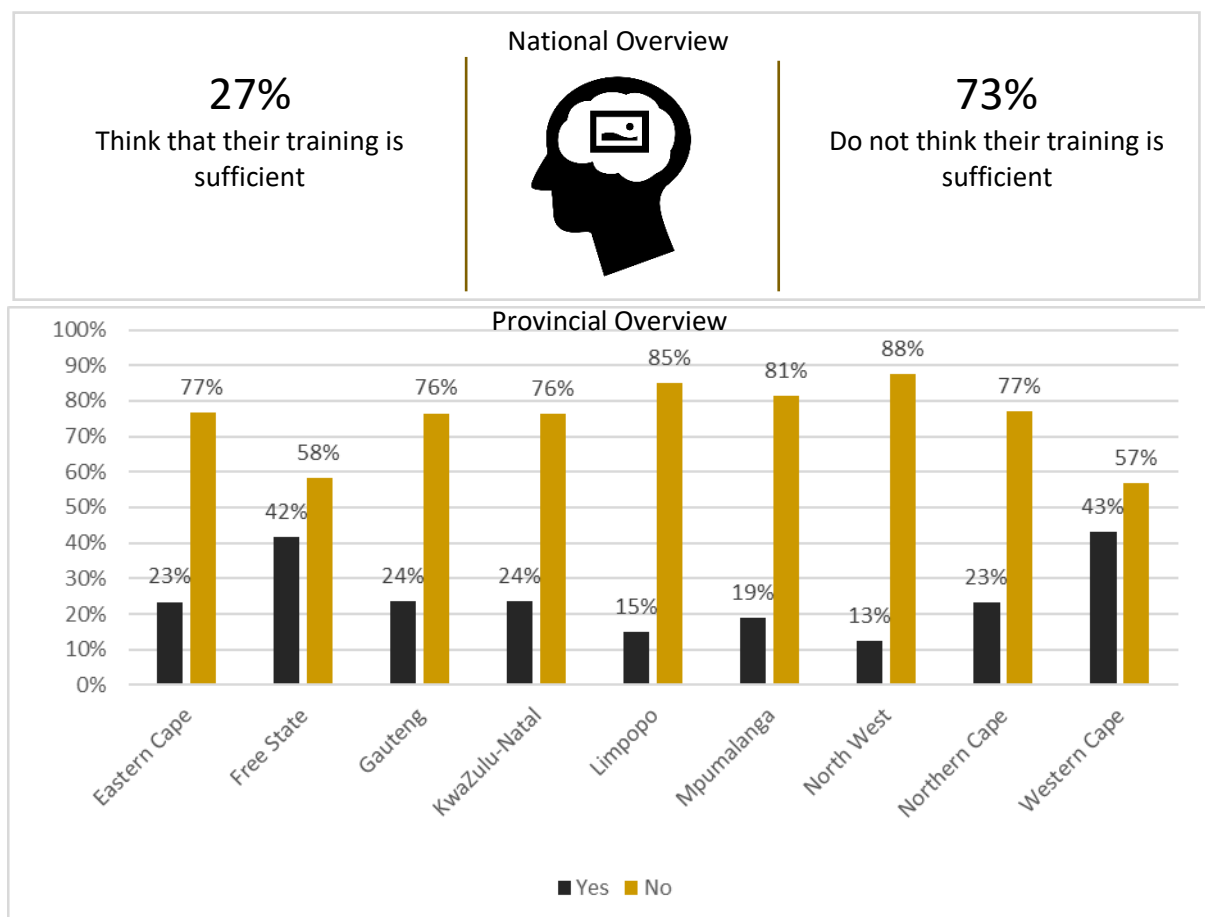


Based on the responses given, 37% of respondents indicated that the nature of the security breach was theft, while 228% indicated it was bullying. 13% indicated that there was an assault while only 2% indicated there was arson.

3.1.10 Perception of Security Personnel Training

Respondents were asked to provide their perception on the level of training of security personnel, and whether they are effectively trained to deal with security breaches at schools. This will provide an indication of the level of confidence respondents have on the ability and training of security personnel to deal with security breaches. Figure 3-12 indicates the national and provincial percentage distribution in terms of whether respondents believe that the training of security personnel is sufficient to deal with security breaches at schools.

Figure 3-12: Perception of Security Personnel Training



Based on the responses, approximately 27% of the respondents think that their security personnel’s training is sufficient to deal with security breaches at their schools while 73% stated that they are not.

It is evident that on a provincial level, most respondents in all the provinces do not think that their security personnel are effectively trained to deal with security breaches at schools. In the Western Cape, 43% of respondents feel that the security personnel is able to deal with security breaches, followed by the Free State (42%).

3.1.11 Respondents Comments and Suggestions

As part of the survey, respondents were asked to provide additional comments or suggestions with regard to security at institutions of learning. The comments have been summarised in the subsequent subsections.

3.1.11.1 Department of Education to Provide Security Guards/Services at Schools

The vast majority of respondents indicated that the Department of Education should be responsible for providing security services at school. This can be related to the large number of schools who do not have any security personnel and feel that their student's safety and their property is in danger. This sentiment could also be attributed to the large portion of respondents that indicated that they experience between 1-5 security breaches during the past year could also be attributed this sentiment. Some of the comments relating to this topic are shared below:

"I wish the department could provide funds for the schools to employ their own security guards."

"Security at school should be provided by the department of education and not parents."

"I need the security personnel employed by the department of education. I only have an unreliable alarm system here."

"Our school was twice broken-in in 2014 and 2015. We do not have security guards and we live in fear of being robbed by thieves. We need security guards, but we cannot afford them."

"Inconsistency by the department regarding deployment of security guards."

"We recommend that for proper monitoring and management of security systems at schools; the function of school security be taken over by the government."

"Why must we pay them privately? This is a public school, and the state should provide security."

"We felt that the Department can offer the schools with trained security especially during the school holidays, schools are vandalised."

"Yes. The Department does not provide protection or security of any kind at our school, despite several reported incidents of burglary and theft resulting in huge damage and loss of school property."

"Department of education must provide security services at school urgently."

"Guards should be provided by DoE at all schools irrespective of the schools location."

"Schools need to be provided with security guards by the DOE. We need to have a trained security guard on site when learners are at school."

Based on the above responses, it is clear that the majority of respondents feel that the Department of Education should provide security service the schools.

3.1.11.2 Unaffordability and Budgetary Constraints

A number of respondents indicated that employing security personnel at schools are expensive and most schools typically lack the funds to employ private security services. Most respondents also indicated that they need assistance to employ and train security guards. This affordability and financing of security personnel and school premises is therefore a key concern for most respondents. Some responses concerning this topic is presented below.

"If our budgetary constraints can be alleviated by the NC Department of Education to appoint security guards the level of security would drastically improve."

"Yes, we do need security in our school, but our problem is funds, as we are the no fee school."

"We have day guards, paid by the SGB. Training not what one would have liked for a school."

"Insufficient funding."

"Our school is small, and the norms and standards are too low. We can't afford a security service contract. In fact, classrooms, a stop to multi-grade is a priority at the moment, since we are a 2 teacher school with a principal who teaches grade 1, 2 and 3 together, do sasams, admin work and attend meetings and the 2nd teacher is teaching grade 4, 5, 6 and 7. An intervention is needed on curriculum delivery and security will follow."

"We need assistance to train the security guard because we do not have funds to do that."

"Our schools do not have enough budget to hire security guards."

"Security is becoming unaffordable. Society has degenerated morally to the extent that security has become a necessity. That is our concern."

This is a clear indication that most schools are not able to afford their own security services and require assistance in order to do so.

3.1.11.3 How can PSiRA assist in strengthening security and safety and schools?

One respondent asked how PSiRA can assist in strengthening safety and security at schools? This does not necessary relate to direct assistance from PSiRA, but indirectly assisting schools such as providing information on how to increase security at schools. A potential option is to create awareness of the various security issues faced by schools by the Department of Education and providing support in address these issues. Furthermore, some schools do not know how to deal with certain situations and some recommendations or guidelines to deal with misbehaving students in line with the Department of Education's guidelines would also be helpful.

Some of the comments shared by a respondent is noted below:

"How would you assist in strengthening security and safety of our school community?"

"How do I get security guard in my school? The department can't provide me with any."

"How do I deal/discipline bullies at school without touching them or shouting at them?"

3.1.11.4 Perimeter Security

A few respondents indicated that their schools do not have any fencing of perimeter security and is very vulnerable to security breaches. This was raised of one of their key concerns as this resulted in a number of burglaries. Some of the responses are presented below:

“How can our school be fenced with a high security fencing.”

“What are we supposed to do when in first place there is no fencing or fencing are stolen all the time.”

3.1.11.5 First Aid Training

Some respondents also indicated that many security guards do not have first aid training and that this function is done internally. They therefore feel that security personnel should have some form of first aid training when they are employed at a school. Two responses concerning this topic is presented below.

“First aid training is not offered yet security demands knowledge of first aid training certificate.”

“We have 1st, 2nd & 3rd level first aid members of staff, so the security guards are not expected to perform this duty.”

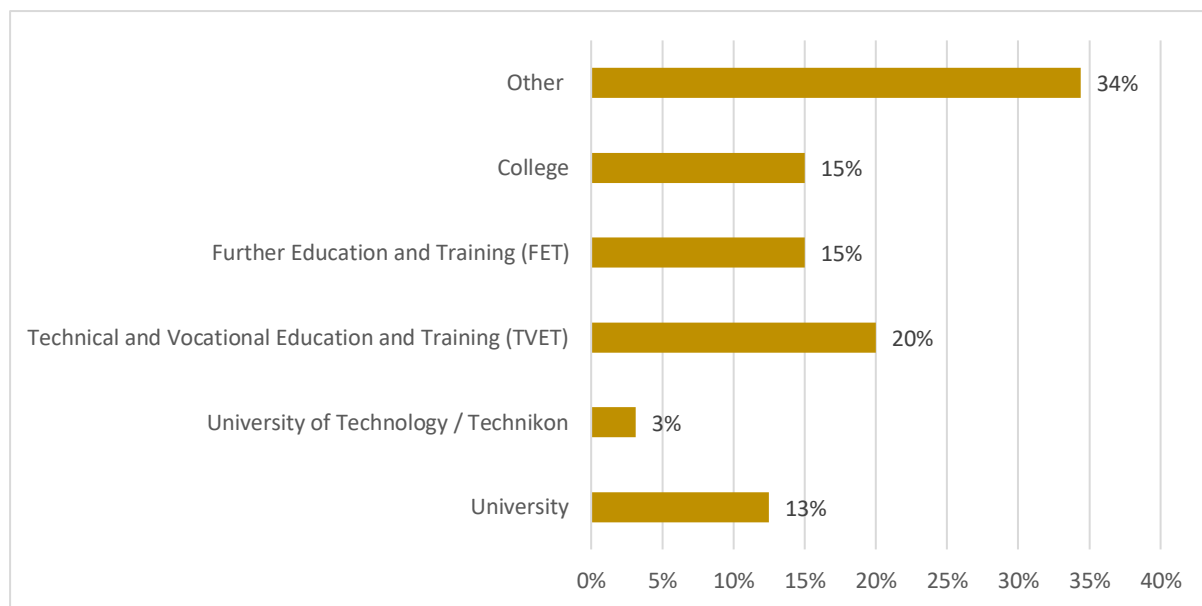
3.2 Group Three: Tertiary Institutions

The second part of the study involved surveying tertiary institutions of learning across South Africa. Various institutions were targeted as the second group of respondents for the research. The findings for this group are presented below.

3.2.1. Type of Institution

There are a number of tertiary institutions in the country that provide a range of educational courses, programmes and training, therefore the respondents were also asked to specify the type of institution they represented. Figure 3-13 figure below specifies the type of institutions.

Figure 3-13: Type of tertiary institutions

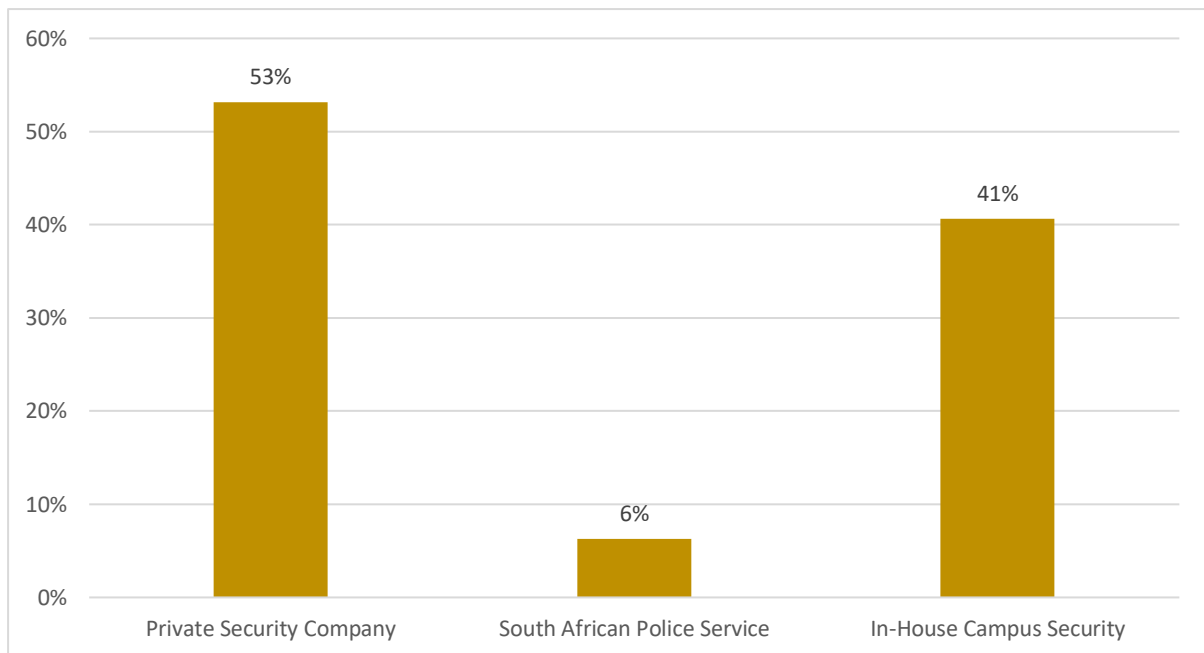


Based on the above data, approximately 34% of the respondents, categorised their institutions as other, which includes private higher education institutions, higher education institutions and language schools. Approximately 20% were Technical and Vocational Education and Training (TVET) institutions, approximately 15% as Further Education and Training (FET) institutions and colleges respectively. Collectively, Universities and Technikons made up approximately 16% the remaining institutions. Therefore, a range of tertiary institutions are represented in the research, that provide different course and training programmes.

3.2.2. Security on Campus

The safety and security of staff and students on campuses is an important part of ensuring quality education is received at the various tertiary institutions. Therefore, the respondents were asked to indicate the responsible authority for safety and security on their campuses as shown in Figure 3-14.

Figure 3-14: Campus security authorities



From the above, approximately 53% of the respondents indicated that private security companies were responsible for safety and security on their campuses. In-house campus security was approximately 41% and the South African Police Service only 6%. This suggests that security is present on the various campuses and mostly provided by private companies or by the institution itself. Most of the respondents representing universities indicated that in-house campus security or private security companies were responsible for the overall security at these institutions.

3.2.3. Private Security Companies

Private security companies provide a range of services including campus security, therefore the respondents that indicated that private security companies were responsible for safety and security, were asked to specify the name of the company. The following security companies were mentioned in the research.

- City Bowl Armed Response
- CPI
- Excellent Security
- Iceberg Security company
- Multi Security
- National Security
- Phangela S.W.A.T
- Prestige
- Servest
- Stallion Security
- Wadeville Secure
- Will to Win Security

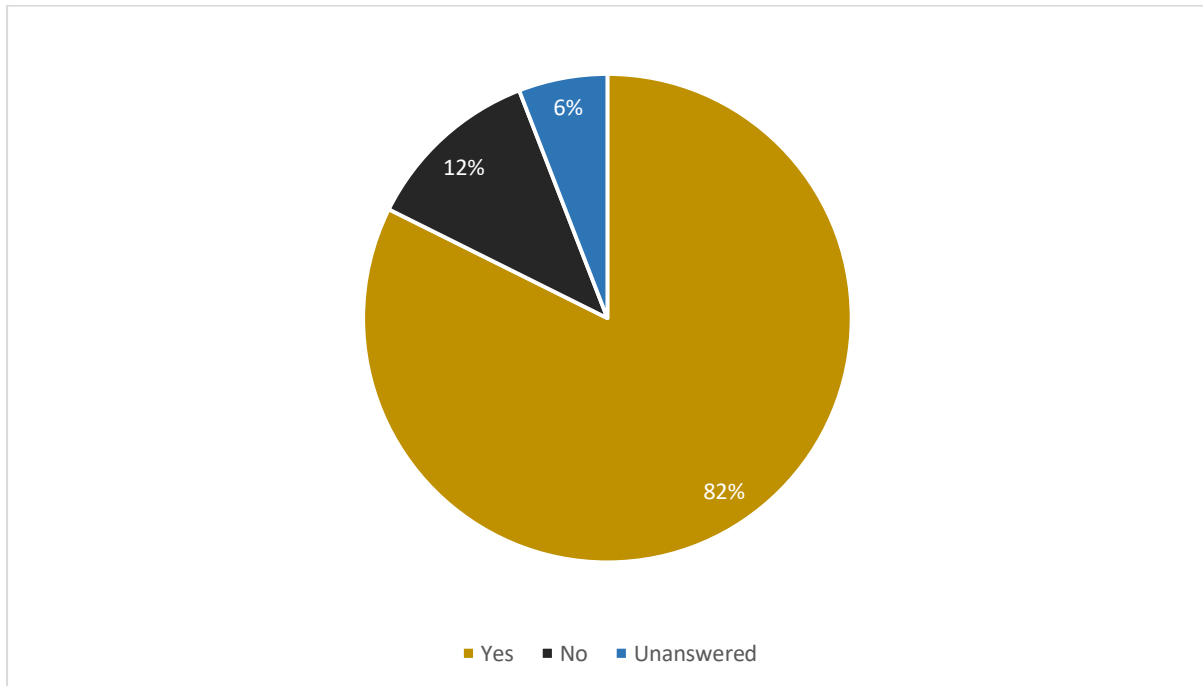
Some respondents also mentioned that multiple private security companies were responsible for safety and security in the different regions and campuses. Security was also mentioned to be organised by landlord or by the shopping centre security in which the campus/ institution was located.



3.2.4. PSiRA Registration

The respondents that indicated that that the private security companies were the responsible authority for safety and security, were also asked to indicate whether the private security company was registered with PSiRA, as shown in Figure 3-15.

Figure 3-15: Private security company PSiRA registration

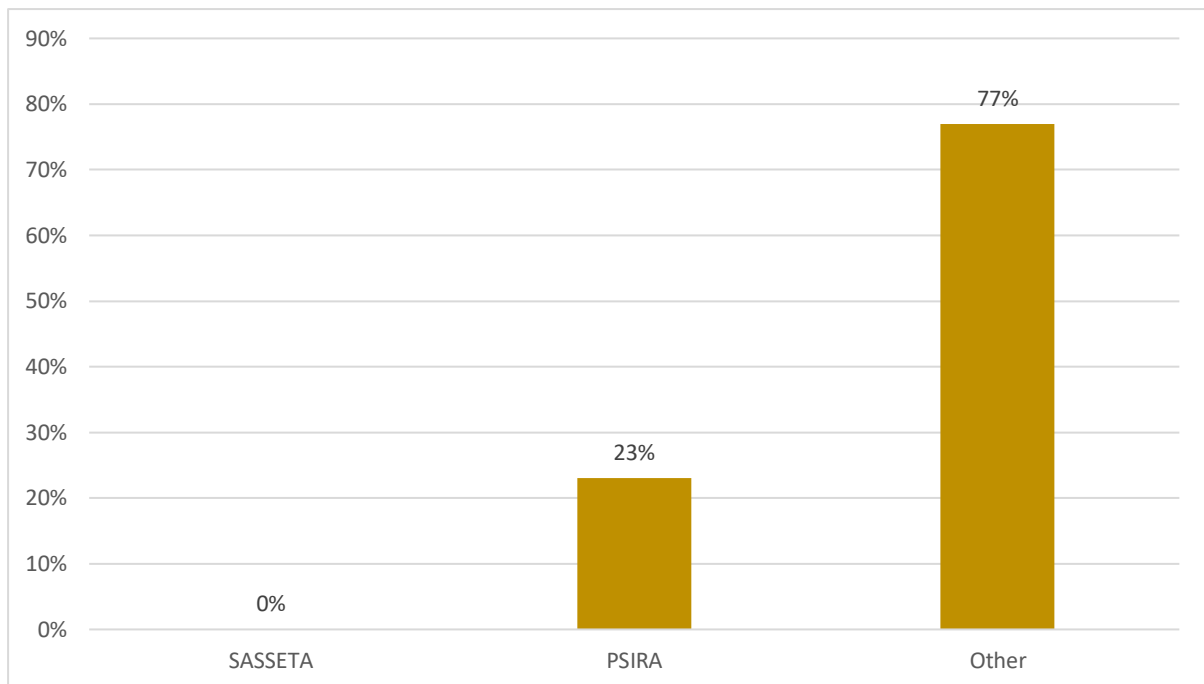


From the above, approximately 82% of the private security companies are registered with PSiRA, as oppose to the 12% who are not registered. This suggests that PSiRA regulations and requirements are being upheld by those companies that are registered. The respondents who indicated that they were not registered, had their security provides by their landlord or the shopping centre their institution was located in.

3.2.5. In-House Security

A number of institutions provide their own campus protection security services. Therefore, the respondents that indicated that in-house security service was responsible for safety and security, were asked to specify where the training module for the security personnel came from. Figure 3-16 shows the training module for in-house security services.

Figure 3-16: In-house security training module



Based on the above, the majority of the respondents (approximately 77%) indicated that the training module for the security personnel came from other authorities. Approximately 23% indicated that the Private Security Industry Regulatory Authority, provided the training module for security personnel at those institution.

Some of the respondents that indicated that private security companies were responsible for safety and security at the institutions, mentioned that the either Skills Development Provider Accreditation Minimum Requirements (SASSET) or PSiRA provided the training module for security personnel.

3.2.6. Security Training

The level of training determines the efficiency of security personnel, and how well they can execute their duties and responsibilities. Therefore, respondents were asked to provide their opinion of whether they considered the security providers at their various campuses were sufficiently trained to protect the students and staff as shown in Figure 3-17.

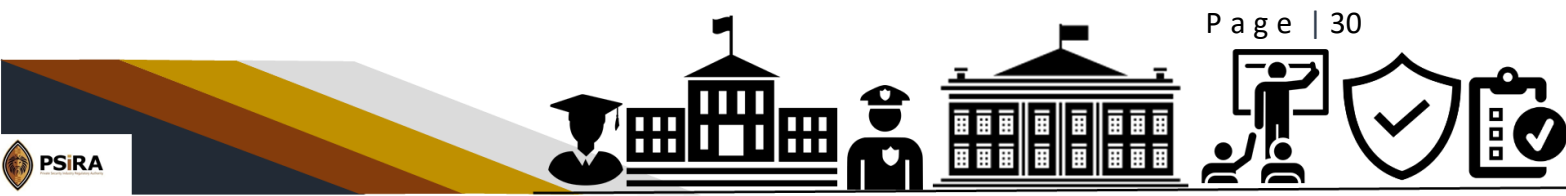


Figure 3-17: Adequacy of security provider training

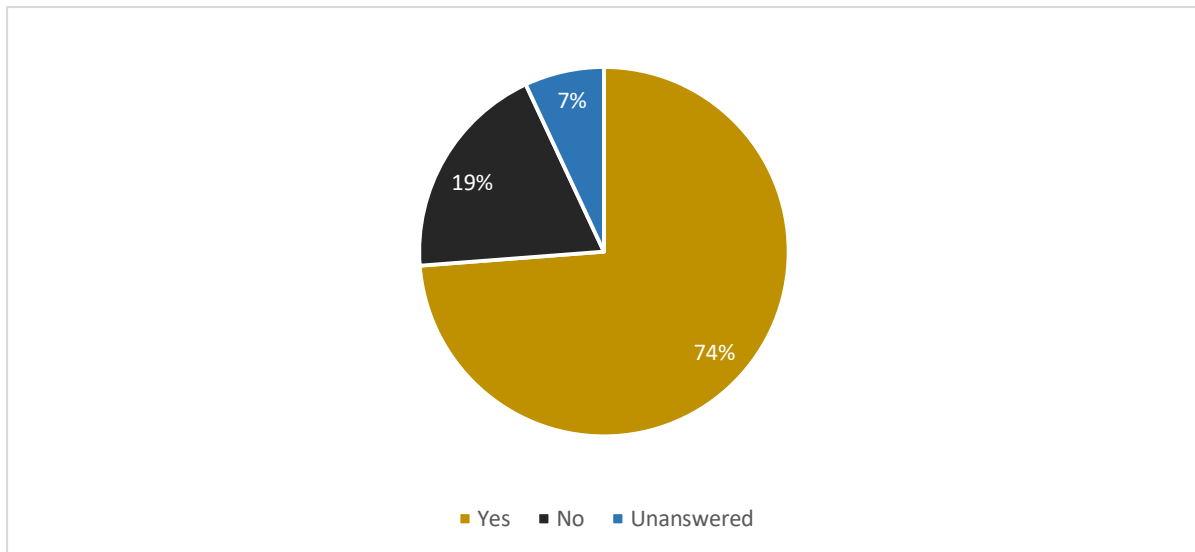
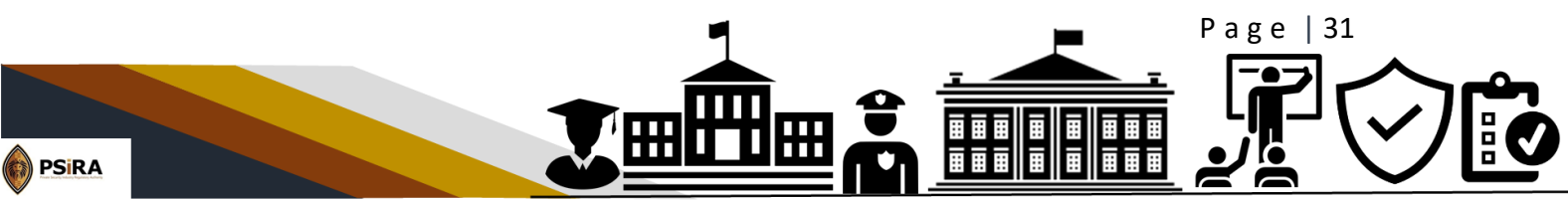
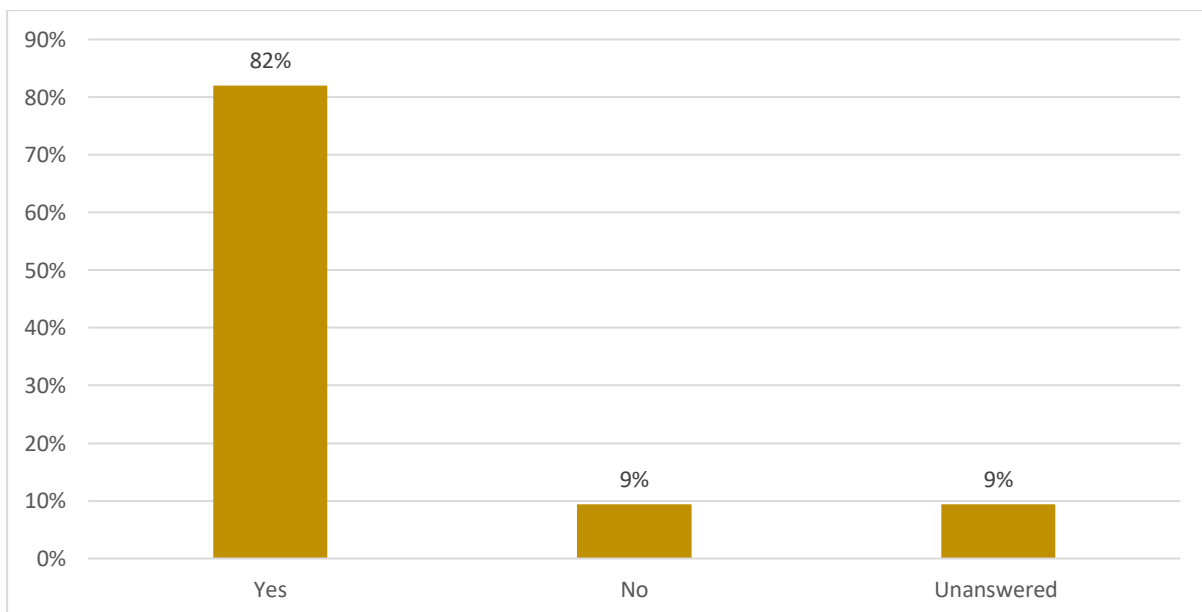


Figure 3-17 indicates that approximately 74% of the respondents considered the security providers at their various campuses to be sufficiently trained to protect both the students and staff at the institutions. While approximately 19% indicated that they did not believe that the security providers were adequately trained, an 7% chose not to answer the question. This suggests that more training may be required for security personnel employed in private security companies and in-house campus security.

3.2.7. Crowd Management Training

Safety and security may include the utilisation of equipment, conflict resolution, crowd management, evacuations, emergency situations and procedures in which security personnel would be required to manage. Therefore, the respondents were asked if they consider private security personnel whether in-house or outsourced should be trained in basic techniques to manage crowds, as shown in Figure 3-18.

Figure 3-18: Requirement for training in basic crowd management techniques



Based on the above, the majority of the respondents (approximately 82%) believe that private security personnel whether in-house or outsourced should be trained in basic techniques to manage crowds. Approximately 9% of the respondents did not consider training in crowd management techniques to be necessary for security personnel and approximately 9% chose not to answer. Overall this suggests that crowd management should form part of security personal training, with regards to tertiary institutions.

3.2.8. Additional Comments

Tertiary institution managers were also asked to provide additional comments with regards to security. These comments and suggestions have been summarised below.

- *Policing on campus*

Some of the respondents indicated that the South African Police Services needs to be more involved in safety and security on the various campuses/ institutions. One of the comments shared by a respondent is noted on the subsequent page.

“SAPS [needs] to be more involved on campuses, they need to actively engage with students in a proactive manner. Sector Policing MUST be implemented on campuses and crime awareness campaigns must be initiated by all role players [including] public police and private security” – University Respondent.

- *Access to institutions*

In order to maintain an institution’s overall safety and security, controlled access and patrolling would be required. Therefore, by regulating or limiting the number of people that have access to an institution, it can reduce potential of dangerous incidences or criminal activity on campuses. One of the comments shared by a respondent is noted below.

“Access to an institution must be limited to staff and registered students only” – Further Education and Training Respondent.

- *Training of security personnel*

Some of the respondents emphasised that security personnel, whether from private security companies or in-house campus security need to receive adequate skills training in order to able to provide this service. One of the respondents also suggested that specialised training in dealing with students be conducted for security personnel employed at various institutions – his comment share is noted below.

“All security officers on campus should be trained to deal with students specifically (special training) [in line with] PSiRA [regulations]” – University Respondent.

3.2.9. Summary

This subsection provides a summary of the findings for tertiary institutions. The following should be highlighted:

- Various type of institutions including Universities and Technikons, TVETS, FET, Colleges and other institutions (including private higher education institutions, higher education institutions and language schools) participated in the research.
- 75% of the tertiary institutions are located in urban areas across the country, whereas approximately 19% are located in rural areas.

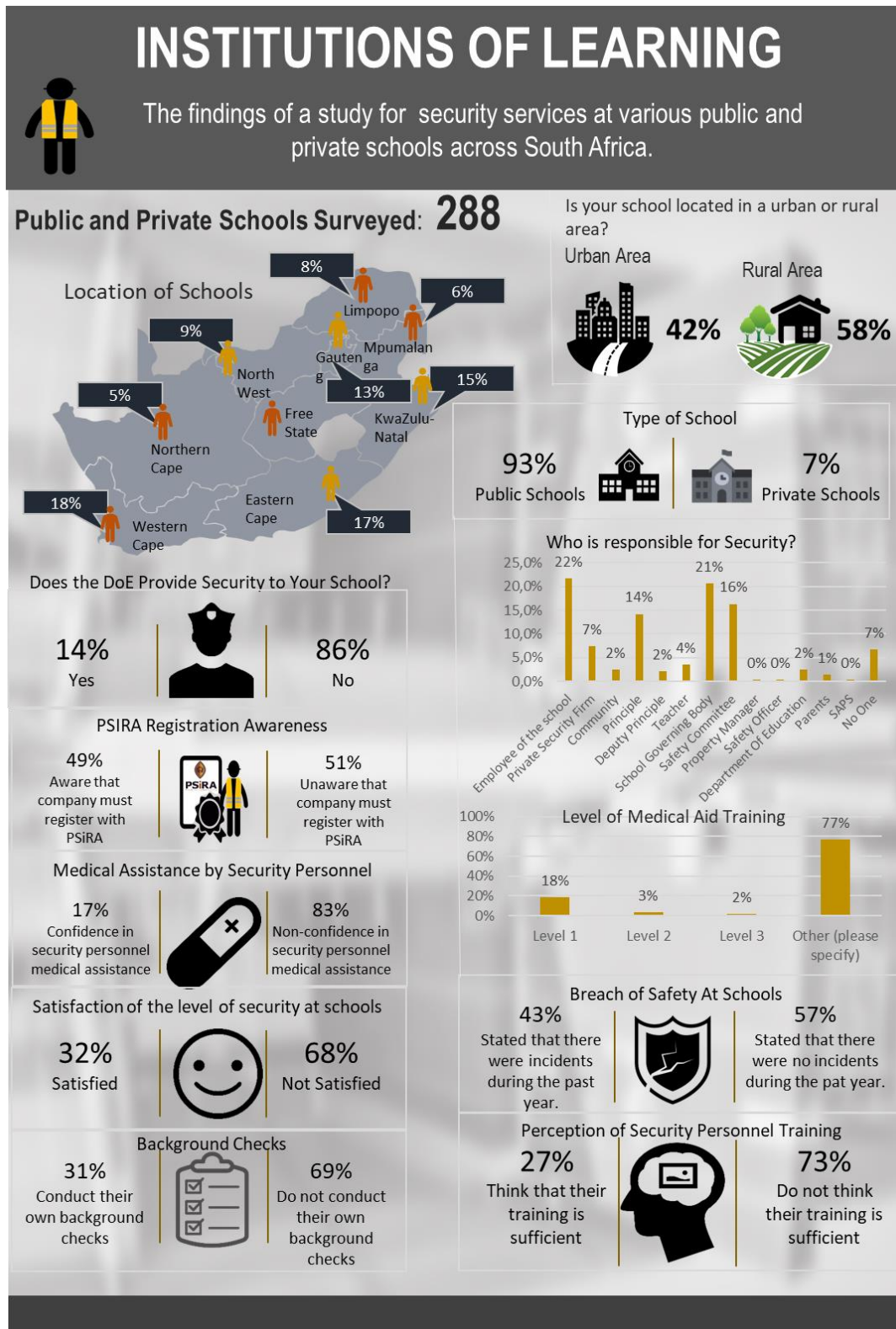


- The responsible authority for safety and security on campuses were approximately 53% of private security companies (53%), in-house campus security (41%) and the South African Police Service (6%).
- 82% of the private security companies are registered with PSiRA, as oppose to the 12% who are not registered.
- 77% of the training module for the security personnel came from other authorities and 23% from PSiRA.
- 74% considered the security providers at their various campuses to be sufficiently trained to protect both the students and staff at the institutions.
- 82% believe that private security personnel whether in-house or outsourced should be trained in basic techniques to manage crowds.

4. Summary

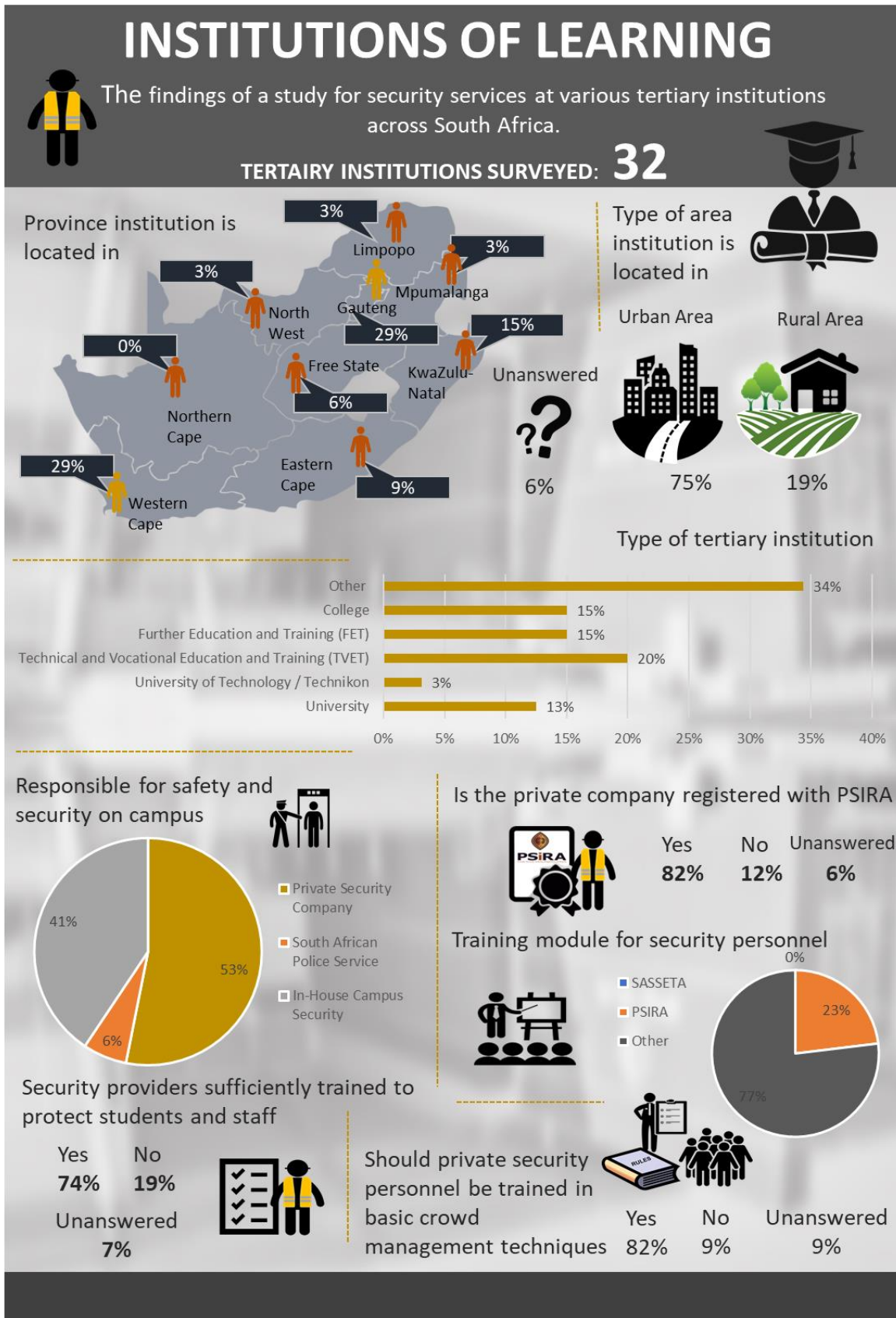
This section provides an infographic summary of the key findings from the institutions of learning survey conducted with public schools, private schools, and tertiary institutions throughout South Africa, which is illustrated in Diagram 4-1.

Diagram 4-1: Summary of Public and Private Schools



An infographic summary of the key findings of the survey from tertiary institutions is illustrated in Diagram 4-2.






Diagram 4-2: Summary of Tertiary Institutions



5. Overall Recommendations

Based on the survey responses and additional comments the following recommendations should be considered in order to help improve the perception and awareness of security services at institutions of learning. Table 5-1 presents the overall recommendations based on the survey findings.

Table 5-1: Overall Survey Recommendations

Recommendation	Description
<p>1. Awareness Campaign</p> 	<p>Crime awareness and campus safety campaigns must be initiated by all role players including the police, private security, and in-house campus security at the various tertiary institutions. These campaigns should inform students and staff of the security authorities, regulations and requirements, crime prevention, crime hot-spots/ security risks, helplines, contact details/ emergency numbers and other safety and security related elements.</p>
<p>2. Integrated approach to safety and security</p> 	<p>Efforts should be made for the South African Police Service to be more involved on campuses, in order to engage more effectively with students and staff. Sector Policing may be implemented on campuses.</p>
<p>3. Training of security personnel</p> 	<p>Regulations should be put in place to ensure that all security officers on the different campuses should be trained to deal with students and staff, and other safety and security issues at the institutions.</p> <p>Early identification of issues in with regard to crowds and dealing with students.</p> <p>First aid training for security personnel that specifically deal with children.</p>
<p>4. Work with Schools and DoE</p> 	<p>Many respondents feel that the Department of Education should provide schools with security personnel. PSiRA should work with schools and the DoE in order to improve the security of schools.</p>
<p>5. Informative and Guideline Material</p> 	<p>Many schools do not know what measures can be taken to improve security and PSiRA should compile informative and guideline material which is easily accessible to help security personnel and committees to make informed decisions and responsible choice over a variety of issues.</p>

5.1 Further Research

From the research findings, it is clear that there are various issues which needs further exploration. Further research is needed on the following aspects:

- Identify why some security personnel do not have first aid training as they will need to be able to respond in a medical emergency.

- Why a large portion of respondents are not content with the level of security guards or patrollers are providing at schools.
- Why a large portion of respondents indicated that they do not think that their security personnel are effectively trained to deal with security breaches at schools.
- Satisfaction of students with security and institutions of learning
- The use of technology at schools and universities and their different approaches to security