

Vuk'uzenzele

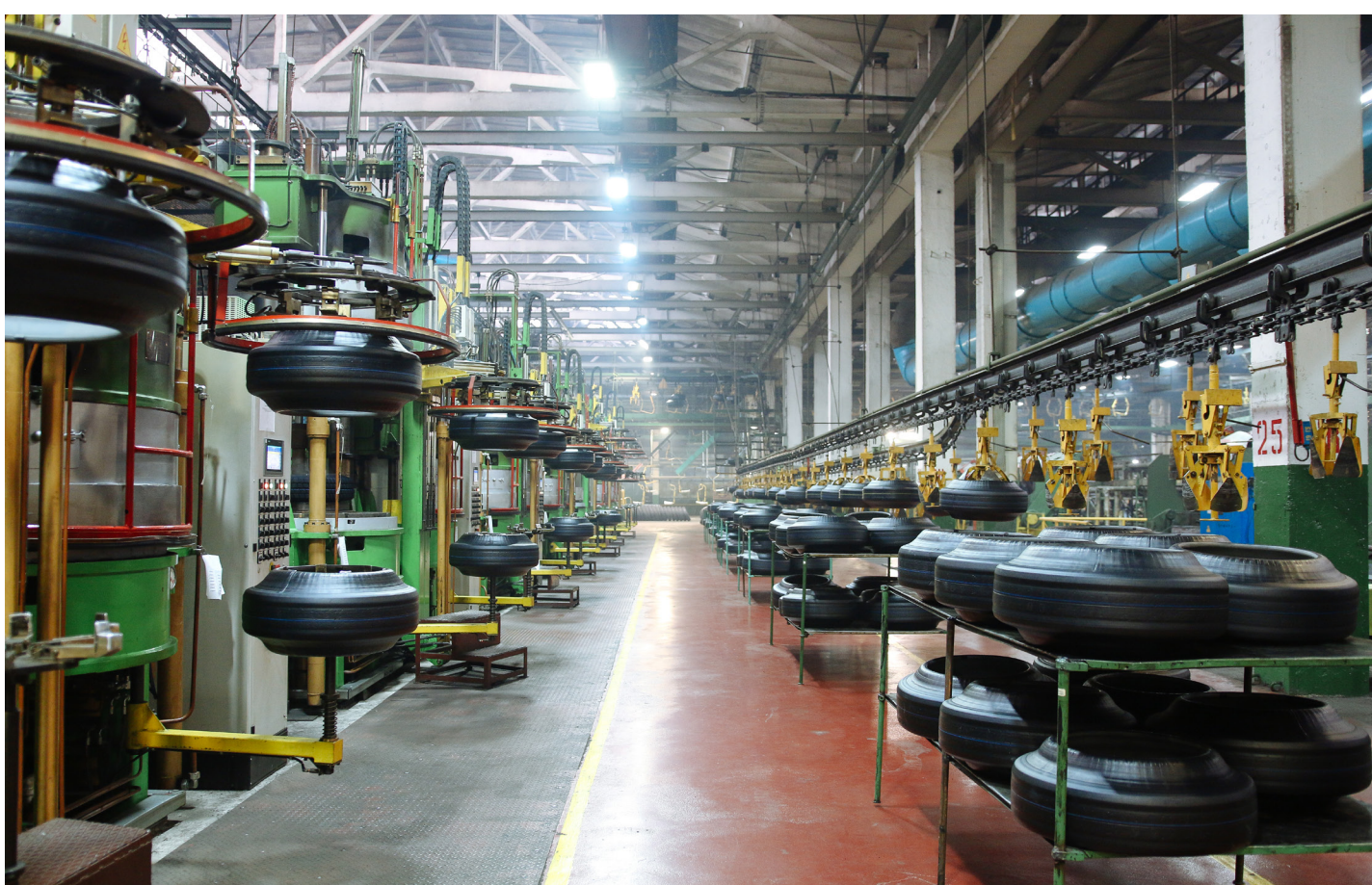


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Tyre factory creates jobs in KZN



■ Sumitomo Rubber South Africa has invested about R970 million in the South African economy.

KWAZULU-NATAL to benefit from foreign investment by a Japanese tyre company.

About 600 jobs have been created in Ladysmith KwaZulu-Natal thanks to a R970 million direct investment by Japanese tyre manufacturing company Sumitomo Rubber South Africa (SRSA).

Sumitomo manufactures the popular Dunlop, Sumitomo and Falken tyre brands. It has taken a step further by recently launching its new, state-of-the-art Truck and Bus Radial (TBR) factory.

Ladysmith mayor Vincent Mayiboyi Madlala said the investment from the Asian company was not just about the people of Ladysmith but will also benefit the province through job creation and growing the economy.

"The factory has created about 600 job opportunities in the municipality of Ladysmith since the inception of the company in our city. With the new expansion it is expected to create a further 400 permanent jobs," said Madlala.

He added that with skills shortage being a challenge in Ladysmith, Sumitomo also took to other areas in the province such as Richards Bay and Escourt providing decent jobs for people in those areas.

"In some cases the company has taken people from our province for training in other countries in our continent where they have a footprint. To us this is boosting skills development for people in our city and province,"

Mayor Madlala added.

Production Trainee Specialist at the SRSA factory, Sifiso Vilakazi is one of the people who has been equipped with skills.

"TBR has changed my life by providing me with skills, knowledge and training in different processes of tyre technology. It has improved my financial position and enabled me to think bigger about my future."

● **Cont. on page 2**



Zulu 'tugs' her way to a career in maritime

Page 5



Help just a call away for victims of violence

Page 11

"The greatest glory in living lies not in never falling, but in rising every time we fall."

Nelson Mandela

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Drawing roads in the sky

A CAREER THAT may not be popular to most young people exposed Chepape to a whole new world.

More Matshediso

Pilots do not just fly aeroplanes all over the sky; they have to use certain routes and follow procedures to ensure that they take-off and land safely.

The only way for pilots to know which route to follow from one airport to another is through services of a Flight Procedure Design Specialist.

This Transport month, *Vuk'uzenzele* spoke to Mpho Chepape (29) who is one of the four Flight Procedure Design Specialists at the Air Traffic Navigation Services (ATNS).

ATNS is a company that renders air traffic control and management solutions for South Africa, as well as 10 per cent of the world's airspace.

Chepape's job is to design routes for use by air traffic controllers and pilots. He said



■ Mpho Chepape is a Flight Procedure Design Specialist. He design routes procedures in the sky to protect flights from crashing into obstacles such as buildings and other structures.

a key priority in his field of work is safety.

"We design route procedures both locally and internationally to protect flights from crashing into obstacles such as buildings and other structures. What I normally

tell people when they ask me about my job is that I draw roads in the sky," he said.

Chepape said safety is number one priority in aviation, so he constantly has to analyse the environment where flights will be taking off and where

they will be landing in order to avoid unfortunate incidents.

Part of his job is to liaise with stakeholders including pilots, airports management, air traffic controllers and the South African Weather Services in order for him to design

efficient flight procedures.

He said his job is exciting yet complex because the environment is not always the same.

"Every day is different, so there is no routine in designing the routes for flights," he said.

He joined the company in 2011 as an air traffic service officer.

"I had no idea that there are Flight Procedure Design Specialists. I only learned about this when I was an Air Traffic Service Officer and then I applied to get the job," he said.

Chepape has undergone an extensive flight procedure design course at the Air Navigation Institute in Switzerland and then received 12 to 18 months on-the-job training.

Chepape adds that high school scholars interested in pursuing a career in flight procedure design should ensure that they do well in Mathematics and Science. ■

Jong ingenieurs kry praktiese padbou-opleiding

DIE SUID-AFRIKAANSE Nasionale Padagentskap (SANRAL) se opleidingsprogram verseker dat jongmense een stap nader daaraan is om hul drome bewaarheid te laat word.

Daar is geen beter klas-kamer vir 'n leerling-ingenieur as 'n growwe en stowwerige bouterrein vol brullende masjinerie en swetende, hardwerkende mans en vroue nie.

Thabiso Dladla en Sumay Maharaj is assistent-residentingenieurs [ARI's] wat touwys gemaak word deur ervare kollegas by die terrein op die N2 tussen Mthunzini en eMpangeni aan die Kwa-Zulu-Natalse Noordkus, waar opgraderings gedoen word.

"Ons het feitlik dieselfde funksies as die ARI's. Ons doen inspeksie, ons werk hoeveelhede uit, ons doen assistentopdragte en terreinopdragte en ons antwoord enige ingenieursvrae wat die kontrakteur ons vra," sê Dladla.



■ Thabiso Dladla word touwys gemaak in die ingenieursektor

Maharaj, wat in August 2016 by die projek begin het en vroeër by SANRAL se Sentrum van Uitmuntendheid in Port Elizabeth sypaadje- en meetkundige ontwerp gedoen het, sê dat

hy reeds baie kernbelangriklesse geleer het sedert hy na die noorde verhuis het.

"Ek het geleer oor die komplekse aard van siviele ingenieurswese en hoe alles bymekaar kom om dinge

te laat werk. Dit is nie net sypaadje-ontwerp nie. Dis ook strukture, dreinerings en meetkunde. Dit gaan basies daarvoor om te leer hoe om alles bymekaar te sit en dit te laat werk," sê hy.

Dladla het omtrent 10 maande nadat hy by SANRAL se opleidingsprogram aangesluit het, by die projek betrokke geraak.

Hy is opgewonde om aan dié uitdagende projek te werk, wat hy as redelik divers beskryf en wat verskeie brêe en deurlate insluit.

"Ek is by die inspeksies betrokke en ek help die kontrakteurs waar hulle duidelikheid oor die tekening vra. Wat die grondwerk betref, doen ons ook inspeksies op die opvulmateriaal en subgraad. Ons het onlangs begin om die teerwerk te doen, so

ons wend die basis wat met Bitumen behandel is aan en ons doen inspeksies van al die werk wat deur die kontrakteur gedoen is," sê hy.

Sumay sê die projekwerk is nie sonder uitdagings nie.

"Ek dink die belangrikste is dat die ontwerpkantoor anders as die bouterrein werk. Daar is soms misverstande ten opsigte van inliting, veral met tekening, onvolledige tekening en sulke soort dinge. Dis hoekom dit kernbelangrik is vir ingenieurspersoneel om op die terrein te wees om al hierdie vrae te beantwoord," sê Sumay. ■

Skakel 012 844 8000
vir meer inligting oor
SANRAL se beurs- en
opleidingsprogramme.

Landelike leerders kry 'n helpende hand

'n **PROGRAM** wat oor drie jaar strek het ten doel om die gehalte van onderrig en leer in landelike gebiede, te verbeter.

More Matshediso

Die Departement van Basiese Onderwys het 'n program geloods wat die meerderheid leerders in landelike gemeenskappe wat opvoedkundig benadeel is, sal bevoordeel.

Die Projek vir Landelike Onderwysassistente (REAP) is 'n program wat oor drie jaar strek en wat van 2018 tot 2021 vir 'n loodsfase in werking gestel sal word. Dit het ten doel om in hierdie tydperk omtrent 188 skole in Suid-Afrika, tot voordeel te strek.

Die departement hoop dat dit sal bydra tot die verbetering van die gehalte van onderrig en leer in die landelike basiese onderwysstelsel.

Die program is tans in twee distrikte in elk van die drie onderpresterende landelike provinsies, geloods. Dit sluit in Alfred Nzo Oos en OR Tambo Kusdistrik in die Oos-Kaap, Ilembe- en UMzinyathidistrik in KwaZulu-Natal en Sekhukhune- en Mopani-distrik in Limpopo.

Die Hoofdirekteur vir Kur-

rikulumimplementering en -versterking by die Departement van Basiese Onderwys, Seliki Tlhabane, sê dat die departement ongeveer 750 jeugdige met matriek gewerf het om Landelike Onderwysassistente by die skole te wees.

"Hulle het basiese opleiding ontvang wat hulle toerus om die take wat aan hulle toegewys is, uit te voer. Hulle sal in die grondslag- en oorgangsfase ontplooi word, wat graad 1 tot 4, insluit," verduidelik hy.

Daar word van die Landelike Onderwysassistente verwag om te help met 'n verskeidenheid aktiwiteite, veral die verbetering van syfervaardigheid, geletterdheid en leesvaardighede.

"Dit is ook 'n manier om die jeug in ekonomiese depressiegebiede deur vaardigheidsontwikkeling en werkervaring, te bemagtig," sê Tlhabane.

Hy sê dat daar van die Landelike Onderwysassistente verwag word om die las van onderwysers by landelike skole te verlig deur te help

met samewerkende kurrikulêre aktiwiteite soos die koördinering van huiswerkklubs, wiskundeclubs, leesklubs, kreatiewe kunstklubs en landbouprojekte.

Ntombikayise Mkhize, die hoof van Ozwathini Laerskool in die Nodwengu-gebied in die Ilembedistrik, hoop dat die program sal help, want die meeste van haar leerders sukkel met lees- en syfervaardigheid.

Ongeveer 387 leerders is hierdie jaar vir graad R tot graad 7 by haar skool ingeskrif.

"Die meeste van ons leerders kom uit huise waar kinders aan die hoof van die huishouding is, terwyl ander deur oumas en oupas versorg word. Hulle het niemand wat hulle met hul huiswerk kan help of hulle aanmoedig om te lees nie en dit beïnvloed hulle prestasie in die klas," verduidelik sy.

"Die ander probleem is dat ons leerders in die grondslagfase al hulle onderrig in IsiZulu ontvang en wanneer hulle na die oorgangsfase beweeg, moet hulle die



Die Projek vir Landelike Onderwysassistente (REAP) is geloods om die gehalte van leer en onderrig in Suid-Afrika se landelike onderwysstelsel te verbeter.

meerderheid van hul vakke in Engels doen, so dit word 'n enorme uitdaging vir hulle om aan te pas."

Ons sal, tydens die loodsfase, die impak en sukses van die REAP-program meet, deur die program te kontroleer en te evalueer. Ons het ook ses werklose gegradueerdes as projekkoördineerders in diens geneem. Hulle sal in elk van deelnemende distrikte verteenwoordig word. Die projekkoördineerders sal

ons ook help om die projek te kontroleer en te evalueer.

Ons het twee jaar gelede die heel eerste landelike onderwys-tafelrondekonferensie op die gebied van basiese onderwys belê. By hierdie konferensie het verskeie studies aangedui dat, bo en behalwe ander uitdagings wat baie landelike skole in die gesig staar, daar kritieke vakante onderwysposte is, veral in Wiskunde en Natuurkunde-vakke. ▮

An improved Funza Lushaka online system

THE BURSARY is awarded on merit and on condition of exceptional performance.

You might have experienced technical glitches when applying for the Funza Lushaka Bursary but thanks to a new and improved online system this will be a thing of the past.

The Department of Basic Education under the guidance of the State Information Technology Agency or SITA has undergone a process to migrate the Funza Lushaka Online Registration System to a more fluid and effective online system.

"We are excited about the modernised system, we have experienced many challenges in fully achieving on the



high ambitions we have for the administration of the bursary programme," said Funza Lushaka Bursary

Programme Director Gerrit Coetzee.

He added that in moving into a new era he was

confident that the system will allow for an improved management of the Bursary Programme.

The Funza Lushaka bursary programme is a multi-year programme that promotes the recruitment of people to study teaching with the ultimate goal of encouraging teaching in public schools as a profession among people under the age of 30.

The Modernised system will allow for more seamless registration of candidates on the front end while allowing for improved selection, monitoring and placement of candidates and beneficiaries while further strengthening

identification of defaulting bursars and reinforcing the monitoring of the NSFAS distribution process.

As a key lever towards improving the overall quality of teaching, the bursaries are made available to enable eligible students to complete a teaching qualification in an area of national priority.

Recipients of these bursaries are required to teach at a public school for the same number of years that they received the bursary.

Current and prospective candidates are encouraged to visit the Funza Lushaka website to apply for the 2019 Funza Lushaka intake. ▮