

UNION MINE – SOCIAL AND LABOUR PLAN



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ABBREVIATIONS:

AET	Adult Basic Education and Training
ADC	Siyanda Bakgatla Platinum Mine Development Centre
BBSEE	Broad-Based Socio-economic Empowerment
BEE	Black Economic Empowerment
CED	Community Engagement and Development
CSI	Corporate Social Investment
DMR	Department of Mineral Resources
DoA	Department of Agriculture
DoE	Department of Education
DoH	Department of Health
DSD	Department of Social Development
HBSS	Housing Bond Subsidy Scheme
HDP	Historically Disadvantaged Person
HDSA	Historically Disadvantaged South African
HRD	Human Resources Development
IDC	Individual Development Charter
IDP	Integrated Development Plan
IPA	Individual Performance Agreement
LED	Local Economic Development
LIBSA	Limpopo Business Support Agency
MDGs	Millennium Development Goals
MPRDA	Mineral and Petroleum Resources Development Act
MQA	Mining Qualifications Authority
NGO	Non-governmental Organisation
NPI	National Productivity Institute
NQF	National Qualifications Framework
PGMs	Platinum Group Metals
SADC	Southern African Development Community
SED	Socio-economic Development
SEDA	Small Entrepreneurial Development Agency

SMME SLP	Small, Micro and Medium Enterprise Social and Labour Plan
TLM	Thabazimbi Local Municipality
UIF	Unemployment Insurance Fund
WSP	Workplace Skills Plan

DEFINITIONS:

Black women	African, Indian and Coloured women.
Broad-Based Socioeconomic Empowerment (BBSEE)	<p>A social or economic strategy, plan, principle, approach or act, which is aimed at:</p> <p>Redressing the results of past or present discrimination based on race, gender or disability of historically disadvantaged persons in the minerals and petroleum industry, related industries and in the value chain of such industries; and</p> <p>Transforming such industries so as to assist in, provide for, initiate, facilitate or benefit from:</p> <p>Ownership participation in existing or future mining, prospecting, exploration and beneficiation operations;</p> <p>Participation in or control of management of such operations;</p> <p>Development of management, scientific, engineering or other skills of HDSAs; Involvement or participation in the procurement chains of operations; and Integrated socio-economic development of host communities, major labour-sending areas and areas that (due to unintended consequences of mining) are becoming ghost towns, by mobilising all stakeholder resources.</p>
Community	A coherent, social group of persons with interests or rights in a particular area of land which the members have or exercise communally in terms of agreement, custom or law.

Employee	<p>An employee is defined as any full-time person who directly works for the owner of a reconnaissance permission/permit, prospecting right, mining right, mining permit, technical cooperation permit, exploration right and production right, and who is entitled to receive any direct remuneration from the holder of any of the abovementioned rights, including any person working for an independent contractor.</p>
Historically Disadvantaged Person (HDP)	<p>Any person, category of person or community, disadvantaged by unfair discrimination before the Constitution of the Republic of South Africa, 1993 (Act No. 200 of 1993) took effect; Any association, a majority of whose members are persons contemplated in Paragraph (a); and Any juristic person other than an association, in which persons contemplated in Paragraph (a) own and control a majority of the issued capital or members' interest and are able to control a majority of the members votes.</p>
Historically Disadvantaged South African (HDSA)	<p>Any person, category of persons or community, disadvantaged by unfair discrimination before the Constitution of the Republic of South Africa, 1993 (Act No. 200 of 1993) came into operation. In this plan, HDSA refers to Black, Coloured, Indian males and all females (incl. white females).</p>
Integrated Development Plan (IDP)	<p>A plan aimed at the integrated development and management of a municipal area as contemplated in the Municipal Structures Act (Act No. 117 of 1998); and For the purposes of this SLP, IDP is taken to mean the IDP for all those municipalities falling within the determined mine community from which more than 10% (the significance factor) of the mine's labour is sourced.</p>

Labour-sending areas	Municipalities from which current employees have been recruited.
Local labour	Those employees recruited locally from within the mine community.

Major labour sending area (see also Labour-sending areas)	<p>In the context of the mine community, a major labour-sending area is a municipality from which more than 10% of the mine's workforce is sourced; and In the context of rural areas outside the mine community, a major labour-sending area is a municipality from which more than 5% of the mine's workforce is sourced. Special consideration is given to the municipalities hosting such communities because of: The scattered nature of rural labour sending areas and the need to focus the effort of the mine's rural development strategy and its programmes; The need to work within the framework of the Integrated Development Plans (IDPs) of these communities in order to leverage the mine's efforts; and The need to ensure that those communities directly affected by the mine's prospective closure are equipped to meet that eventuality.</p>
Management	All employees within the Paterson C, D, E, and F Bands.

<p>Migrant labour</p>	<p>Migrant labour refers to workers who originate from the rural labour-sending areas, who live in hostels or other mine-provided accommodation, and who have no formal local dependants.</p> <p>Three types of migrant labour are referred to in this SLP: Provincial migrant workers are those who come from areas within the mine's host province but outside the mine community; South African migrant workers are those who come from other South African provinces; and Foreign migrant workers are those who come from neighbouring Southern African Development Community (SADC) states. It is these workers that are referred to as migrant workers in the Mineral and Petroleum Resources Development Act.</p>
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<p>Mine community</p>	<p>The mine community is defined as those towns, villages and settlements that fall within the surrounding area of the mine.</p> <p>As far as the SLP is concerned, only the municipality or municipalities within the mine community from which the mine sources 10% or more of its labour are regarded as major labour sending areas. Special consideration is given to these municipalities because of the requirements for planning and implementation of Integrated Development Plans (IDPs).</p> <p>Mine community issues that are directly and indirectly required by the regulations to be addressed in this SLP: Existing and expected patterns of human settlements and villages within this community; Patterns of labour sourcing for the mine; Common commuting habits to and from the mine on a daily or weekly basis for the purpose of work; Spending patterns of the mine's employees; The use of social amenities, recreational facilities and infrastructure; Commercial and industrial linkages; Provincial and municipal boundaries; Existing and proposed functional boundaries, including magisterial districts; Existing and expected land use, transport modes and routes; The need for coordinated social development programmes and services including the need for housing, nutrition and healthcare; and The need to rationalise the delivery of sustainable services and other socio-economic programmes as committed to in this SLP, particularly with respect to pragmatic delivery, financial viability and the mine's administrative capacity.</p>
<p>Municipality</p>	<p>A local municipality that shares municipal executive and legislative authority in its area with a district municipality within whose area it falls and which is described in Section 155 (1) of the Constitution as a Category B municipality.</p>

Rural labour-sending area (also see Major labour-sending areas)	A rural labour-sending area is a municipality outside the mine community from which the mine sources its labour. It is almost always located in what is traditionally regarded as a rural area such as the Eastern Cape Province. The following rural labour sending issues are required by the Mineral and Petroleum Resources Development Act (MPRDA) regulations to be addressed in this SLP: Patterns of labour sourcing for the mine; Areas of traditional rural communities; Existing and proposed functional boundaries, including magisterial districts; Wage remittances to such areas; Existing and expected land use, transport modes and routes; The need for coordinated social development programmes and services, including the need for housing, nutrition and healthcare; and The need to rationalise the delivery of sustainable services and other socio-economic programmes as committed to in this SLP, particularly with respect to pragmatic delivery, financial viability and the mine's administrative capacity.
SLP	SLP means this Social and Labour Plan
Total discretionary spend	Total discretionary spend means that portion of mine capital and working cost component which comprises expenditure over which the mine management has discretion. The working cost component is made up of the mine's total ongoing operating expenditure less that money paid to: Government; Central government departments; Parastatal companies; Provincial government; and Municipalities and other local authorities. Imported proprietary technology; Key raw materials; and Intercompany transfers.
Total procurement spend	Expenditure on capital goods, consumables and services. This includes both discretionary and non-discretionary expenditure.

Transitional workers	Those workers who originate from rural labour-sending areas (such as the Eastern Cape Province), who have established local, urban (second) families but support other (first) families in the rural areas.
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EXECUTIVE SUMMARY

Union Mine is owned by Siyanda Bakgatla Platinum Mine Ltd (a wholly owned subsidiary of Siyanda Bakgatla Platinum Mine Ltd [Siyanda Bakgatla Platinum Mine]) is the holder of two old order mining rights as defined in Item 7 Schedule II of the MPRDA (Numbers 12/2002 and 83/2003). Although there are two old order mining rights these two areas are adjacent to each other and so inextricably linked that Union Mine is operated as one mining operation (entity) sharing infrastructure, employees etc. This Social and Labour Plan supports and covers both old order mining right areas.

Siyanda Bakgatla Platinum Mine has concluded an empowerment transaction with the Bakgatla-Ba-Kgafela community to acquire a 30 percent interest in Union Mine.

The Bakgatla community has borrowed R420-million from Rand Merchant Bank to purchase its 15 percent stake. The community has also agreed to convert its royalty entitlement into equity. Siyanda Bakgatla Platinum Mine and the Bakgatla have also established an exploration joint venture to further develop the Magazynskraal property. The Bakgatla's initial stake in the exploration joint venture will be 26% which can be increased to 80% through funding a feasibility study. At Rooderand, Siyanda Bakgatla Platinum Mine has ceded a 55 percent interest in the prospecting rights to the Bakgatla community. Siyanda Bakgatla Platinum Mine has made a R45 million loan to the Bakgatla, part of which has been used to repay land debt and the balance will be used to fund community projects.

The Bakgatla community comprises some 350 000 resident in the greater Pilansberg area and members make up approximately 47% of Union Mine's workforce. The deal represents a sustainable transaction with a truly broad-based and strategically-placed empowerment partner that is integral to the company's mining operations in the region.

The objectives of this Broad-Based Socio-Economic Empowerment transaction and the principles of the Union Mine Social and Labour Plan underline Siyanda Bakgatla Platinum Mine commitment to transforming the mining industry by providing ownership and participation in existing and future mining activities. Although Union Mine management will accept responsibility for the day to day management of the Union Mine, both the Bakgatla and mine management will be represented at Exco where issues of a strategic nature will be concluded. The Social and Labour Plan specifically makes provisions for the development of management, scientific, engineering and a variety of other skills of the historically disadvantaged members of the community through Learnerships, ABET training, portable skills and bursaries. Mentoring will also be provided to empowerment groups such as the Bakgatla to ensure the sufficient transfer of knowledge especially at Exco level.

Siyanda Bakgatla Platinum Mine Social and Labour Plans have been compiled for each business unit (mine) as a commitment by the Company to assist in addressing the social and economic impacts that its operations have on the surrounding communities, as well as on rural communities from which migrant labour tends to be drawn. These plans recognize that minerals are non-renewable and focus on managing the impacts of eventual downscaling and closure as part of strategic business planning.

At an environmental and social level, Siyanda Bakgatla Platinum Mine operations conform to three different Safety, Health, Environment, and Quality (SHEQ) standards: ISO9001, ISO14001, and OHSAS18001. It is also legally compliant with all applicable labour and environmental legislation. In addition, the Company (the Siyanda Bakgatla Platinum Mine Company of companies) meets the standards set in corporate governance recommendations proposed by Turnbull and the King 3 Report.

SECTION 1 - PREAMBLE AND BACKGROUND INFORMATION OF THE MINE (REGULATION 46 (a))

1. COMPANY DETAILS:

1.1 Location of the Mine

Union Mine is operating platinum mine situated on the border of the Limpopo and North West provinces, approximately 16km west of Northam and 50km south of Thabazimbi. The mine is located on the north-western limb of the Bushveld Complex. Access roads are tarred and the Kilkenny siding connects the mine to the Lephalale-Rustenburg railway line.

1.1 Name of the company/ applicant	Siyanda Bakgatla Platinum Mine Ltd.
1.2 Name of mine/ production operation	Union Mine
1.3 Physical address	Union Mine, Swartklip, 0370
1.4 Postal address	Mine Office, Private Bag X351, Swartklip, 0370
1.5 Telephone number	(014) 786 1319
1.6 Fax number	(014) 786 0467
1.7 Location of mine or production operation	Straddles two local municipalities – Thabazimbi Local Municipality and Moses Kotane Local Municipality
1.8 Commodity	Platinum, palladium, rhodium, iridium, ruthenium, gold, chrome, silver, cobalt, nickel and copper
1.9 Life of mine	30 + Years
1.10 Financial year	February - March
1.11 Reporting year	2016 - 2020
1.12 Responsible person	M. Molefi (Acting GM)
1.13 Geographic origin of employees (mine community and labour-sending areas).	
a) Mine Community	b) Labour-Sending Area
Province	

Limpopo and North West

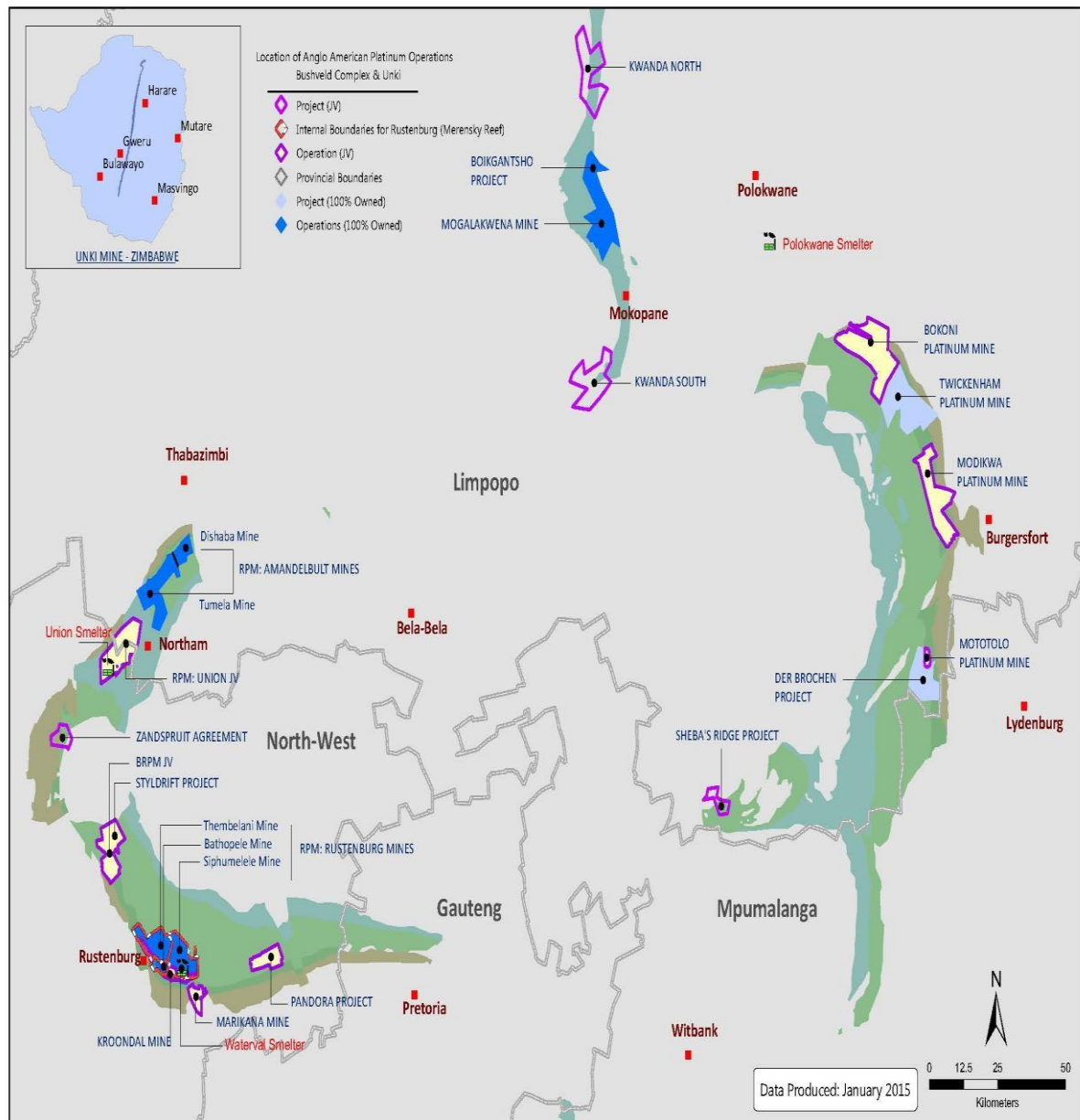
District Municipality

Waterberg / Bojanala

Local Municipality

Moses Kotane & Thabazimbi

The figure below shows the map in terms of where Union Section is located.



1.2 Ownership

Union mine is a single operation, which in turn is a wholly owned subsidiary of Siyanda Bakgatla Platinum Mine Corporation Limited.

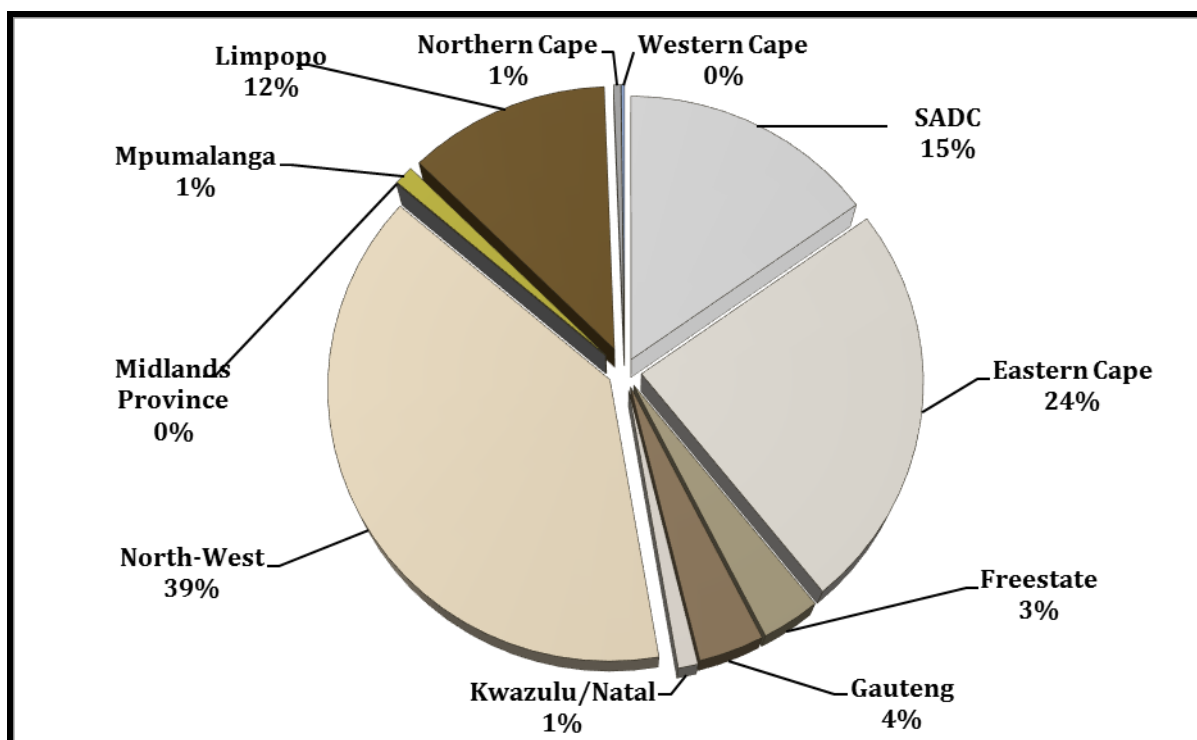
Areas where the Mine procures it's labour from

Provinces from which over 1% of employees originate	Number of employees	% of total workforce
North-West	2656	39%
Eastern Cape	1641	24%
Limpopo	816	12%
Mozambique	674	9.9%
Lesotho	276	4%
Gauteng	249	3.7%
Free state	224	3.3%
Mpumalanga	78	1.1%
Kwa-Zulu /Natal	75	1.1%

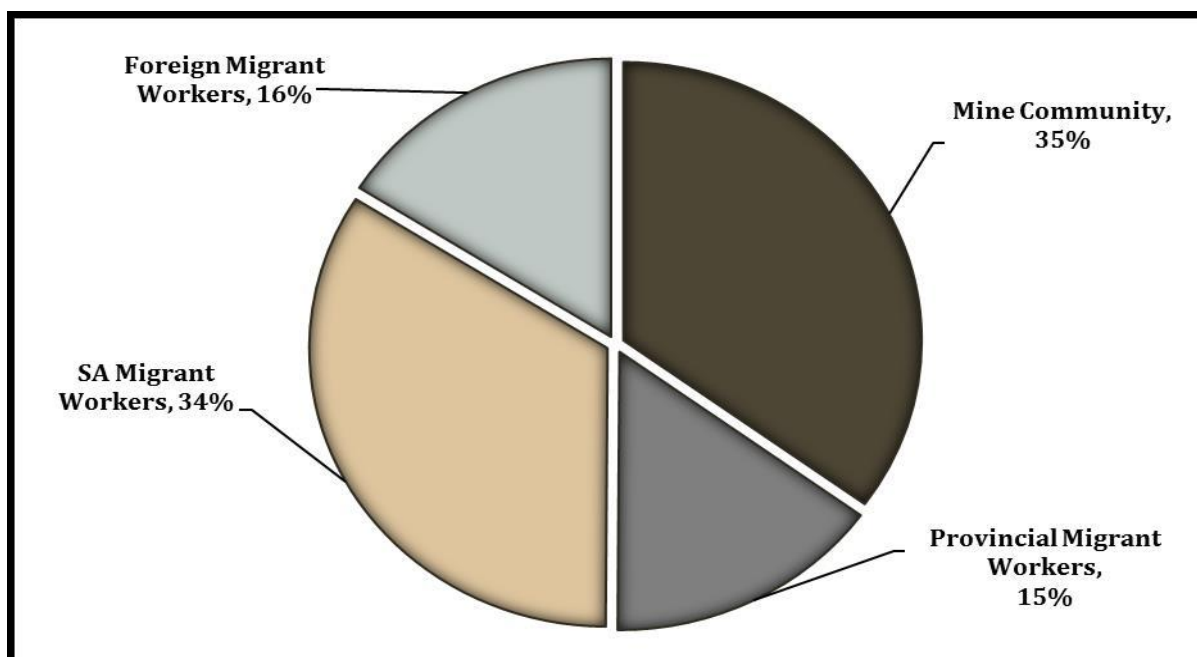
1.3 Mine Community

The mine community is defined as those towns, villages and settlements that fall within the municipality where the mine operates.

Provincial Sources of Union Mine Labour



Sources of Union Mine Labour



SECTION 2 - HUMAN RESOURCES DEVELOPMENT PROGRAMME

(REGULATION 46 (b))

2. HRD Executive Summary

This SLP for Siyanda Bakgatla Platinum Mine Ltd, referred to as Union Mine, is the second submission following after the one covering 2010-2015 which was approved in July 2010.

This SLP covers the following production areas and plant:

- Richard Shaft;
- Spud Shaft; □ Central Services; and □ Union Concentrator.

The SLP has been compiled as a commitment to contributing towards the advancement of the socio-economic welfare of South Africans with special focus on the social and economic impact that the operation has on the surrounding communities, as well as rural communities from which migrant labour tends to be drawn. This plan recognises that minerals are non-renewable, hence the SLP also focuses on managing the impacts of eventual downscaling and closure as part of strategic business planning. The SLP further makes provision for the development of historically disadvantaged employees as well as equipping members of the

surrounding communities through different training interventions. This plan has been developed in terms of MPRDA Regulation 46 (a-f).

Under normal circumstances, this SLP should be making reference to the Mining Charter applicable at the time. The 2015-2019 Mining Charter has not yet been developed and such, in this SLP; we seek to improve on the targets which were set in the previous SLP. Should a new Mining Charter be developed, this SLP will be duly amended to comply with the new targets. In alignment with the spirit of the Mining Charter and the previous SLP, this SLP will cover Human Resources Development, Employment Equity, Procurement, Housing, Local Economic Development, Management of Downscaling and Retrenchments.

Human Resource Development Programme (HRD) (Regulation 46 (b))

The HRD strategy takes cognisance of the demand and supply of skills in the mining industry with specific reference to scarce and critical skills. The development of HDSA leadership, including creating an ongoing pipeline of HDSA leadership, is a key strategic focus area.

HRD is managed across all levels of employment and is also considered a critical component of achieving the mine's employment equity targets. Consequently, the mine's HRD plans are continuously aligned with the Workplace Skills Plans (WSP) and integrated into the long term business plan to cover the organisation's short-term, medium-term and long-term human capital development requirements.

The mine is committed to ensuring that its workers, inclusive of contractor employees, are given the opportunity to acquire skills and competencies in order to achieve both individual and organisational goals in the context of the mine's operational and local economic development objectives.

The mine's HRD plans are aligned to the mine's business plan. The development of future HDSA leadership is key and strategic to the survival of the mine.

2.1 Compliance with Skills Development Legislation

Union Mine complies with the Skills Development Act and Skills Development Levies Act.

Name of SETA	Mining Qualifications Authority
Registration number with the relevant SETA	L690713724
Has your company appointed a Skills Development Facilitator? If yes, provide name	Gavin Brink
To which institution have you submitted your workplace skills plan?	Mining Qualifications Authority (MQA)
Proof of submission of Workplace Skills Plan	Attached Annexure A

The Skills Development Plan outlines how employees will be offered the opportunity to: a)
Become functionally literate and numerate;

- b) Participate in learnerships;
- c) Participate in skills programmes;
- d) Acquire portable skills; and
- e) Participate in various other training initiatives.

The plan includes a range of initiatives from the 'Breakthrough to Literacy' programme through to post-graduate education. These programmes will be consistent with the requirements of the National Qualifications Framework (NQF) and the Mining Qualifications Authority (MQA). The purpose of the Skills Development Plan is to assess and formally record the current levels of skills and educational levels of all employees and to use this as a base for future skills development plans. These plans address the current skills and competency gaps at the mine and also have a special focus on the training needs of HDSAs, various development of individuals and mentoring programmes.

Skills development at Siyanda Bakgatla Platinum Mine takes place at various Company-wide training centres such as the Siyanda Bakgatla Platinum Mine Development Centre (ADC) in Rustenburg and Engineering Skills Training Centre (ESTC) in Randfontein, as well as at each of the specific operations. All training centres employ development practitioners and training staff, and each of the centres has both ISO certification and MQA accreditation ensuring that the training provided meets national requirements.

The Skills Development Plan complies with the skills development legislation and includes annual submission of the Workplace Skills Plan (WSP) and Annual Training Report (ATR). This includes the paying and claiming of levies and grants with the relevant Sector Education and Training Authority (SETA) with which the operation is registered, i.e. the Mining Qualifications Authority (MQA).

The attraction, retention and development of high-quality professional staff to manage and lead are a key element of the mining operation's long-term success. The ongoing shortage of certain critical skills in the mining industry in South Africa, combined with the mine's need for this, has highlighted the importance of proper people development.

The figure (Form Q) below provides an indication of the number and educational levels of both the Union Mine employees and contractor employees.

Number and Education Level of All Union Mine Employees as per Form Q, Regulation 46 (b) (i)

Band	NQF Level	Planned as per Envisaged Organogram	Male				Female				Total	
			African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female
General Education and Training (GET)	1	No Schooling	307	1	1	1	5	0	0	1	316	6
		Grade 0 / Pre	2	0	0	0	0	0	0	0	2	0
		Grade 1 / Sub A	168	0	0	0	2	0	0	0	170	2
		Grade 2 / Sub B	11	0	0	0	0	0	0	0	11	0
		Grade 3 / Std 1 / AET 1	97	0	0	0	2	0	0	0	99	2
		Grade 4 / Std 2	112	0	0	0	0	0	0	0	112	0
		Grade 5 / Std 3 / AET 2	143	0	0	0	1	0	0	0	144	1
		Grade 6 / Std 4	209	0	0	0	1	0	0	0	210	1
		Grade 7 / Std 5 / AET 3	285	0	0	1	2	0	0	0	288	2
		Grade 8 / Std 6	321	0	0	1	2	0	0	0	324	2
Further Education and Training (FET)	2, 3, 4	Grade 9 / Std 7 / NQF L 1	380	0	0	0	4	0	0	0	384	4
		Grade 10 / Std 8 / N1	571	0	0	9	62	0	0	1	643	63
		Grade 11 / Std 9 / N2	702	1	0	44	143	0	0	0	890	143
Higher Education and Training (HET)	5, 6, 7, 8	Grade 12 / Std 10 / N3	1363	4	0	89	392	1	0	31	1880	424
		Higher Certificates and Advanced	63	3	0	31	27	0	0	7	131	34
		Diploma and Advanced Certificates	20	1	0	7	16	0	0	0	44	16
		Bachelor's Degree and Advanced Diplomas	11	0	0	3	3	0	0	3	20	6
		Honours Degree, Postgraduate Diploma and Professional Qualifications	4	0	0	3	3	0	0	0	10	3



	9	Master's Degree	0	1	0	1	0	0	0	0	2	0
	10	Doctoral Degree	0	0	0	0	0	0	0	0	0	0
		Total	4769	11	1	190	665	1	0	43	4971	709

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Number and Education Level of All Union Mine Contractor Employees as per Form Q, Regulation 46 (b) (i)

Band	NQF Level	Planned as per Envisaged Organogram	Male				Female				Total	
			African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female
General Education and Training (GET)	1	No Schooling	0	0	0	3	0	0	0	0	3	0
		Grade 0 / Pre	1	0	0	0	0	0	0	0	1	0
		Grade 1 / Sub A	84	0	0	1	9	0	0	1	85	10
		Grade 2 / Sub B	1	0	0	0	0	0	0	0	1	0
		Grade 3 / Std 1 / AET 1	16	0	0	0	4	0	0	0	16	4
		Grade 4 / Std 2	10	0	0	0	0	0	0	0	10	0
		Grade 5 / Std 3 / AET 2	13	0	0	0	1	0	0	0	13	1
		Grade 6 / Std 4	25	0	0	0	1	0	0	0	25	1
		Grade 7 / Std 5 / AET 3	34	0	0	0	4	0	0	0	34	4
		Grade 8 / Std 6	22	0	0	0	6	0	0	0	22	6
		Grade 9 / Std 7 / NQF L1	34	0	0	1	3	0	0	0	35	3
Further Education and Training (FET)	2	Grade 10 / Std 8 / N1	36	0	0	8	20	0	0	1	44	21
	3	Grade 11 / Std 9 / N2	31	0	0	2	18	0	0	0	33	18
	4	Grade 12 / Std 10 / N3	34	0	0	5	22	0	0	2	39	24



Higher Education and Training (HET)	5	Higher Certificates and Advanced	32	1	0	33	3	0	0	0	66	3
	6	Diploma and Advanced Certificates	1	0	0	4	0	0	0	1	5	1
	7	Bachelor's Degree and Advanced Diplomas	0	0	0	0	0	0	0	0	0	0
	8	Honours Degree, Postgraduate Diploma and Professional Qualifications	0	0	0	0	0	0	0	0	0	0
	9	Master's Degree	0	0	0	0	0	0	0	0	0	0
	10	Doctoral Degree	0	0	0	0	0	0	0	0	0	0
		Total	374	1	0	57	91	0	0	5	432	96

2.2 Illiteracy Level and AET Needs

Literacy is a key component for all employees in enabling them to have the opportunity to acquire skills and knowledge. With the current high levels of illiteracy, employees and contractors are afforded opportunities to participate in AET to increase their level of literacy.

The number of employees that do not have AET 3 qualifications inclusive of contractor employees amounts to 1035.

The table below summarises the literacy and numeracy status of the permanent and contractor workforce as at the end of 31 March 2016

AET Level	Permanent Employees	Contractor Employees	Total Need
No Schooling	322	100	422
AET 1	286	30	316
AET 2	257	40	297
AET 3	501	66	567
AET 4 / NQF L1	714	38	752

The operation acknowledges the obligation to uplift the literacy levels of all those employees who have not achieved an AET Level 3 qualification or above and have offered the opportunity to obtain such a qualification to the majority of functionally illiterate employees. There is a commitment to improving the skills levels of all employees, as well as developing their full potential toward safer and more efficient work practices. All employees are continuously informed about personal career advantages of furthering their educational levels. All employees who register for AET are assessed through a recognition of prior learning (RPL) process and then placed on the most appropriate level from which to they will then commence further studies.

AET is broken down into the following levels:

- PRE – AET level 1 (Basic Oral);

- AET level 1 (literacy and numeracy at Standard 1/Grade 3);
- AET level 2 (literacy and numeracy at Standard 3/Grade 5);
- AET level 3 (literacy and numeracy at Standard 5/Grade 7); and
- NQF level 1 (AET Level 4) (equivalent of Standard 7/Grade 9) (see note below).

In terms of AET 4 we will only provide Communication and Numeracy to enable employees to become functional literate. NQF Level 1 qualification provided for under the auspices of the Mining Qualifications Authority has been phased out.

2.2.1 Training Planned

Out of the overall workforce of 5680 employees, the mine will be offering 35 illiterate employees the opportunity to become functionally literate and numerate by 2020. The mine commits to continuously reassess the educational workforce profile and formulating a plan to offer the same opportunity to all illiterate employees in future.

2.2.1.1 Training Planned – AET Full-Time Enrolled Employees

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
AET 1	5	8	0	0	2	0	1	0	1	0	9
AET 2	5	7	3	5	1	4	2	4	1	3	12
AET 3	5	20	2	7	1	5	1	5	2	6	11
AET 4 (Num & Com)	0	4	0	4	1	5	1	4	1	4	3
Total Number	15	39	5	16	5	14	5	13	5	13	35

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	

Foundational Learning Competence (FLC)	0	0	0	0	0	0	0	0	0	0	0
Total Number	0	0	0	0	0	0	0	0	0	0	0

2.2.1.2 Training Planned – AET Own-Time Enrolled Employees

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
PRE AET 1	0	7	0	2	3	2	3	2	3	3	9
AET 1	12	7	4	8	4	5	4	4	4	3	28
AET 2	10	5	3	6	3	5	3	5	3	4	22
AET 3	5	5	2	5	2	3	2	3	2	3	13
NQF L1	0	0	0	0	0	0	0	0	0	0	0
Total Number	27	24	9	21	12	15	12	14	12	13	72

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Foundational Learning Competence (FLC)	0	0	0	0	0	0	0	0	0	0	0
Total Number	0	0	0	0	0	0	0	0	0	0	0

AET Implementation Plan

Besides offering AET classes to employees, the operation will expand its learning interventions into the wider mine community. This will form part of a strategy to enable members of the mine community to access further education opportunities. Contractor

employees and community members will have the opportunity to attend own-time AET classes.

Full-Time AET Plan

Full-time AET refers to the arrangement in which the employee is relieved of his or her normal duties and attends AET classes on a full-time basis. The following action steps will enable Union Mine to achieve the AET full-time targets:

- a) A commitment has been made by management to offer an average of 15 employees per year the opportunity to attend AET classes on a full-time basis, with full salaries, ex-gratia bonuses, and to pay for replacement labour;
- b) All production areas have been tasked with nominating potential learners. The nominated employees will go through the RPL (recognition of prior learning) assessment before being placed into full-time AET; and
- c) Employees that are highly trainable together with 'good performers' from the own-time programme will be offered the opportunity to enrol for full-time AET.

Own-Time AET Plan

Own-time AET refers to the arrangement in which the learner attends AET classes in his or her own time. The following action steps have been undertaken to enable Union Mine to achieve the AET own-time targets:

- a) Provide fully equipped and furnished AET centre;
- b) AET centre to have the capacity to provide daily training sessions for own-time training;
- c) Budgets will be prepared and aligned to meet the mine's own-time targets;
- d) There are computers available learner use;
- e) AET centre have formal assessment rooms.

Infrastructure and Capacity

The operation will operate full-time and own-time courses as a way of addressing the illiteracy challenge. Suitably qualified facilitators will be sourced to ensure that quality teaching and learning take place in AET classes with a facilitator - learner ratio of not more than 1:20.

Marketing and Enrolment

The number of employees enrolled for AET own-time training has not yet reached the desired number that is required to fully address the illiteracy problem. In addition, advertisements will be circulated on mine when recruitment for AET learners is taking place.

The mine will also host an annual AET graduation ceremony.

The following initiatives have also been put in place:

- a) Increased management involvement, particularly from production management and heads of department, will boost the campaign to increase adult education enrolment.
- b) HRD Officer should submit progress reports on learners (both own-time and full-time) to their supervisors and departmental heads.
- c) Employees that 'drop out' of the own-time programmes will be paraded in order to encourage and motivate them to continue with AET classes.

2.3 Core Business Training

2.3.1 Core Business Training (Mining, Engineering, MRM)

Core business training is defined in respect of legislation as that which relates to mining, engineering and process (excluding learnership). It is imperative that the operation focuses on ensuring that all employees are adequately trained and competent in the core training for their respective roles that they perform.

Apart from core business training, there are specific training interventions that support core business offered per discipline, i.e. HR, HRD, Safety, Health and Environment, Protection Services and Concentrator.

Field / Area of Training	Targets and Timelines
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	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5-year target
Mining	312	312	312	252	252	1440
Engineering	50	60	60	60	60	290
MRM	0	0	0	0	0	0
Total Number	362	372	372	312	312	1730

2.3.2 Core Business Training (Support Services)

Field / Area of Training	Targets and Timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5-year target
HR	1	1	0	0	0	2
HRD	2	2	2	2	2	10
Safety	418	418	418	416	416	2086
Protection Services	0	3	6	6	6	21
Concentrator	22	25	12	6	7	72
Total Number	443	449	438	430	431	2191

2.4 Learnerships (Mining)

2.4.1 Learnerships (Mining – Internal)

Learnerships (Internal) – a learnership is a structured learning programme that is registered with the Department of Labour in which a learner obtains practical work experience of a specified nature and duration which leads to a MQA qualification that is registered on the NQF

that can relate to an occupation. Internal refers to learners that are employees of Siyanda Bakgatla Platinum Mine (S18.1). Also included in this category are all internal learners that embark on a registered apprenticeship as defined in the Skills Development legislation.

The operation provides mainly Mining and Engineering learnerships. Engineering learners and technicians are sent to the Engineering Skills Training Centre (ESTC) in Randfontein for their training. Mining learnerships will be conducted by an accredited training provider.

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
National Certificate Mining Operations UG Hard Rock Conventional NQF 2 (Blasting Certificate)	0	0	0	0	0	0	0	0	0	0	0
National Certificate Rock Breaking Mining NQF 3 Conventional (Blasting Certificate)	0	12	0	3	0	0	0	0	0	0	0
National Certificate Mining Operations UG Hard Rock Mechanised NQF 2	0	0	0	0	0	0	0	0	0	0	0
DMR Blasting Certificate	0	0	6	0	0	6	6	6	6	6	24
Total Number	0	0	6	0	6	0	6	0	6	0	24

The targets projected above are only for DMR Blasting Certificate, which is a one-year programme that will start effectively from 2017. The following programmes – National Certificate Mining Operations UG Hard Rock Conventional NQF 2, National Certificate Rock Breaking Mining

NQF 3 Conventional and National Certificate Mining Operations UG Hard Rock Mechanised NQF 2 – will be discontinued from 2017 and are thus not planned for.

2.5 Learnerships (Engineering)

2.5.1 Learnerships (Engineering – Internal)

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Ncert: Engineering Fitter and Turner LS	0	0	2	0	0	2	2	0	0	2	4
Ncert: Engineering Rigger LS	0	0	2	0	0	2	2	0	0	2	4
Ncert: Engineering Electrician LS	0	0	0	0	0	0	0	0	0	0	0
Ncert: Engineering Diesel Mechanic LS	0	0	0	0	0	0	0	0	0	0	0
Ncert: Engineering Auto Electrician LS	0	0	0	0	0	0	0	0	0	0	0
Ncert: Engineering Boilermaker LS	0	0	2	0	0	2	1	0	0	1	4
Ncert: Engineering Motor Control and Instrumentation LS	0	0	0	0	0	0	1	0	0	1	0
Total Number	0	0	6	0	0	6	6	0	0	6	12

Learnership Implementation Plan

The following action step will enable Union Mine to achieve the above – mentioned targets:

- Learnerships will be advertised internally.
- Mentorship training will be provided to the Candidates

Learnerships (Engineering – External)

External refers to learners that are not employees of the Company (S18.2). Also included in this category are all external learners that embark on a registered apprenticeship as defined by the Skills Development legislation.

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Ncert: Engineering Fitter and Turner LS	0	5	0	2	2	0	0	2	2	0	4
Ncert: Engineering Rigger LS	0	2	0	2	2	0	0	2	2	0	4
Ncert: Engineering Electrician LS	0	0	0	0	0	0	0	0	0	0	0
Ncert: Engineering Diesel Mechanic LS	0	0	0	0	0	0	0	0	0	0	0
Ncert: Engineering Auto Electrician LS	0	0	0	0	0	0	0	0	0	0	0
Ncert: Engineering Boilermaker LS	0	2	0	2	0	0	0	0	1	0	1

Ncert: Engineering Motor, Control and Instrumentation LS	0	1	0	0	2	0	0	2	1	0	3
Total Number	0	10	0	6	6	0	0	6	6	0	12

2.6 School Support and Post-Matric Programmes

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Engineering Learnership	0	10	0	9	5	0	0	5	5	0	10
Hospitality Learnership	0	10	0	9	5	0	0	5	5	0	10
Cadets	0	0	0	0	0	0	80	0	80	0	160
Post-Matric	This deliverable is covered in detail under Section 3, 3.5.2 Education and Skills Development										
Educator Development											
School Leader & Management Development											
School Safety, Environment & Welfare											

Learning and Teaching Support Material											
Total Number	0	20	0	18	10	0	80	10	90	0	180

School Support and Post-Matric Programmes Implementation Plan:

The main objective of these programmes is:

- Extension of 2015 learnership development in hospitality and engineering skills which have been identified as critical skills required by the community. All these programmes will be run in full consultation with stakeholders.
- Cadet Training.

2.7 Portable Skills

Portable skills can be referred to as those skills that relate to industries outside of the mining industry that can be used to improve earning capacity during the life of mine and in the event that downscaling and retrenchments might occur. It also assists the affected employees with alternative forms of employment or sustainable livelihood opportunities.

Field / Area of Training	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5-year target
Portable Skills Training Interventions	60	60	60	60	60	300
Total Number	60	60	60	60	60	300

The operation recognises that mining has a limited lifespan and that the demands of the business could require a reduction in human resources in the future. The Company's Human Resources department's strategy is of such a nature that employees are continually exposed to skills and competencies that will enable them to enhance their skill to apply internally or externally to the mining industry, and/or enable them to utilise the skill to be financially self-sustainable.

Portable skills training strategy will be applied at two levels:

- a) The portable skill will firstly be implemented by providing the skills which are functional and important during the life of mine. The skills should be supplementary to the core business of the operation. The programmes identified should be determined by the needs and interests of the employees and the delivery capacity of the operation.
- b) Secondly, the organisation will make provision to train employees on non-mining-related skills at times of potential retrenchment, downsizing or mine closure. In the event of changes in the market conditions which necessitate potential retrenchment, downsizing or closure, the Company will create a portable skills fund to cater for the training of those identified or affected by such conditions.

Portable skills during the life of mine:

- a) The HRD department will identify programmes which will be conducted on site for mine employees only.
- b) These skills will be reported as part of the workplace skills plan.

These training interventions may be offered to employees approaching retirement age or employees indicating interest.

2.8 Form R: Hard to fill Vacancies

Role descriptions are outlined with respect to minimum job entry requirements, desirable qualifications and relevant courses.

Occupational Level	Job Title of Vacancy	Main reason for being unable to fill the vacancy		
Top management	N/A	N/A	N/A	N/A
Senior management	N/A	N/A	N/A	N/A
Professionally qualified and experienced specialists and midmanagement	Section Geologist Section Engineer Public Health Officer HR Officer Assessments HRD Officer Section Rock Engineer Section Surveyor	Competitive market	High turnover	Geographical Area
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	Shift Supervisor Stoper Developer General Miner Night Shift Cleaner Foreman	Competitive market	High turnover	Qualification limited to mining industry
Semi-skilled and discretionary decision making	Lightweight Machine Operator/ Developing Machine Operator Stope Timber Scraper Winch Operator Loco Drivers	Skills Shortage	Dover assessment requirements	RFA requirements – physical requirement

Unskilled and defined decision making	N/A	N/A	N/A	N/A
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2.9 Career Progression Path Plan (Regulation 46 (b) (ii))

2.9.1 Provide career development matrices of each discipline 2.9.2 Comprehensive career progression plan

The intent is to show upward career mobility of talent / capacity pool employees through the various occupational levels with the aim to staff the Business Plan requirements and reach Employment Equity targets by 2020 and beyond.

Career progression planning reflects a pool of employees that have been identified from succession planning not only for their current roles, but for future potential roles that they can occupy. The purpose is to create readiness so that identified individuals can be able to occupy future potential roles.

There are developed career path matrices. The career paths will guide the mine and its employees on a desirable path for career progression necessary for achieving the various job levels.

Employees targeted for Career development discussions will be issued with an Individual Development Carter that will indicate his training for a specific period.

2.9.2.1 Career Progression Plan Mining (Excluding Learnerships / Internal Bursars: Educational Assistance)

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
General Miner, Stoper, Developer	Shift Supervisor Certificate	Shift Supervisor Certificate	3	0	5	0	5	0	3	0	3	0	19
Shift Supervisor	Mine Overseer Certificate A & B	Mine Overseer Certificate	0	1	2	0	2	0	2	0	1	0	7
Mine Overseer	Mine Manager Part A, B & C	Mine Manager Certificate	0	1	1	0	0	1	1	0	0	1	2
Total Number			3	2	8	0	7	1	6	0	4	1	28

2.9.2.2 Career Progression Plan Engineering (Excluding Learnerships / Educational Assistance)

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Artisan	Planned Maintenance Officer Development Programme	Planned Maintenance Qualification	0	0	0	0	1	0	0	1	1	1	2
Artisan/ Foreman	Engineering Foreman Certificate	Engineering Foreman Certificate	0	1	0	1	1	0	1	1	0	2	2
Foreman/ Artisan	Junior Engineering Programme	Government Certificate of Competence (GCC)	0	0	0	0	0	0	0	0	0	0	0
Junior Engineer	Government Certificate of Competence (GCC)	Government Certificate of Competence (GCC)	0	0	0	0	0	0	0	0	0	0	0
Instrument Mechanician	Measurement Control and Instrumentation Programme	MC & I Certificate	0	0	0	0	0	0	1	0	0	1	1

2.9.2.3 Career Progression Plan HRD (ODETDP)

	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
HRD Officer	FET Certificate in OD ETDP NQF 4	FET Certificate in OD ETDP NQF 4	2	0	2	0	2	0	2	0	2	0	10
HRD Officer	National Certificate in OD ETDP NQF 5	National Certificate in OD ETDP NQF 5	0	0	1	0	0	0	1	0	0	0	2
HRD Officer	Diploma in OD ETDP NQF 5	Diploma in OD ETDP NQF 5	0	0	0	0	0	0	0	0	0	0	0

2.9.2.4 Career Progression Plan MRM

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Survey; Rock Engineering; Ventilation	Chamber of Mines Certificate of Competence – all disciplines Elementary	Chamber of Mines Certificate of Competence – all disciplines Elementary	0	0	0	0	0	0	0	0	0	0	0
Survey; Rock Engineering; Ventilation	Chamber of Mines Certificate of Competence – all disciplines Advanced	Chamber of Mines Certificate of Competence – all disciplines Advanced	0	0	0	0	1	0	0	0	1	0	2

2.9.2.5 Career Progression Plan Management and Leadership Development

Management and Leadership development is any training that is undertaken for employees to enhance their supervisory, managerial and leadership competence. There are different interventions that focus primarily on employees within the talent pool, particularly on those members of the pool that require certain skills to facilitate their progression into management.

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Junior Management	Junior Management Programme (Capacity Pool – D1)	Junior Management Programme (Capacity Pool – D1)	2	0	2	0	0	0	0	0	0	0	4
Middle Management	Programme for Management Excellence (Talent Pool – Band 6)	Programme for Management Excellence (Talent Pool – Band 6)	0	0	2	0	0	0	0	0	0	0	2
Supervisory Levels	Situational Leadership (Capacity Pool Band 7)	Situational Leadership (Capacity Pool Band 7)	2	0	2	0	0	0	0	0	0	0	4



The following **action steps** will enable the achievement of the above targets:

- a) Identify high-potential candidates from supervisory and junior management ranks based on their performance and individual development progress;
- b) During Career Development Panel sessions, candidates will be identified to attend further leadership programmes such as the Junior Management Programme and Programme for Management Excellence in conjunction with a leading South African business school; and

2.9.2.6 Safety

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Safety Officers	Blasting Certificate	Blasting Certificate	0	0	2	0	3	0	3	0	3	0	11
Safety Officers	Intro to SAMTRAC	Intro to SAMTRAC	0	0	0	0	2	0	1	0	1	0	4
Safety Officers	SAMTRAC	SAMTRAC	0	0	0	0	2	0	1	0	1	0	4

2.9.2.7 Protection Services

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Patrol Person	PSIRA D-C	PSIRA D-C	0	0	1	0	2	0	2	0	2	0	7
Protection Officer	PSIRA B-A	PSIRA B-A	0	0	2	0	4	0	4	0	4	0	14

2.9.2.8 Finance

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Assistant Accountant	Accounting Programme	Cert. Accounting	0	4	0	0	1	0	0	1	0	0	1
Assistant Accountant	Accounting Programme	Accounting Diploma	0	0	0	0	1	0	0	1	0	1	1

2.9.2.9 Career Progression Plan – Process Operations

Current Position	Training Intervention	Qualification to be Achieved	2016		2017		2018		2019		2020		5-year target
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Processors Grade 2	Ore Reception Course L2	Ore Reception Skills Programme	2	0	0	0	0	0	0	0	0	0	2
Processors Grade 2	Crushing Course L2	Crushing Skills Programme	2	0	0	0	0	0	0	0	0	0	2
Processors Grade 2	Milling Course L2	Milling Skills Programme	2	0	1	0	0	0	0	0	0	0	3
Processors Grade 2	Flotation Course L2	Flotation Skills Programme	2	0	0	0	0	0	0	0	0	0	2
Processors Grade 2	Concentrate Handling Course L2	Thickening of Slurry Skills Programme	2	0	2	0	0	0	0	0	0	0	4
Processors Grade 2	Tailings Handling Course L2	Water Reticulation Skills Programme	2	0	1	0	0	0	0	0	0	0	3
Processors Grade 1/ Process Supervisors	Process Supervisory Development Programme	Process Supervisory Development Programme Certificate	0	0	0	0	1	0	1	0	1	0	3



Process Supervisors/ Shift Leaders	Shift Leader Development Programme	Shift Leader Development Programme Certificate	0	0	0	0	0	0	0	0	1	0	1
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During all the formal training programmes listed per each discipline above, which are 12 months or more in duration, the operation will ensure that mentoring and coaching take place. Learners will identify coaches after attending training programmes in order for them to get further support and guidance. Officers and Coordinators will serve as coaches to the Lower level employees.

2.10 Mentorship Plan (Regulation 46 (b) (iii))

Mentorship is a key process and tool in support of people development, Employment Equity, HR planning and performance management at Siyanda Bakgatla Platinum Mine. In addition, mentorship and coaching support Siyanda Bakgatla Platinum Mine succession planning providing for a transfer of knowledge, work and life experiences under the formal or informal guidance of selected suitable individuals and competent role models who act as mentors.

2.10.1 Mentorship Plan with Time Frames

Year	Mentoring Programmes	Target				Gender	
		Career Deliverables	Duration	HDSA	Non-HDSA	Male	Female
2016 - 2020	Learnerships	12	2 - 3 year programme	9	3	7	2
2016 - 2020	Bursars	0	3 – 4 year programme	0	0	0	0
2016 - 2020	Graduates	0	2 - 3-year programme	0	0	0	0
2016 - 2020	Talent / Capacity Pool	15	Continuous	10	5	8	7

2.10.1.1 Mentorship Training

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Learnerships	0	0	12	0	0	12	12	12	0	12	24
Bursars	0	0	0	0	0	0	2	0	2	0	4
Graduates	0	0	0	0	0	0	2	0	2	0	4
Capacity Pool and Talent Pool	15	0	0	15	15	0	0	15	15	0	45
Total Number	15	0	12	15	15	12	16	27	19	12	77

The table above provides the current and future targets for establishing mentorship relationships for all employees in the various training and development programmes, i.e. learnerships, bursars, graduates and capacity talent pool candidates which is aimed at reaching the Employment Equity targets as well as meeting the staffing requirements for the future. The candidates that are in development programmes will be in mentorship programmes.

The following **action steps** will enable the achievement of the above targets:

- a) Mentors will be selected carefully and developed to ensure effective continuation of mentorship relations;
- b) Employees that are not participating in the mentorship programmes will be developed via standard development mechanisms, including relevant coaching by supervisors.
- c) Mentees and mentors participating in the mentorship programme will be given mentorship training;
- d) Needs identified as a consequence of the mentorship relationship will be reported to the direct supervisor via the mentee and included in the IDC;
- e) An agreement between mentee and mentor will be entered and will specify the Company or party's expectations and commitments; and
- f) The mentorship systems will be reviewed regularly to ensure the effectiveness and efficiency.

2.11 Bursary and Internship Plan

2.11.1 Bursaries to be Awarded (Internal – Educational Assistance)

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Mining Engineering	0	0	0	0	0	0	0	0	0	0	0
Mineral Resources Management	0	0	0	0	1	0	0	1	1	0	2
Safety	0	0	0	0	2	0	1	0	1	0	4
Human Resources	0	0	0	0	1	0	1	0	1	0	3
Finance & Accountancy	0	4	0	0	1	0	0	1	0	0	1
Total Number	0	4	0	0	5	0	2	2	3	0	10

Internal bursaries are available to all employees. Individuals commit themselves to career development and the company will where applicable support the initiatives. It is important to mention that studies within the educational assistance scheme are conducted on an owntime basis, normally through correspondence learning. The process will be implemented in line with the Company Educational Assistance Policy.

The educational assistance scheme will continuously be aligned with the requirement of the business.

The following **action steps** will enable the operation to achieve the above targets:

- a) To encourage current employees to progress their careers, internal bursaries will be available to qualifying employees;
- b) These will be granted on condition that the course of study is relevant to the employee's current and future roles within the Company;
- c) The identification of candidates will be guided by succession planning;
- d) The final approval of internal bursaries for identified employees and/or employees who apply will be given by their immediate supervisors and heads of department in consultation with the HRD Manager and any other relevant subject matter experts; and
- e) Such studies are to be undertaken through institutions recognised by the Company.

2.11.2 Bursaries to be Awarded (External)

External bursaries are awarded to people that are not currently employees of the Company. Siyanda Bakgatla Platinum Mine has a well-established bursary scheme orientated towards the development of suitably qualified and competent people who, upon graduating, will be afforded professional career paths in the company. Through this comprehensive and attractive bursary scheme, Siyanda Bakgatla Platinum Mine will develop its own young professionals. The emphasis of this scheme will be to identify high-potential young HDSA candidates.

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5-year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Mining Engineering	0	7	0	0	0	0	1	0	0	0	0
Metallurgical Engineering	0	0	0	0	0	0	0	0	1	0	0
Chemical Engineering	0	0	0	0	0	0	0	0	0	0	0
Geology	0	2	0	0	0	0	0	0	1	0	0
Mine Surveying	0	1	0	0	0	0	0	0	0	0	0
Rock Engineering	0	1	0	0	0	0	1	0	0	0	0

Mechanical /Electrical Engineering	0	5	0	0	0	0	0	0	0	0	0
Ventilation	0	0	0	0	0	0	0	0	0	0	0
Finance & Accountancy	0	2	0	0	0	0	0	0	0	0	0
Human Resources	0	0	0	0	0	0	0	0	0	0	0
Total Number	0	18	0	0	0	0	2	0	2	0	0

The Young Professionals Scheme, which will consist of the Bursary Scheme and the Graduate Development Scheme, are aimed at filling critical skills gaps in core activities in line with critical skills shortages as identified in the hard-to-fill vacancies component (Form R). Accordingly, the Company will direct significant resources towards these schemes in terms of both direct financing and staff support.

The following **action steps** will enable the achievement of the above targets:

- a) Bursaries will be advertised both internally as well as through national recruitment programmes annually;
- b) Commitment to 80% HDSAs being selected for these bursaries;
- c) 25% of these HDSA bursaries will be reserved for black women;
- d) The highest calibre of young professionals will be attracted to meet staffing and Employment Equity requirements. This area is regarded as one of the mining operation's strategic priorities, particularly in light of the chronic skills shortages in the South African mining industry;
- e) The bursary scheme will be open to the broader public as well as employees' children and relatives;
- f) The minimum selection requirement for Grade 12 learners will be 60% in Mathematics and Science;
- g) Candidates who meet the necessary academic requirements but who do not wish to undertake full-time tertiary studies will be offered more practically orientated bursaries in mining, mine ventilation and occupational hygiene. In terms of the external bursary

programme, the first phase will be to assess all new bursars in terms of readiness for fulltime tertiary study and their suitability for the chosen career. Based on this assessment, they will be either routed into the Exposure Year or channelled into full-time tertiary study; and

- h) Full-time study at a tertiary institution is integrated with periods of practical training (as part of study programmes or during holiday breaks), and a graduate training phase. This is intended to equip the young professionals with all they will need to translate their previous development into top-class performance in the workplace.

2.11.3 Internships

The Internship Programme provides people from the surrounding communities with learning experience in fulfilment of tertiary qualifications and also those that have tertiary qualifications so that they can be eligible to seek substantive employment.

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5 Year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Partial fulfilment in terms of qualification (P1 & P2)	1	0	2	0	2	0	2	0	2	0	9
Workplace experience	2	0	2	0	2	0	2	0	2	0	10
Total Number	3	0	4	0	4	0	4	0	4	0	19

Internship Programme Implementation Plan

Union Mine will assist students from our communities who are studying without bursaries with the opportunity to obtain practical work experience and exposure in areas where the mining industry can assist.

All identified interns will be provided with on the job training. They will be assigned with a coach and responsible manager. Logbooks will be kept and maintained in line with the requirements of the qualification.

2.11.4 Graduate Development Scheme

The Graduate Development Scheme, which forms part of the Young Professionals function, is aimed at filling critical skills gaps and HDSA targets in core activities.

Field / Area of Training	Targets and Timelines										
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines										
	2016		2017		2018		2019		2020		5 Year target
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.	
Mining Engineering	0	13	0	0	0	0	2	0	0	0	0
Metallurgical Engineering	0	0	0	0	0	0	0	0	0	0	0
Chemical Engineering	0	0	0	0	0	0	0	0	1	0	0
Geology	0	0	0	0	0	0	0	0	0	0	0
Mine Surveying	0	1	0	0	0	0	0	0	0	0	0
Rock Engineering	0	2	0	0	0	0	0	0	0	0	0
Mechanical /Electrical Engineering	0	6	0	0	0	0	0	0	1	0	0
Ventilation	0	0	0	0	0	0	0	0	0	0	0
Finance & Accountancy	0	3	0	0	0	0	0	0	0	0	0

Human Resources	0	0	0	0	0	0	0	0	0	0	0
Total Number	0	25	0	0	0	0	2	0	2	0	0

The following **action steps** will enable achievement of the above targets:

- a) The number of graduate trainees per discipline to be engaged based on the staffing and HDSA targets for the next five years is assessed annually;
- b) Following a special national recruitment drive, the Company engages the successful applicants at the Siyanda Bakgatla Platinum Mine Development Centre;
- c) These graduate trainees are then further developed by means of the discipline-specific Graduate Development Programmes for an average of 18 - 24 months;
- d) During the programme, they are provided with basic training, exposure and courses which will enable them to gain the core competencies and knowledge required by the operation; and
- e) Every graduate has an Individual Development Charter and an appointed mentor of which appraisals are conducted biannually.
- f) The target of 12 per annum, is the amount of all the graduate trainees that will in the program for that specific year.

2.12 Employment Equity Plan

The two tables below reflect the workforce profile for permanent as well as contractor employees as at the end of March 2016 and it is reflected in terms of race and gender as required in the Employment Equity Regulations and the Mining Charter guidelines. The occupational levels used are as per the Employment Equity Act and the Mining Charter (2010-2014) Scorecard templates.

2.12.1 Form S, Permanent Employees

Occupational Levels	Male				Female				Disabled		Foreign Nationals		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	Male	Female	
Senior Management	4	2	0	2	0	0	0	0	0	0	1	0	9
Middle Management	52	2	1	50	16	0	0	10	1	0	3	0	135
Junior Management	99	1	0	41	15	0	0	12	4	0	13	0	185
Core Skills	3593	4	0	93	533	0	0	12	6	0	806	0	5047
TOTAL PERMANENT	3748	9	1	186	564	0	0	34	11	0	823	0	5376
Non-permanent Employees	0	0	0	0	0	0	0	0	0	0	0	0	0

Grand Total	3748	9	1	186	564	0	0	34	11	0	823	0	5376
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2.12.2 Form S, Contractors Employees

Occupational Levels	Male				Female				Disabled		Foreign Nationals		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	Male	Female	
Senior Management	0	0	0	1	0	0	0	0	0	0	0	0	1
Middle Management	3	0	0	10	2	0	0	3	0	0	0	0	18
Junior Management	9	0	0	14	1	0	0	0	0	0	0	0	24
Core Skills	222	1	0	31	11	0	0	0	0	0	42	0	307
TOTAL PERMANENT	234	1	0	56	14	0	0	3	0	0	42	0	350
Non-permanent Employees	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	234	1	0	56	14	0	0	3	0	0	42	0	350

2.12.3 Annual HDSA Progressive Targets, Permanent Employees

The targets have been developed in compliance with the Employment Act Regulations which expect employees to set progressive annual Employment Equity targets until the EAP (Employees Active Population) demographics' equivalent of each race and gender is reached. The Mining Charter, which was released in 2010, has since expired in December 2014, but the operation has ensured that targets set are not lower than those.

Occupational Levels	Targets				
	2016	2017	2018	2019	2020
Senior Management	52%	57%	57%	62%	62%
Middle Management	52%	56%	58%	62%	62%
Junior Management	60%	63%	66%	69%	70%
Core Skills	80%	80%	80%	80%	80%

Implementation for Employment Equity targets

1. Identify positions which will become vacant during the five years of the plan, using retirement age as a stepping stone.

2. Replace positions vacated by Non-HDSAs with HDSAs, with more focus on the group with a high percentage of underrepresentation when compared to the EAP demographics.
3. Target positions left vacant by Non-HDSAs, who are overrepresented, and fill them with HDSAs accordingly.
4. Identify HDSAs with potential and develop them to become suitably qualified for positions which might become vacant.
5. Put more emphasis in the development of HDSAs in core and critical skills.
6. Develop Employment Equity Plan in terms of the Employment Equity Act.
7. Develop an Employment Equity and Skills Development Committee to be consulted on development of targets, implementation of the plan and reporting to the Department of labour.
8. Remove all barriers which may be identified in the process of consultations in order to attract and retain HDSAs.
9. Include attainment of set targets in the manager's performance contracts.

SECTION 3 (MINE COMMUNITY ECONOMIC DEVELOPMENT)

3. Community Economic Development

3.1 Social and Economic Background Information on North West Province and Bojanala District Municipality (Regulation 46 (c) (i))

3.1.1 Overview of North West Province

North West Province is divided into four district councils – Bojanala, Ngaka Modiri Molema, Dr. Ruth Segomotsi Mompati and Dr. Kenneth Kaunda. These district councils are made up of 21 municipalities. The province recorded a total population of 3,271,948 and 911-120 households in Census 2007, making it the second smallest province in terms of population size. This compares with a total population of 3,193,676 and 816,643 households recorded in Census 2001.

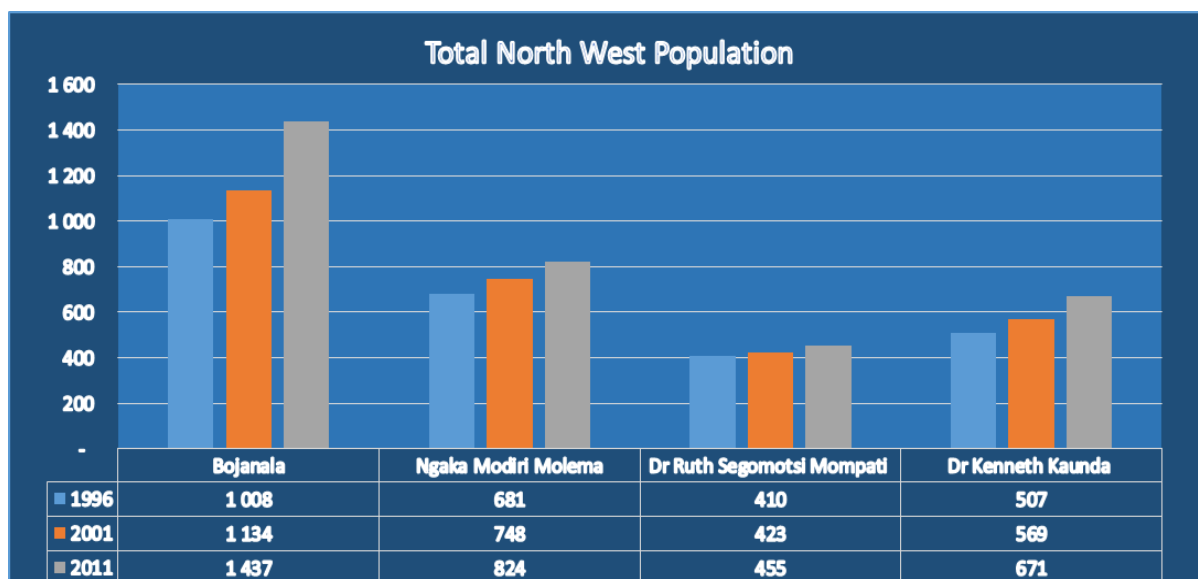
Map North West Province and it's neighbours



Source: NW Government: Department of Finance and Economic Development (cited by LGDS 2005:1).

Total North West Population

According to Census 2011, the population size of the North West had grown to 3,509,953 and 1,062,015 households as recorded in 2011.

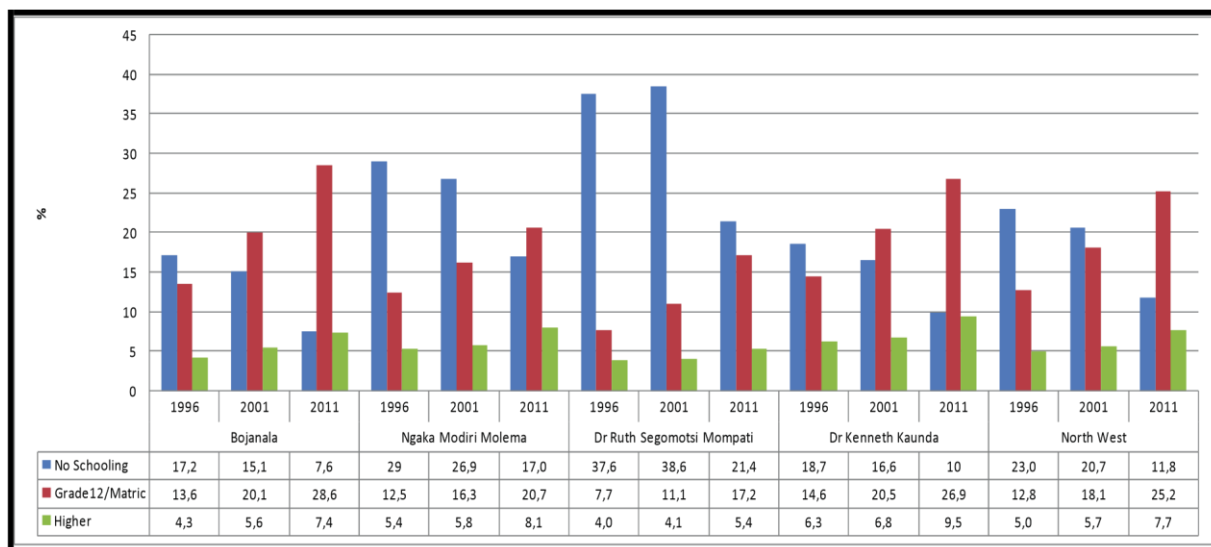


Education

The Department of Education has set strategic objectives in response to some of the systematic issues and pressing needs that are articulated in Action Plan 2014 which include the following:

1. The funding of special schools;
2. The need for greater access to special needs services for poor learners;
3. The need for a fundamental mindset shift in the way the schooling system regards special needs and disability;
4. The need to track the networking between special schools and full-service schools;
5. The capacity of districts to support ordinary schools with respect to specialist services and the loan of costly equipment; and
6. The provision of responsive training to FET learners in order to increase access.

Below is the representation of the education profile of the province in numbers as sourced from Census 2011:



Health

The Department of Health's strategic plan sets out the following objectives for the province:

1. Ensure effective management of the district's finances and assets;
2. Ensure the provision of quality healthcare services in districts;
3. Facilitate the process of continuous quality improvement (CQI);
4. Facilitate the appropriate appointment and development of human resources to ensure competent and performance-focused employees;
5. Ensure effective and appropriate organisational systems within districts;
6. Ensure the availability of suitable facilities in all districts;
7. Develop and maintain an appropriate referral system;
8. Establish and maintain appropriate governance structures at all health facilities; and 9. Facilitate decentralised management of districts.

Key Focus Areas

1. The promotion, protection and support of breastfeeding.
2. Micronutrient malnutrition control.
3. Disease-specific nutrition support, treatment, and counselling.

4. Growth monitoring and promotion.
5. Contribution to household food security.
6. Nutrition promotion, education and advocacy.
7. Human resource plan to strengthen institutional capacity and capabilities.

3.1.2 Overview of Moses Kotane Local Municipality

Moses Kotane Local Municipality is a category B4 municipality located within the Bojanala District Municipality in the North West Province. The Municipality covers an area of approximately 5,220km² and is mostly rural in nature, comprising 107 villages and the two formal towns of Mogwase and Madikwe.

Geographic information of households in 2011 was estimated at 75,195 compared to 61,759 in Census 2001, with the same total number of demarcated wards. The municipality comprises 31 wards and is led by the council, speaker, mayor and the Executive Committee. The mayor is the Head of the Executive Committee (Exco), which comprises 10 councillors who are heads of various departments and serve in portfolios. The total number of proportional representatives and ward councillors amounts to 62 councillors.

Below is the table illustrating the profile of the municipality and the adjacent Thabazimbi Municipality.

PROFILE	MOSES KOTANE	THABAZIMBI
POPULATION	In 2001, the population size of Moses Kotane was 237,175, growing to 242,554 in the 2011 census, with the economically active population growing from 60.7% to 63.1%.	The Thabazimbi municipality has a population of 85,234.
GENDER	For every 100 males, there are 1.012 females, translating into a higher male population in the area.	For every 100 males, there are 0.98 females, translating into a lower male population in the area.
EDUCATION	In 2001, the population size with no schooling was 18.9%, dropping to 9.3% in 2011, while those with Matric increased from 18.4% in 2001 to 27.6% in 2011. The population with higher education dropped from 5.7% in 2001 to 5.1% in 2011.	8.8% of the population in 2011 had no schooling, while 26.1% had Matric and 8.1% had higher education.
UNEMPLOYMENT	The official unemployment rate in 2011 was 37.9%, with 47.4% of that population being the youth.	The official unemployment rate in 2011 was 19.8%.
HOUSING	In 2001, households were 61,759 and increased in the 2011 census to 75,193.	In 2001, households were 47,215 and increased in the 2011 census to 60,319.
INFRASTRUCTURE	<p>The nearest police station is Sun City.</p> <p>Education:</p> <ul style="list-style-type: none"> • 349 primary schools; • 127 intermediary schools; • 116 secondary schools; • 20 combined schools; □ 2 technical colleges; and □ 1 university. 	

Service Delivery		
Water	192,754	79.50%
Electricity	68,093	90.60%
Toilet facilities	34,443	14.20%
Refuse disposal	201,991	83.30%

Household by type		
House	56,223	74.80%
Shack	14,493	19.30%
Apartment	1,065	1.40%
Traditional	1,023	1.40%
Other	2,391	3.20%

3.2 Key Economic Activities (Regulation 46 (c) (ii))

3.2.1 Provide the Key Economic Activities of North West and the Bojanala District Municipality

North West Province

The North West Province is a medium-sized province in relation to the others in the country. The economy is small, with a 4.9% contribution to the national Gross Domestic Product (GDP). The Province is characterised by high levels of poverty and high unemployment levels as well as low literacy levels. These are some of the challenges that the province is faced with from an economic perspective.

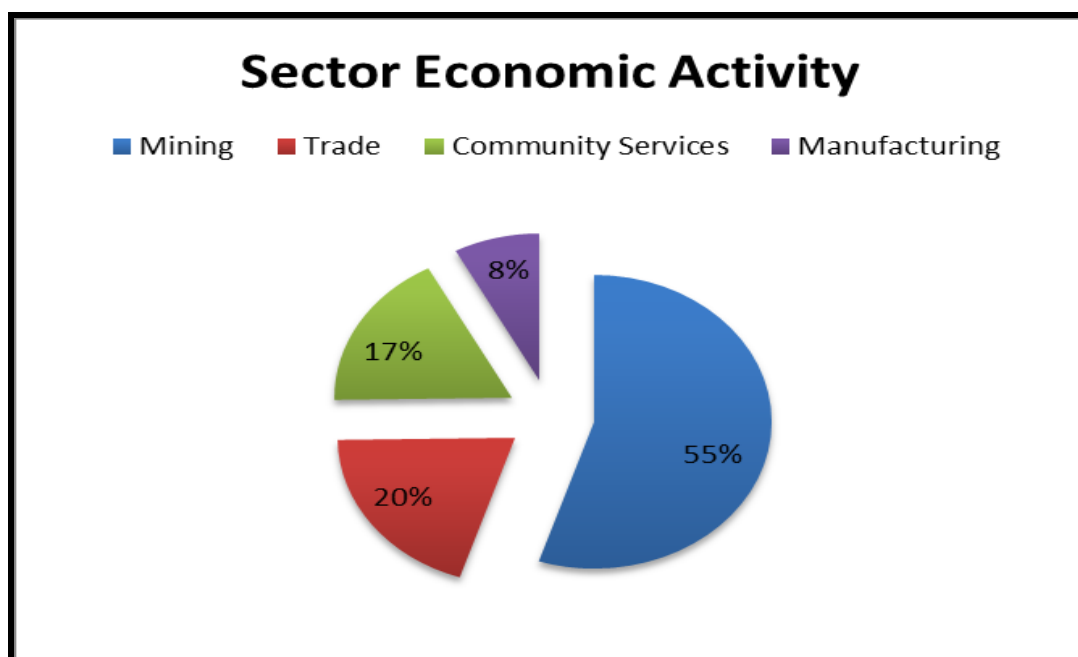
Mining, tourism and agriculture have been identified as the main driving forces of economic development and prosperity together with associated manufacturing industries; however, job creation, diversification and poverty eradication still need to be improved. Second only to mining, agriculture is the most important economic activity in the North West Province.

Outside of the mining and minerals sector, private sector production activity is mostly limited to agriculture, food production and food security, industrial development and tourism. Water is a scarce natural resource and is often a limiting factor for development.

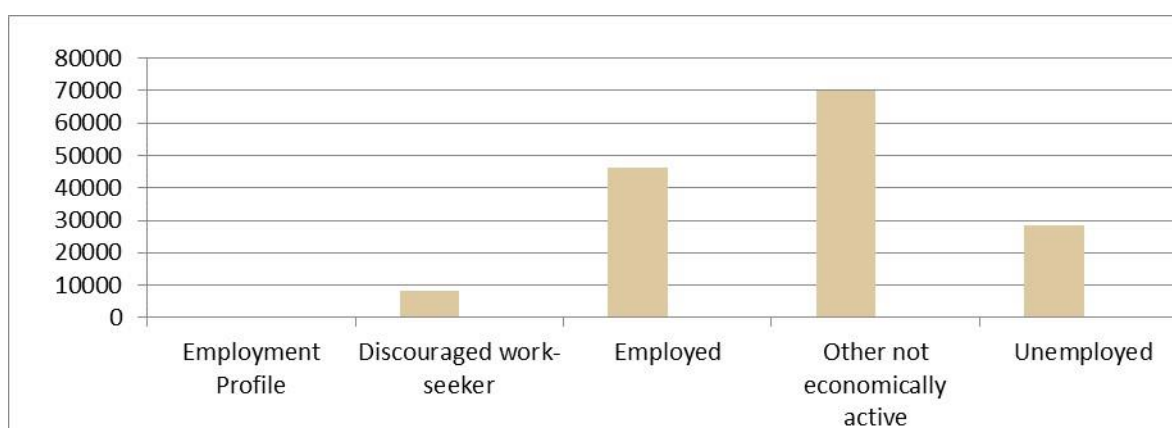
The PGDS activities, along with the general improved conditions of the national economy, have assisted in maintaining positive trends with regard to the economic growth. The province has set an ambitious but achievable target of growing the economy from its current sluggish 2% to at least 6% in the next five years. In line with the National Development Plan, the long-term vision for the North West is to be the second largest economy in the country by 2030. The Premier has indicated that for the foreseeable future, mining shall continue to play an important part as a sector in the economy of the province.

Moses Kotane

The economy of Moses Kotane is characterized mainly by tourism, mining, and agriculture owing to its location within the major tourism and mining belt of the North West Province, Pilanesberg and Sun City. Industry and social services also form a critical part of the local economy.



The official unemployment rate in 2011 was 37.9%, with 47.4% of that population being the youth.



3.2.2 Other Mining Companies that Operate around the Operation

There are a number of operators in both the Bojanala and Waterberg districts.

Name of Mining Company	Commodity
Northam Platinum	Platinum
Platmin	Platinum
Kumba Iron Ore	Iron ore
Wesizwe Platinum	Platinum

Amandelbult Mine	Platinum
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3.3 Negative Impact of the Mining Operation

	Yes	No	If yes, how will you address it?
Relocation of people		No	
Exhumation of graves		No	
Influx of people	Yes		The area is mainly under traditional leadership and the settlement allocation is very controlled. We have a capacity development programme for traditional leadership that is being implemented in partnership with the DBSA. In addition, a similar programme is being implemented to build the capacity of the Moses Kotane Municipality.
Other			

3.4 Provide the needs of the Area in Order of Priority

North West's Strategic Objectives and Key Focus Areas

STRATEGIC OBJECTIVES	PRIORITIES
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<p>The challenges to fight poverty and unemployment, and improve the low level of expertise and skills are both immediate and long term, and require primary goals for sustained growth and economic development as follows:</p> <p>The Economic Goal requires an average economic growth rate of 6.6% per annum, to halve unemployment over a 10-year period.</p> <p>The Poverty Eradication Goal to wipe out the 'basic needs' backlog in accordance with the provisions of the Constitution and prepare the poor for future growth and development.</p>	<p>Transversal priorities that must be promoted at all levels of interaction in the province to support the two macro goals are:</p> <p>Growth and Investment: Physical Infrastructure and technical support.</p> <p>Agricultural and Rural Development: Capacitate, empower cooperatives, emerging farmers and facilitate market access.</p> <p>Mining and Energy: Work with the DMR to achieve the Mining Charter and beneficiate.</p> <p>Manufacturing: Beneficiation in jewellery making, etc.</p> <p>Tourism: Promote industry through cultural tourism, entertainment and hospitality industries as well as build human capacity.</p> <p>Construction and Infrastructure: Use the state as a resource to drive transformation in the sector.</p>
	<p>SMME: Promote small businesses with the objective of providing jobs.</p> <p>Training and Skills Development: Invest largely in SMMEs and ED in the province.</p>
<p>KEY FOCUS AREAS</p>	<p>CHALLENGES</p>

<p>Financial health of the province through targeted debt collection, specifically from provincial and national state departments.</p> <p>Building institutional capacity and accelerating provincial human capital to stimulate economic growth and development.</p> <p>Brand North West has suffered major reputational damage due to the bad conditions of most of our roads. Good governance through effective implementation of the Clean Audit targets and Auditor General's recommendations.</p>	<p>The province faces the following socio-economic strategic issues that need to be addressed;</p> <p>Unemployment; Poverty; Economic growth;</p> <p>HIV/AIDS prevalence; Food security;</p> <p>Physical infrastructure; Illiteracy;</p> <p>Rapid population growth; and Urbanisation and migration.</p>
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Moses Kotane's Strategic Objectives and Key Focus Areas

STRATEGIC OBJECTIVES	PRIORITIES
<ol style="list-style-type: none"> 1. Provide our communities with democratic and accountable government. 2. Ensure the provision of sustainable services to the local community. 3. Promote social and economic development. 4. Promote safe and healthy development. 5. Provision of basic household infrastructure and services. 6. Encourage public participation in all our stakeholders. 	<ol style="list-style-type: none"> 1. Roads and storm water. 2. Water and sanitation. 3. Electricity. 4. Land and housing. 5. Institutional development. 6. Economic development. 7. Sports and recreation. 8. Health and social development. 9. Education. 10. Solid waste and environment. 11. Community participation and communication.
	<ol style="list-style-type: none"> 12. Safety and security. 13. Transport and traffic. 14. Disaster management.
CHALLENGES	

<ol style="list-style-type: none"> 1. Inequality 2. Low levels of skills 3. Scarce water resources 	
STRATEGIC OBJECTIVES	PRIORITIES
<ol style="list-style-type: none"> 7. Provide our communities with democratic and accountable government. 8. Ensure the provision of sustainable services to the local community. 9. Promote social and economic development. 10. Promote safe and healthy development. 11. Provision of basic household infrastructure and services. 12. Encourage public participation in all our stakeholders. 	<ol style="list-style-type: none"> 15. Roads and storm water. 16. Water and sanitation. 17. Electricity. 18. Land and housing. 19. Institutional development. 20. Economic development. 21. Sports and recreation. 22. Health and social development. 23. Education. 24. Solid waste and environment. 25. Community participation and communication. 26. Safety and security. 27. Transport and traffic. 28. Disaster management.
CHALLENGES	
<ol style="list-style-type: none"> 4. Inequality 5. Low levels of skills 6. Scarce water resources 	

3.5 Local Economic Development Plan

Background and Context

The sustainability of our mining activities depends on our ability to contribute to the well-being and prosperity of our host communities. The challenging social context in South Africa highlights the need for sustainable community development as both a commercial and a social imperative. Siyanda Bakgatla Platinum Mine remains committed to the transformation and economic empowerment of the host communities of its operations. The empowerment is executed in partnership with the relevant stakeholders, particularly the members of the host communities. Broad stakeholder consultation and engagement formed a part of the development of this SLP.

Our Strategic Approach to Community Development

Inclusive stakeholder engagement underpins our approach to ensuring that we are respectful of human rights, and responsive to stakeholder aspirations and concerns in the communities in which we operate and from where we source labour. We are building durable relationships with these communities and delivering developmental benefits and opportunities aimed at increasing their capacity now and in the future.

Our strategic intent is:

- To create and deliver sustainable value to our stakeholders;
- To improve relations with stakeholders and the Company's reputation; and
- To create a sustainable business, communities and environments around our operations for the benefit of all stakeholders.

Most of our operations are located in rural areas characterised by low levels of formal economic activity, inadequate provision of infrastructure and poor levels of service delivery. Our mines represent a centre of socio-economic activity and an important source of welfare. Our approach to community development is based on understanding local contexts and using our core business to promote development.

These activities typically involve:

- Developing local procurement and local suppliers;
- Building local capacity;
- Providing access to infrastructure, education and health facilities; and □ Investing in enterprise and skills development.

Many of these programmes will be undertaken in partnership with non-governmental organisations (NGOs), communities and local governments. Our Social Performance department works closely with our Sustainability, Supply Chain and Local Procurement departments to promote socio-economic upliftment in communities close to our operations and in the areas from which we draw our labour (Lesotho, Mozambique, and South Africa's Eastern Cape Province). We seek to align our social and infrastructure investment projects with South Africa's National Development Plan (NDP). All our operations have functioning community engagement forums that meet at least quarterly. We continuously monitor the quality of our engagement and the structures and communication channels in place, especially at community level, to ensure that these are effective.

Our Stakeholders

Our approach to engaging stakeholders is based on:

- Understanding and being responsive to the interests and concerns of our stakeholders is one of our principal priorities and challenges. □
Maintaining effective stakeholder relations

Our ability to create a sustainable business is inextricably linked to our stakeholders – most directly our employees and the communities surrounding our operations, but equally the stakeholders who indirectly affect, or are affected by, what we do, including governments, shareholders, partners and suppliers. We are committed to working with our stakeholders in government, business and civil society to promote good governance and the responsible use of mineral wealth, and to prevent corruption.

We believe that establishing relationships built on trust and respect is fundamental to our ability to create value. The need to invest in building mutually beneficial relationships is of increasing importance given the fact that many stakeholders currently have low levels of trust in business generally. The five-month strike in the first half of 2014 deepened the already low levels of trust between mining companies, workers and their unions, and government. Our focus has been on re-establishing relationships and building and maintaining trust. Some of the key issues we have been addressing include:

- Job security, and the limited opportunities for local recruitment as a result of skills gaps.
- Reputational and relationship damage to the industry as a result of strike-related violence and conflict.
- Industry-wide issues such as migrant labour, and employee housing and accommodation.
- Communicating with government, employees, unions and communities regarding our intended sale of non-core assets.

Our stakeholder engagement processes are underpinned by the following strategic intents:

- To become a partner of choice in promoting integrated, sustainable local economic development in the provinces where we operate.
- To build a reputation for consistent and reliable delivery – whether on production or on social or environmental commitments made to stakeholders.
- To effectively engage stakeholders in obtaining the right to, and support for, safe and profitable PGM mining.

The following initiatives were identified through rigorous consultation and engagement with communities, municipalities and relevant government departments.

3.5.1 Infrastructure Projects

PROJECT 1										
PROJECT NAME	UPGRADE OF TLHAALAPITSE PRIMARY SCHOOL			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	Tlhaalapitse is a primary school located in Mokgalwaneng village in Moses Kotane Local Municipality. The primary school offers foundation and intermediate phase to 672 learners with 17 Educators. Creating an environment conducive for learning and teaching at the school, is one of the major priorities of Government in their quest to improve the education system. Anglo American Platinum is committed to partnering with government to facilitate and contribute towards improvement of schools infrastructure in the host communities. Overcrowding is a challenge in most of schools around Moses Kotane Local Municipality and the improvements in the infrastructure such as construction of the new administration block will ultimately translate to the increase pass rate at the school. The improvements will make it easier for the teachers and learners to conduct their work effectively and efficiently. Beneficiaries of this project will be the learners, teachers, and the community at large.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager and DoE	Bojanala	Moses Kotane	Mokgalwaneng	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		0	500 000	1 500 000	300 000	200 000	2 500 000
Upgrade in accordance with applicable specifications and standards.	1. Pre stage initiation of the project.		Project charter, stakeholder mapping and approvals. Engagement with all stakeholders to finalise and agree to the project			Q2 - Q4				
Procurement opportunities for local communities.	2. Pre stage planning and design of the project.		Project scoping and approvals.			Q3 -Q4				
100% labour will be sourced from host communities.	3. Compile procurement documentation and procure a construction service provider.		Bid documentation & appointment of construction service provider.				Q1			
	4. Manage the construction process.		Project construction progress report.				Q2 - Q4	Q1 - Q4		
	5. Project Close-out and handover.		Close-out report.						Q1	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	5	0	10	5	20	20 jobs may be created during construction phase				

MEDIUM TERM	0	0	0	0	0	
LONG TERM	0	0	0	0	0	
COMPLETION AND EXIT STRATEGY	Handover to DoE				20	



Tlhalapitse Primary School (Staffroom and Kitchen)



PROJECT 2										
PROJECT NAME	UPGRADE OF DINKWE PRIMARY SCHOOL			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	Dinkwe Primary school is situated in Sandfontein in Moses Kotane Local Municipality. The primary school offers foundation and intermediate phase to 681 learners with 19 Educators. Creating an environment conducive for learning and teaching at the school, is one of the major priorities of Government in their quest to improve the education system. Anglo American Platinum is committed to partnering with government to facilitate and contribute towards improvement of schools infrastructure in the host communities. Overcrowding is a challenge in most of schools around Moses Kotane Local Municipality and the improvements in the infrastructure such as administration block, storm water rerouting and additional two grade R classrooms will ultimately translate to the increase pass rate at the school. The improvements will make it easier for the teachers and learners to conduct their work effectively and efficiently. Beneficiaries of this project will be the learners, teachers and the community at large.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager and DoE	Bojanala	Moses Kotane	Sandfontein	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		1 000 000	700 000	3 000 000	0	0	4 700 000
Upgrade in accordance with applicable specifications and standards.	1. Pre stage initiation of the project.		Project charter, stakeholder mapping and approvals.		Q1-Q4					
Procurement opportunities for local communities.	2. Pre stage planning and design of the project.		Project scoping and approvals.		Q1-Q4					
100% labour will be sourced from host communities.	3. Compile procurement documentation and procure a construction service provider.		Bid documentation & appointmentof construction service provider.			Q3				
	4. Manage the construction process.		Project construction progress report.			Q4	Q1 -Q2			
	5. Project Close-out and handover.		Close-out report.				Q3			
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	8	0	15	7	30	30 jobs may be created during construction phase				
MEDIUM TERM	0	0	0	0	0					
LONG TERM	0	0	0	0	0					

COMPLETION AND EXIT STRATEGY	Handover to DoE	30	
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Grade R Classroom





Class without tiles, ceiling, electricity and fence





Siyanda Bakgatla Platinum Mine

Ablusion facilities and borehole





Siyanda Bakgatla Platinum Mine

Admin bloack and Reception Area



PROJECT 3										
PROJECT NAME	WATER AND SANITATION IN SCHOOLS			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	North West Province has challenges with the water and sanitation infrastructure. Union Mine JV has in partnership with Moses Kotane Municipality and Department of Education, identified schools in places such as Mokgalwana, Lesetlheng, Kraalhoek, Moruleng, Sefikile and Disake with dire need for water provision and sanitation interventions. In order for the Country to create a conducive learning and teaching environment, water and sanitations are basic needs that cannot be ignored. The health and welfare of our children are compromised if the places where they spent most of their time cannot provide them with basic service and comfort. To this effect, the Mine will provide water and sanitation to schools around the area to restore the dignity and the rights of the pupils. The facilities will be the green recyclable sanitation unit fitted with an Aerobic Bacteria Generator(ABG). The unit is an aerobic devise that is capable of growing select group of natural aerobic species while supporting the addition of a co-evolved community bacteria species found in human faeces that can temporarily convert their anaerobic metabolism to an aerobic one. The principle is that naturally-occurring micro-organisms are selected as biological additive to the digester tank of the self-sustainable flushable, portable and/or fixed biological water-borne toilet. Provision can be made for a catchment of rain water to further minimise load on external water source.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					
	SP Manager and DoE	Bojanala	Moses Kotane	Schools: Mokgalwana, Tshomankana, Sedibelo, Nkobong, Makuka, Mochudi	2016	2017	2018	2019	2020	TOTAL BUDGET
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		0	1 500 000	5 000 000	5 000 000	1 500 000	13 000 000
Provide green recyclable sanitation with self-sustainable flushable biological water born toilets to schools in communities around our operations. The project will be implemented in accordance with ISO 9001 / 14001, OSHAS 18000 and APW.	1. Project feasebility study.		Feasebility study report.			Q2				
	2. MoU with DoE.		Signed MoU with DoE.							
	3. Procurement of service provider.		Appointment of service provider.			Q3				
	4. Project excecution.		Project scope, schedule vs progress report. Construction of project.			Q4	Q1 - Q4	Q1 - Q4	Q1 - Q2	
	5. Project Close-out.		Close-out report.						Q3	
	6. Handover.		Handover report.						Q4	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	3	2	5	5 jobs per project may be created during construction phase of the project				
MEDIUM TERM	0	0	0	0	0					

LONG TERM	0	0	1	1	2	Micro contractors for units installed within the community where one job is created for a person within that community, to perform minor services. The estimated time required to perform these minor services is two days out of each month in about 50 units installed. For every 100 units installed an opportunity is created for one small contractor, comprised of two people with a small sludge pump, piping and small truck with a 2500litre tank.
COMPLETION AND EXIT STRATEGY	Handover to DoE				7	

Mokgalwana Primary School (Toilets)



06.09.2017





Nkobong Secondary School (Toilets)





Siyanda Bakgatla Platinum Mine

Makuka Secondary School





Siyanda Bakgatla Platinum Mine

Tshomankane Secondary School (Toilets)



Sedibelo Secondary School (Toilets)



Mochudi Secondary School (Toilets)

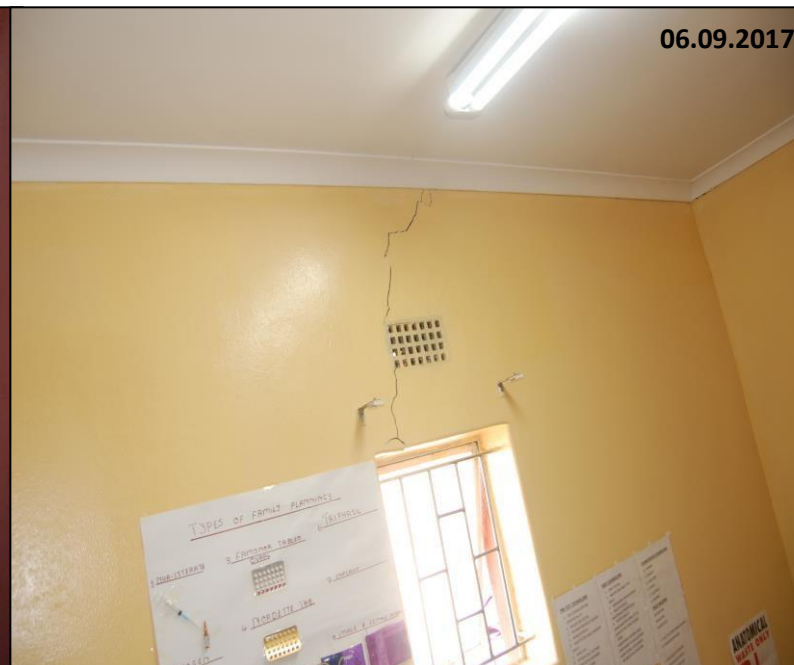


PROJECT 4										
PROJECT NAME	UPGRADE OF KRAALHOEK CLINIC			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	Kraalhoek Clinic is located in Moses Kotane Local Municipality in Kraalhoek. It operates from Monday to Sunday between 7h00 - 18h00. It offers amongst others integrated management of childhood illness, antenatal and postnatal care, HIV/AIDS counselling, physiotherapy, sexual reproductive services and community outreach services.									
	An ideal clinic, is a clinic with good infrastructure, adequate staff, medicine and supplies, good administrative process and sufficient bulk supplies that use applicable clinical policies, protocols, guidelines as well as partner stakeholder support to ensure provision of quality health service to the community. The upgrade of the infrastructure which entails among others repairs of ceiling and pharmacy room, cracks on the wall and erection of the reception area of Kraalhoek clinic by Anglo American Platinum will address one of the combination elements that must be present in order to render an ideal clinic as prescribed by the Department of Health.									
		RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME				
	SP Manager and DOH	Bojanala	Moses Kotane	Kraalhoek	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		0	200 000	1 600 000	700 000	0	2,500,00
Renovate /upgrade of clinic infrastructure (Kraalhoek clinc).	1. Scope Project.		Project scope report.			Q1 - Q4				
Procurement opportunities for local contractors.	2. MoU with DoH.		Signed MoU with DoH.				Q1 - Q3			
100% labour will be sourced from local communities.	3. Procurement of service provider.		Appointment of service provider.				Q4	Q1 - Q2		
	4. Project excecution.		Project scope, schedule vs progress report.					Q3		
	5. Project Close-out.		Close-out report.					Q4		
	6. Handover.		Handover report.					Q4		
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	10	5	15	15 Community jobs created during construction phase of the project				
MEDIUM TERM	0	0	0	0	0					



LONG TERM	0	0	0	0	0	
COMPLETION AND EXIT STRATEGY	Handover to DOH					

Kraalhoek Clinc

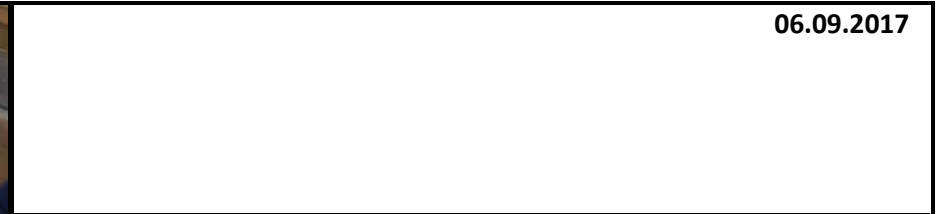


PROJECT 5										
PROJECT NAME	UPGRADE OF MODDERKUIL CLINIC			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	Moderkuil clinic is located in Moses Kotane Local Municipality in Manamakgoteng village. The clinic operates from Monday - Sunday between 7h00 - 19h00. Services rendered at the clinic include emergency services for maternity patients, community outreach, nutrition support, intergrated management childhood illness, HIV /AIDS counselling and sexual and reproductive health.									
	An ideal clinic, is a clinic with good infrastructure, adequate staff, medicine and supplies, good administrative process and sufficient bulk supplies that use applicable clinical policies, protocols, guidelines as well as partner stakeholder support to ensure provision of quality health service to the community. The upgrade of the infrastructure of Modderkuil clinic which includes amongst other repairs of the reception ceiling and leaking roof, fixing of sluice room by Anglo American Platinum will address one of the combination elements that must be present in order to render an ideal clinic as prescribed by the Department of Health.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP and DOH	Bojanala	Moses Kotane	Modderkuil	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		0	200 000	1 600 000	700 000	0	2,500,00
Renovate /upgrade of clinic infrastructure (Modderkuil clinic)	1. Scope Project.		Project scope report.			Q1 - Q4				
Procurement opportunities for local contractors	2. MoU with DoH.		Signed MoU with DoH.				Q1 - Q3			
100% labour will be sourced from local communities	3. Procurement of service provider.		Appointment of service provider.				Q4	Q1 - Q2		
	4. Project excecution.		Project scope, schedule vs progress report.					Q3		
	5. Project Close-out.		Close-out report.					Q4		
	6. Handover.		Handover report.					Q4		
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	10	5	15	15 Community jobs created during construction phase of the project				
MEDIUM TERM	0	0	0	0	0					

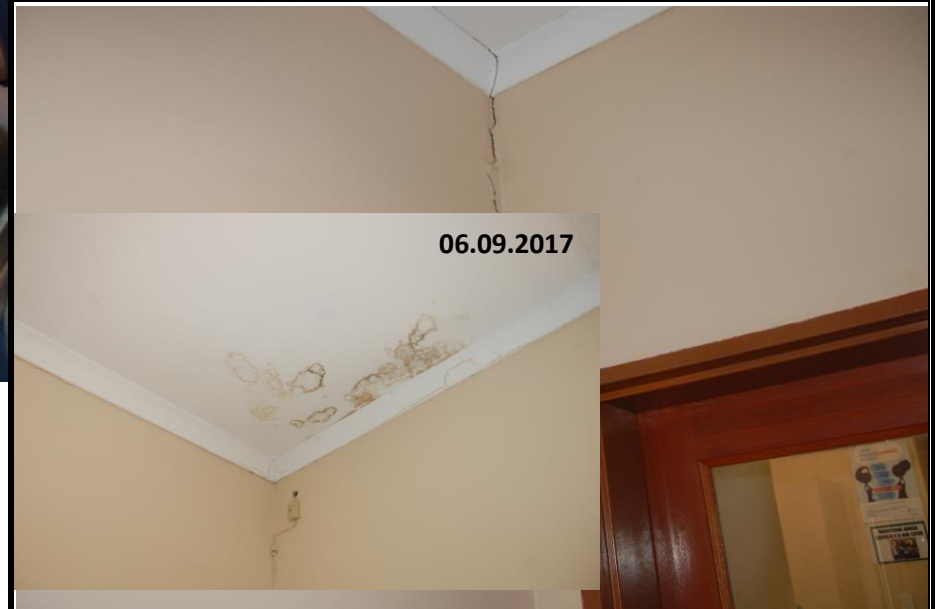


LONG TERM	0	0	0	0	0	
COMPLETION AND EXIT STRATEGY	Handover to DOH					

Modderkuil Clinic



06.09.2017





PROJECT 6			
PROJECT NAME	UPGRADE OF OKOMELANG	FOCUS AREA	INFRASTRUCTURE

BACKGROUND	Okomelang is a primary school located in Sandfontein village in Moses Kotane Local Municipality. The primary school offers foundation and intermediate phase to 702 learners with 1 Educators. Creating an environment conducive for learning and teaching at the school, is one of the major prioritise of Government in their quest to improve the education system. Anglo American Platinum is committed to partnering with government to facilitate and contribute towards improvement of schools infrastructure in the host communities. Overcrowding is a challenge in most of schools around Moses Kotane Local Municipality and the improvements in the infrastructure such as administration block, additional 4 classrooms and ablution facilities will ultimately translate to the increase pass rate at the school. The improvements will make it easier for the teachers and learners to conduct their work effectively and efficiently. Beneficiaries of this project will be the learners, teachers and the community at large.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager and DoE	Bojanala	Moses Kotane	Sandfontein	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		1 200 000	1 200 000	5 500 000	0	0	7 900 000
Upgrade in accordance with applicable specifications and standards.	1. Pre stage initiation of the project.		Project charter, stakeholder mapping and approvals.		Q1-Q4					
Procurement opportunities for local communities.	2. Pre stage planning and design of the project.		Project scoping and approvals.		Q1-Q4					
100% labour will be sourced from host communities.	3. Compile procurement documentation and procure a construction service provider.		Bid documentation & appointmentof construction service provider.			Q3				
	4. Manage the construction process.		Project construction progress report.			Q4	Q1 - Q2			
	5. Project Close-out and handover.		Close-out report.				Q3			
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	8	0	15	7	30	30 jobs may be created during construction phase				
MEDIUM TERM	0	0	0	0	0					
LONG TERM	0	0	0	0	0					
COMPLETION AND EXIT STRATEGY	Handover to DoE				30					

Okomelang



Okomelang



PROJECT 7										
PROJECT NAME	NORTHAM: UPGRADE OF NORTHAM LIBRARY AND COMMUNITY HALL.			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	Northam Library and Community Hall is situated in Northam, Thabazimbi Local Municipality under Limpopo Province. The Library is managed by the Department of Arts and Culture in Limpopo. The Library provides community with access to information and will benefit Learners in surrounding areas.									
	Learners in the surrounding area make use of the Library for their research, homework and study purposes in addition it is also an attraction for youth to educate them through access on the internet.									
	The Community Hall is used for community meetings, community events and for recreational events in Northam.									
	The Northam Library and Community Hall are in a dilapidated state and Siyanda Bakgatla Platinum Mine will upgrade the facilities so that the community should have access to an enhanced environment for their benefit.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					
	SP Manager	Waterberg	Thabazimbi	Northam	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		0	0	3 000 000	1 000 000	0	4 000 000
Upgrade of public facilities (Northam Community Library and Community Hall).	1. Scope Project.		Project score report.				Q3			
	2. MoU with Thabazimbi Local Municipality.		Signed MoU with Thabazimbi Local Municipality..				Q3			
	3. Procurement of service provider.		Appointment of service provider.				Q4			
	4. Project excecution.		Project scope, schedule vs progress report. Construction of the project				Q4	Q1 - Q2		
	5. Project Close-out.		Close-out report.					Q3		
	6. Handover.		Handover report.					Q3 - Q4		
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	5	0	5	5	15	15 community jobs during construction phase				



MEDIUM TERM	0	0	0	0	0	
LONG TERM	0	0	0	0	0	
COMPLETION AND EXIT STRATEGY	Handover to Thabazimbi Local Municipality.				15	

Northam Library and Community Hall







3.5.2 Education and Skills Development

PROJECT 1										
PROJECT NAME	SUPPORT TO LEARNER DEVELOPMENT			FOCUS AREA	EDUCATION					
BACKGROUND	It is widely accepted that South Africa is a Country in transition and that, to achieve accelerated and shared growth, it is critical to develop its people. Throughout the Country there is agreement that, a severe shortage of skills hampers long-term, sustained economic growth and the effectiveness of service delivery. There is a huge need to produce more matriculates proficient in Mathematics, Science and Technical Skills and it is the aim of Anglo American Platinum to support the schools in the communities where they operate in order to strengthen the pipeline that they depend on to provide the candidates who are competent and confident, and who have the skills and experience required for the workplace. In its endeavour to contribute towards addressing these challenges, Union Mine JV plans to support the Department of Education to build content & pedagogical knowledge/capacity of teachers, content knowledge of learners (75 trainees / per year x 5 years = 375 trainees). In addition, supplement Gr 12 2017 learners content gaps (Math, English , Physical Science etc.) with access to extra education digital support, facilitate Curriculum Advisor & Peer Support & Collaboration and access to supplementary and digital resources									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager, DoE Moses Kotane East and West	Bojanala	Moses Kotane East and West	Lerome, Sandfontein, Modderkuil, Wilgevaal & Ramokokastad	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		200, 000	200, 000	200, 000	200, 000	200, 000	1 000 000
Improvement in learner performance (numeracy and literacy) in 3 consecutive years (2018-2020) over 5 years in ANA and NSC.	1. Building partnerships with Department of Education and other business partners.		Signed MoU with DoE for partnership.		Q1 -Q4	Q1 -Q4	Q1 -Q4	Q1 -Q4	Q1 -Q4	
Improved teacher content and pedagogical knowledge to improve learner performance.	2. Supplement and enrich learning and teaching.		Procument and provision of required supplementary material.		Q1 -Q4	Q1 -Q4	Q1 -Q4	Q1 -Q4	Q1 -Q4	
Improved management knowledge to improve learner performance.			Improved learner performance through improved teacher content and pedagogical knowledge.		Q1 -Q4	Q1 -Q4	Q1 -Q4	Q1 -Q4	Q1 -Q4	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	0	0	0	Province not necessarily from the village / host community				
MEDIUM TERM	0	0	0	0	0	Necessariliy from the villages/host communities				
LONG TERM	0	0	450	400	850	With increased employability				

COMPLETION AND EXIT STRATEGY	Focused on system strengthening via a multi-stakeholder partnerships led by DoE, hence a transition plan rather than an exit plan would be incorporated and guided by a signed MoU in terms of the ongoing project maintenance.
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PROJECT 2										
PROJECT NAME	SUPPORT TO TEACHER DEVELOPMENT			FOCUS AREA	EDUCATION					
BACKGROUND	It is widely accepted that South Africa is a Country in transition and that, to achieve accelerated and shared growth, it is critical to develop its people. Throughout the Country there is agreement that, a severe shortage of skills hampers long-term, sustained economic growth and effectiveness of service delivery. There is a huge need to produce more matriculates proficient in Mathematics, Science and Technical Skills, and it is the aim of Anglo American Platinum to support the schools in the communities where they operate in order to strengthen the pipeline that they depend on to provide the candidates who are competent and confident, and who have the skills and experience required for the workplace. In its endeavour to contribute towards addressing these challenges, Union Mine JV plans to support the Department of Education to build content & pedagogical knowledge/capacity of teachers, content knowledge of learners & management capability of school leadership (75 trainees / per year x 5 years = 375 trainees), extension of 2017 teacher, learner and leadership development, teacher content and pedagogical gaps with minimal impact on contact time, supplement GET and FET learning and teaching, supplement LTSM shortages, facilitate curriculum advisor and peer support and collaboration, 24/7/365 access to supplementary digital resource.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	Department of Education Moses Kotane East and West	Bojanala	Moses Kotane	Sandfontein, Modderkuil, Wilgevaal & Ramokokastad	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		200 000	200 000	200 000	200 000	200 000	1 000 000
Improved teachers content and pedagogical knowledge to improve learner performance above.	Support the development of teachers content and pedagogical knowledge.		Signed MoU with the Department of Education for partnership.		Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	
			Appointment of of training service providers in agreement with the Department.		Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	
			50 teachers trained per year in DoE approved courses per year to improve content and pedagogical knowledge.		Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	0	0	0	Province not necessarily from the village / host community				

MEDIUM TERM	0	0	0	0	0	Necessariliy from the villages/host communities
LONG TERM	0	0	450	400	850	With increased employability
COMPLETION AND EXIT STRATEGY	Focused on system strengthening via a multi-stakeholder partnerships led by DoE, hence a transition plan rather than an exit plan would be incorporated and guided by a signed MoU in terms of the ongoing project maintenance.					

PROJECT 3										
PROJECT NAME	SCHOOL LEADERSHIP DEVELOPMENT			FOCUS AREA	EDUCATION					
BACKGROUND	School leadership development is the combination of knowledge, skill, attitude and action which enable effective learning to take place in schools. Leadership maybe distributed across Principals, Deputies and Head of Departments, who have a formal authority as well as those teams (district, governing bodies, teachers and parents) which support the learning process. Leadership development framework enable a focus on the responsibilities, tasks and characteristics that support effective learning. It also comprises a range of pre - services, in-service and informal intervention designed to build knowledge, skills and attitude of leadership in different socio -economic and school context.									
	The partnership between Union Mine and Department of Education in Moses Kotane Local will empower/enable these educators to develop the skills, knowledge and values needed to lead and manage schools effectively and to contribute to improving the delivery of education across the school system through capacity building and training.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	DoE Moses Kotane West and East	Bojanala	Moses Kotane	Lerome Sandfontein, Modderkuil, Wilgevaal, & Ramokokastad	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		200 000	200, 000	200, 000	200, 000	200 000	1 000 000
Improved management knowledge competency to improve learner performance.	Development school management competencies.		Gap analysis and developmental needs reports.		Q1 - Q4	Budget spend on Winter Camp - Sedibakwele	Q1 - Q4	Q1 - Q4	Q1 - Q4	
			Appointment of the agreed training provider and implement the identified training.		Q1 - Q4		Q1 - Q4	Q1 - Q4	Q1 - Q4	
			Up to 25 school managers trained per year to improve management of curriculum delivery.		Q1 - Q4		Q1 - Q4	Q1 - Q4	Q1 - Q4	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	0	0	0	Province not necessarily from the village / host community				
MEDIUM TERM	0	0	0	0	0	Necessariliy from the villages/host communities.				
LONG TERM	0	0	850	850	1700	With increased employability.				

COMPLETION AND EXIT STRATEGY	Focused on systems strengthening via multi stakeholders partnership led by DoE hence a transition plan rather than an exit plan would be incorporated and guided by a signed MoU in terms of the ongoing project maintenance.
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PROJECT 4										
PROJECT NAME	SUPPLY OF SUPPLEMENTAL LEARNING AND TEACHING SUPPORT MATERIAL			FOCUS AREA	EDUCATION					
BACKGROUND	Efficient and effective access to supplementary learning and teaching support platforms and material (prioritising gateway subjects including Maths, English, and Physical Science etc.) in primary and high schools around the vicinity of the mining operation. This include DoE approved content (digital text books, workbooks, study guides, reading material, past exam papers, video lessons etc.). The objective is to support improved learner performance, continuous teacher professional development improved management of curriculum delivery with scalable 24/7/365 access to supplementary education, teaching, learning and management resources. This is an extension of 2015 programme which supplemented LTSM and education resources to address the content pedagogical, management, communication and collaboration gaps in order to improve learner performance.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Moses Kotane East and West	Bojanala	Moses Kotane	Sandfontein, Modderkuil, Wilgevaal, & Ramokokastad	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		1 000 000	1 000 000	1 000 000	1 000 000	1 000 000	5 000 000
Improved learner performance numeracy & literacy in three consecutive years 2018-2020 over 5 years in ANA and NSC.	Development school management competencies.		Agreement on the materiagl to be provided.		Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 - Q4	
			Provision of material agreed upon.							
			Improved learner performance through improved learner, teacher and school management access to supplementary learning, teaching and management support material and digital education resources to strengthen curriculum delivery.							
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				

SHORT TERM	0	0	0	0	0	Experienced/specialised trainers and intergrators from the province, not necessarily from the village/host community.
MEDIUM TERM	0	0	0	0	0	Necessariliy from the villages/host communities.
LONG TERM	0	0	0	0	0	Material in MKE & MKW.
COMPLETION AND EXIT STRATEGY	Focused on systems strengthening via multi stakeholders partnership led by DoE hence a transition plan rather than an exit plan would be incorporated and guided by a signed MoU in terms of the ongoing project maintenance.					

3.5.3 Income Generating Projects (Enterprise Development)

PROJECT 1

PROJECT NAME	EXPANSION OF SEDIMOGANG POULTRY PROJECT			FOCUS AREA	ENTERPRISE DEVELOPMENT					
BACKGROUND	<p>Sedimogang Community Project was established in 2001 by a group of sixteen business minded, enthusiastic and community driven women. The promising project was formally registered as a Close Corporation and is currently located in the heart of Sanfontein, a village 72km from Rustenburg and 17km from Mogwase. Sanfontein village is within Moses Kotane Municipality, Bojanala District, North West Province. Sedimogang Community Project was set up to promote the creation of jobs, women and youth empowerment, economic development and poverty alleviation. It features key stakeholders such as the youth and women, members and workers of the project, Moses Kotane Local Municipality, READ, SEDA, customers, suppliers and the wider community of Bojanala District and surrounding areas.</p> <p>There are plans to expand the exisiting structure due to high demand of eggs in the area.</p>									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					
	SP Manager	Bojanala	Moses Kotane	Sandfontein	2016	2017	2018	2019	2020	TOTAL BUDGET
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		0	0	2 000 000	0	0	2 000 000
Upgrade in accordance with applicable specifications and standards.	1. Identification and engagement with stakeholders.		Buy in of the project.				Q1-Q3			
Procurement opportunities for local communities.	2. Project scoping and plans to be finalised.		Sign off of the plans.				Q2			
100% labour will be sourced from host communities.	3. Project implementation.		Site establishment Appointment of the contractor.				Q3			

	4. Coaching mentoring and ongoing evaluation(capacity building interventions).		Farm bussiness records(production,sales, expenditure etc.				Q1-Q4			
	6. Project completion and handover		Sustainable bussiness				Q4			
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	1	1	1	2	5	Support on the targeted farmers				
MEDIUM TERM	1	1	2	4	8	Continuous monitoring evaluation.				
LONG TERM	2	2	2	4	10	Continuous monitoring evaluation.				
COMPLETION AND EXIT STRATEGY	Support the farmers through an intergrated farmer programme so that they become independent to a level where their output helps to increase revenue streams and they able to create employment opprotunities through coaching and mentoring.									

PROJECT 2											
PROJECT NAME	NYANDENI - LIBODE POULTRY FARMING PROJECT			FOCUS AREA	ENTERPRISE DEVELOPMENT						
BACKGROUND	<p>Enterprise Development has been identified as one of the key strategic drivers for local economic development in communities. In line with Anglo American Platinum Policy, Union Mine JV has identified the need to support Local sending Area (LSA) farmers in the Eastern Cape with construction and equipping of a poultry layer house in order to be able to generate income. Support will be provided to the farmers to access markets as well as access funds to grow their business through quality and consistent service and farm products. The positive spin off from this intervention is that the project will be able to increase job opportunities, and thus improve the livelihoods of the local community members in Nyandeni and Libode. Specialist business support partners such as Department of Agriculture in the Eastern Cape, will be paired with the farm applicants in order to ensure that sustainability is created for them. The intention will be to grow them until they are capacitated to pursue business on their own and independently. Villages of Nyandeni and Libode are mainly the Local Sending Areas of AAP located in the OR Tambo District Municipality in the Eastern Cape. They are mainly rural, characterised by high levels of unemployment, low levels of literacy coupled with other related challenges.</p> <p>The Nyandeni and Libode farmer support project will include technical services such as provision of farm equipment, market access and overall farm business and operation management training in order to be proficient farmers and operate optimally.</p>										
		RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					
	SP Manager	OR Tambo	Nyandeni	Nyandeni and Libode	2016	2017	2018	2019	2020	TOTAL BUDGET	
OUTPUT	KEY PERFORMANCE AREA			KEY PERFORMANCE INDICATOR		0	200 000	2 000 000	1 500 000	300 000	4 000 000
Upgrade in accordance with applicable specifications and standards.	1. Identification and engagement with stakeholders.			Buy in of the project.			Q4	Q1			
Procurement opportunities for local communities.	2. Project scoping and plans to be finalised.			Sign off of the plans.				Q2			

100% labour will be sourced from host communities.	3. Project implementation.		Site establishment Appointment of the contractor.				Q3			
	4. Selection and training of farm employees in both technical and management skills.		Trained employees, quality knowledgeable employees.				Q3 - Q4			
	5. Coaching mentoring and ongoing evaluation(capacity building interventions).		Farm bussiness records(production,sales, expenditure etc.					Q1 - Q4		
	6. Project completion and handover		Sustainable bussiness						Q1	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	1	1	1	2	5	Support on the targeted farmers				
MEDIUM TERM	1	1	2	4	8	Through ED support over a medium term period of 3 years				
LONG TERM	2	2	2	4	10	Through ED support over a medium term period of 5 years				
COMPLETION AND EXIT STRATEGY	Support the farmers through an intergrated farmer programme so that they become independent to a level where their outpu helps to increase revenue streams and they able to create employment opprotunities through coaching and mentoring.									

3.5.4 Health and Social Welfare

PROJECT 1			
PROJECT NAME	PROCUREMENT OF AMBULANCES	FOCUS AREA	HEALTH
BACKGROUND	<p>North West Province has the highest Maternal Mortality Ratio in South Africa at 185 deaths per 100 000 live births (Health Systems Trust, 2015). This is well above the MDG goal of 4/100 000 and the national average of 133/100 000. One of the contributing causes of this significant health aspect is the availability and timely transport of mothers requiring emergency care which cannot be offered at a primary care level. Similarly, generic emergency care vehicles which are not adequately equipped to provide sufficient care on route, therefore, DoH has specialised vehicles which are stationed at clinics with maternal and obstetrics units.</p> <p>A significant challenge for health care users in poor communities is the cost of accessing health care. While primary health care is offered free of charge, it is not truly free in the sense that, it still costs the user in other ways. In an investigation for operation Phakisa, it is estimated that the economic burden associated with accessing health care can be as much as R1140.00 per year for transport alone. Should the person require referral and regular follow up at a district, regional or central facility this amount multiplies exponentially, with the cited example of R1400 per facility visit. Within poor communities the affordability such as expenses is beyond most people means, resulting in them failing to attend facilities which impacts their long term health. Linked to this problem is the people then falling critically ill due to not receiving the required care, who then in turn require emergency transport. To address this challenge, planned patient transport services are offered to patients that cannot afford cost of accessing care or attend higher level facilities on referral.</p> <p>This project helps augment limited resources of North West Department of Health to fund their fleet requirements in these two critical impact areas.</p>		

	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager and DoH	Bojanala	Moses Kotane	Sefikile, Mogwase and Motlhabe	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		1 000 000	1 000 000	1 000 000	0	0	3 000 000
Specific agreement	1. Signing of a specific contract.		North West Department of Health and Mine concludes a purchase contract and MoU.		Q1	Q1 - Q3				
Emergency transport	2. Maternal health and emergency medical care.		Procure ambulances based on departmental requirements.		Q1 - Q4	Q4				
	3. Improving access to health care.		Delivery of the ambulance to the beneficiaries.				Q1 - Q4			
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM										
MEDIUM TERM										
LONG TERM										
COMPLETION AND EXIT STRATEGY	Hand over to DoH									

PROJECT 2										
PROJECT NAME	PROCUREMENT OF MEDICAL EQUIPMENT FOR THE CLINICS			FOCUS AREA	HEALTH					
BACKGROUND	This initiative aims to ensure that all clinics meet the National Care Standards Compliance based on the new Primary Health Care Model and a system strengthening approach as advocated by the World Health Organisation. The ideal Clinic initiative does not stand alone as a vertical programme but rather as an approach to strengthen the whole primary health care system to ensure a more effective, efficient and ultimately sustainable health system. Focusing on Sefikile, Kraalhoek and Modderkuil Clinics the project will help support these facilities by providing them with medical equipment such as turning fork, baby schedule, stethoscopes, patella hammer, HB meter, urine jars, baby warmers, dressing trollies, heavy duty scissors and wheel chairs to achieve the Ideal Clinic standards as prescribed by the Department of Health.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MINICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager	Bojanala	Moses Kotane	Sefikile, Kraalhoek and Modderkuil	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		0	600 000	1 000 000	600 000	300 000	2 500 000
List of needs signed off by North West Department of Health.	Engagement with Department of Health to determine the needs.		Availability of the medical equipment list from the Department of Health.			Q1	Q1	Q1	Q1	
Identified Clinic meets 80% threshold for Ideal Clinic status.	Procurement of medical equipment for the clinics based on departmental needs.		Availability of medical equipment.			Q2-Q3	Q2-Q3	Q2-Q3	Q2-Q3	
Identified Clinic meets 80% threshold for Ideal Clinic status.	Delivery and handover of medical equipment to the clinics.		Signing off of the project.			Q4	Q4	Q4	Q4	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	0	0	0					
MEDIUM TERM	0	0	0	0	0					

LONG TERM	0	0	0	0	0	
COMPLETION AND EXIT STRATEGY	As Part of the partnership implementation Plan-the Mine, Department of Health and Implementing partners will put in place a transition plan from the start of the project which includes the aspects such as sustaining the service beyond 2020 in terms of the quality and norms for the service Supporting customers expectations, on-going financing of the activities as well as on- going activities to improve the service delivery.					

3.6 Measures to Address Housing and Living Conditions (Regulations 46 (c) (iv))

3.6.1 Siyanda Bakgatla Platinum Mine Housing Strategy

Siyanda Bakgatla Platinum Mine's main objective of the strategy being to afford all employees the means to stay in adequate, decent and sustainable accommodation by the year 2025.

This will be achieved by:

- Building sufficient strategic stock to attract and retain critical and/or scarce skills to the operations.
- Promoting a home ownership programme and provision of decent rental tenure option amongst all employees.
- Decreasing Living-Out Allowance (LOA) and increasing Home ownership allowance (HOA).
- Phasing out the Single Accommodation Villages (SAVs) through the natural attrition and also the provision of decent rental accommodation in close proximity to the mines.
- Conducting a financial literacy and debt rehabilitation programme, so that our employees are able to access credit and home loans from commercial banks.

3.6.2 Home Ownership Scheme

The main objective of the HOA is to promote and facilitate home ownership amongst all employees. This scheme provides assistance to qualifying employees to acquire home loans for residential properties in locations within close proximity to the mines and be integrated into the existing communities.

3.6.3 Housing Forum

Siyanda Bakgatla Platinum Mine, in collaboration with its recognised unions, has established a Housing Forum. This is a permanent structure which comprises both management and the employees. The employees are represented by their union leaders. This structure is enterprise wide and meets on a monthly basis.

The main aim of the Housing Forum is to provide a platform on which both management and employees engage, deliberate and discuss openly and transparently all matters pertaining to employees' housing and accommodation.

The Housing Forum also monitors all the housing initiatives of the Company with a view to ensuring that the Company complies with both mining and housing legislation in this regard.

3.6.4 Key Challenges in Housing Delivery for the Mine Workers

Most of the housing developments and programmes in other locations have been delayed and derailed. Key challenges in this regard are:

- The instability caused by the labour unrest and strikes which have an impact on all the housing projects.
- The union rivalry and turf wars have also had huge consequences on the programmes as some employees stayed away fearing for their lives.
- There was also reluctance from all the major commercial banks to advance home loans to employees after the protracted strike.
- Employee indebtedness and the scourge of garnishee orders have also added woes to the housing project.
- In most locations where mines are located, the Company is faced with huge backlogs and lack of basic infrastructure.

3.7 Procurement

Siyanda Bakgatla Platinum Mine recognises the need to participate meaningfully in the socio-economic development of South Africa. To remain relevant and compliant with our core values, legislation and communities, we have identified certain procurement principles and policies at the forefront whose implementation will address economic transformation imperatives.

A strategy has been developed to demonstrate the commitment to increasing local participation of aspiring entrepreneurs in our areas of operation. The unbundling process has

been designed to help fast-track the empowerment of locals without placing any additional strain on the mining processes and compliance with our safety standards and technical requirements.

The process (unbundling) entails identifying, on a continuous basis, the opportunities that can be allocated to Local suppliers in areas where they would otherwise not be able to access such opportunities, due to:

- Service provider locked up in a contract;
- No relevant skills available locally; or
- Lack of finance available for local suppliers on procurement of machinery etc.

The success of the programme also requires that the following requirements be met:

- Availability of a willing and readily available local supplier;
- Willingness of the local supplier to undergo a training programme; and
- Agreeing to a mentorship agreement with the existing service provider to receive such mentorship.

The process will be conducted annually where new opportunities are identified for local supplier participation. The process will be handled in collaboration with the Supplier Development programme, to ensure that local Supplier gaps identified are addressed through a dedicated training programme by external service providers. The existing service provider, who will be providing mentorship, will ensure that the local suppliers are assisted technically to meet the requirements to perform in the area where they are appointed to supply or provide services.

A dedicated effort is also underway through unbundling interviews, involving local supplier identification and Classification. Women- and youth-owned companies are identified through this process and linked to opportunities at the mine.

Union Mine Procurement Targets

Procurement					
Categories	Targets				
	2016	2017	2018	2019	2020
2.1.1 Procurement of capital goods	55%	57%	60%	60%	60%
2.1.2 Procurement of services	70%	72%	75%	75%	75%
2.1.3 Procurement of consumables	65%	67%	70%	70%	70%

Procurement Spend is calculated as Total Available Spend less Non-discretionary Spend. Union Mine Supplier Development Targets

Supplier Development	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5-year target
Local supplier gap analysis	20	10	15	15	15	75
Number of courses for local suppliers	2	2	0	0	0	4
Supplier development partners	2	2	2	2	2	10
Role models created	2	2	2	2	2	10
New contract with local HDSA	2	2	1	1	1	7
Unbundling of opportunities	2	2	2	2	2	10
Training of local suppliers	10	10	10	10	10	50
Youth-owned companies	2	2	2	2	2	10
Women-owned companies	2	2	2	2	2	10

Total Number	44	34	36	36	36	186
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Achieving SLP (Social & Labour Plan) Targets

SLPs are our (Siyanda Bakgatla Platinum Mine's) commitments to the DMR and more importantly to the communities around our operations to provide procurement opportunities for local companies to participate competitively.

This includes:

Identifying potential suppliers and any developmental gaps

- Local supplier gap analysis

Addressing gaps identified

- Courses for locals
- Training of local suppliers
- Supplier development partners

Providing procurement opportunities to locals

- Identifying role models
- New contracts to locals
- Unbundling opportunities
- Youth owned and women owned companies

Plans to achieve targets

1. Local supplier gap analysis A. Supplier interviews

- These are done to gather information about the types of businesses in a particular area and their experience and expertise (e.g. through CIDB grading or similar accreditation)
- Local companies are invited to these through Social Performance teams, using appropriate communication methods (e.g. notice boards, business forums, traditional councils, hubs, local municipalities, etc.)

B. Tender drop-out lists

- When companies participate in tender processes, it is obvious that as the process moves, some companies will fall out of the shortlist process due to not being able to meet the requirements. Understanding the point of drop-out and the reasons for the drop-outs allows better targeted development.

C. Current suppliers (improvement identification)

- Reviewing current local suppliers that are experiencing difficulties (e.g. safety, quality, delivery, etc.), this will allow specific development to address these areas and for the supplier to improve.
- Reviewing suppliers that are performing well will allow a collaborative approach to further improving their competitiveness and potentially moving them into becoming role models

D. Next

- As new means of identifying potential suppliers and analysing their potential, these will be explored.

2. Supplier development partners

A. Who are supplier development partners?

- These are any persons or organisations that provide development to companies or individuals.
- The development may take the form of courses, training, mentorship or any other method as appropriate to the need identified.
- The development partner may be contracted by Siyanda Bakgatla Platinum Mine, be an NGO / NPO, be a collaboration partner (e.g. financial institute, government agency, or any other organisation or individual that can add to the development of the companies with whom we work).
- These can be long term partners or collaborators for a specific need.

3. Role models created A. Who are potential role models

- Local HDSA companies
- High employment potential
- Sustainable, competitive businesses
- Ideally these should be companies that Siyanda Bakgatla Platinum Mine can purchase from, but this may not necessarily be the case.

B. What does being a role model mean

- This should be a collaborative relationship where all parties contribute to the success of the role model company.
- The potential role model should be willing to improve their company and performance.
- Siyanda Bakgatla Platinum Mine will provide more intensive support and mentorship where appropriate, directly or through a suitable 3rd party.
- There is no guarantee that Siyanda Bakgatla Platinum Mine will purchase from the potential role models.

4. New contracts with local HDSA A.

How will we achieve this?

- Look at the suppliers that we are currently working with on an ad hoc order basis that can be moved to contract.
- If they are performing well and there is demand for their offering, we should put an appropriate contract in place with them.
- If there are areas that they need to address before a contract is awarded to them and they are performing well in other areas or have high potential, they should undergo a supplier development intervention and if successful be reviewed to have an appropriate contract award.
- Look at which suppliers we can potentially expand their scope
- There may be some suppliers who are already doing some work on contract and are performing well, if there is scope to expand their contract we should do so.

5. Unbundling of opportunities

A. What is opportunity unbundling?

- These can be where contracts are broken down into smaller portions or packages Or
- Where the entire contract is awarded to local companies Or
- Where certain opportunities are set-aside for local companies only Or
- Where local companies and non-local companies work together to deliver the goods or services. In these cases the non-local company must demonstrate meaningful, appropriate skills transfer to the local company

B. How to unbundle opportunities

- Implement opportunities identified, through tenders or other suitable means appropriate to the opportunity and the local supply market
- Identify next batch of opportunities, as the “low-hanging fruit” are implemented, the more challenging opportunities will be identified and steps taken to implement these.
- Local suppliers should be assisted to be and remain competitive so that they remain relevant to their clients and potential clients.

- They should also be encouraged to diversify their client base to reduce their sustainability risk.

6. Training of local suppliers

A. Attendance based on 2 above, this should be targeted at the identified needs.

- Based on the courses appropriate to the local companies, this measures the number of companies / individuals who attend training courses offered by Siyanda Bakgatla Platinum Mine or the supplier development partners.
- As the courses offered may be aimed at various levels within the organisation and could stimulate individuals to either be more productive in their current role or to create their own company in the community, we will measure the number of individuals present at the training.

7. Youth-owned companies

A. What are Youth-owned companies?

- Any company where 51% or more of the company's shares are owned by persons 35 years old and under.

B. How do we identify youth-owned companies?

- This will be done through a combination of approaches (e.g. through company documents which state ownership percentages and identity numbers of owners, through social performance and hub teams, through traditional offices and municipal offices, etc.)
- These identified companies will be provided with opportunity to participate in procurement opportunities.
- They will, where gaps are identified, be offered the opportunity to participate in development activities that will enable them to improve themselves and be better placed to participate in future opportunities.

8. Women-owned companies

A. What are Women-owned companies?

- Any company where 51% or more of the company's shares are owned by a woman / women.

B. How do we identify women-owned companies?

- This will be done through a combination of approaches (e.g. through company documents which state ownership percentages and identity numbers of owners, through social performance and hub teams, through traditional offices and municipal offices, etc.)
- These identified companies will be provided with opportunity to participate in procurement opportunities.
- They will, where gaps are identified, be offered the opportunity to participate in development activities that will enable them to improve themselves and be better placed to participate in future opportunities.

SECTION 4 (PROCESSES PERTAINING TO MANAGEMENT OF DOWNSCALING AND RETRENCHMENT)

4. Downscaling and Retrenchment

4.1 Establishment of Future Forum

Date of Establishment	10 October 2014
No. of planned meetings per annum	12

Two years prior to the planned closure at end of life of mine or anticipated downscaling which may lead to retrenchment, the mine will enter into consultations with all the recognised unions and affected employees to implement the processes outlined below.

This process will specifically include:

- A downscaling strategic plan and alternatives to avoid job losses and a decline in employment; and
- Skills audit to determine skills within the workforce which may be most vulnerable or difficult to be reabsorbed into the employment market and employees who may require up-skilling or retraining for self-employment and re-employment.

4.2 Mechanisms to Save Jobs, Providing Alternative Solutions and Procedures for Creating Job Security Where Job Losses Cannot Be Avoided

- Self-employment training and re-employment programmes.
- The CED unit will coordinate the provision of the above self-employment training and reemployment programmes for all employees affected by retrenchments. The CED unit will give feedback to the Future Forum.

- Identify and consider SMME initiatives which have the potential to create future employment opportunities in the event of a large-scale retrenchment.
- Identify the creation of opportunities for SMMEs to supply the mine with goods and services.

4.3 Management of Retrenchments

- Implementing Section 189 of the Labour Relations Act.
- Consultations – the consultation process in terms of Section 52 (1) of the Mineral and Petroleum Resources Development Act (MPRDA), 2002; and Section 189.
- Notification to the Minerals and Mining Development Board – the notification process to the Board in terms of Section 52 (1) (a) of the MPRDA.
- Complying with the Minister’s directive and confirming how corrective measures will be taken.
- Internal transfers to other Siyanda Bakgatla Platinum Mine.
- Apply for technical assistance and support from the National Productivity Institute (NPI).
- Apply to the MQA, the mining sector’s education and training authority, for applicable grants.

4.4 Mechanisms to Ameliorate the Social and Economic Impact on

Individuals, Regions and Economies Where Retrenchment or Closure of the Operation is certain.

- Facilitate links with a Local Business Service Centre and other appropriate support institutions.
- Provide business support services to workers while they are still at work and can explore their options.
- Provide assistance and mentoring in feasibility studies and the development of business plans.
- Include business and technical training for self-employment.

- Provide time off so that workers can undergo such training before they leave.
- Engage with banks and other lending institutions to explore and facilitate arrangements for workers who want to use all or part of their retrenchment packages as collateral security for business loans.
- Skills assessments and written recognition of prior learning, experience and qualifications.
- Referrals to accredited training providers.
- Consideration for bursary initiatives.
- Step-by-step guidelines on starting their own businesses.
- Job hunting tips.
- Assistance in identifying labour market opportunities.
- Collection of mine pensions.
- Access to state benefits for pensioners.
- Financial planning for retirement.
- Possibilities for supplementing pension income.
- Assessment and counselling services for affected individuals
- Personal financial planning.

SECTION 5 (FINANCIAL PROVISION (REGULATION 46 (i), (ii), (iii)))

5. Five – Year Financial Provision

Financial Provision for a Five-Year Period						
Item	2016	2017	2018	2019	2020	Total
HRD	40 625 567	41 676 308	44 176 886	46 827 499	49 637 149	222 943 409
LED	5 300 000	9 550 000	27 050 000	11 350 000	4 750 000	58 000 000
Total	57 622 075	57 376 308	71 226 886	58 227 499	53 537 149	280 943 409

