

# SOCIAL AND LABOUR PLAN

## MOGALAKWENA MINE



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## **ABBREVIATIONS AND ACRONYMS**

ABET	Adult Basic Education and Training
ADC	Anglo Platinum 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	Small, Micro and Medium Enterprise
SLP	Social and Labour Plan
TLM	Thabazimbi Local Municipality
UIF	Unemployment Insurance Fund
WSP	Workplace Skills Plan

## GLOSSARY

Black women	African, Indian and Coloured women
Broad-Based Socio-economic Empowerment (BBSEE)	<p>A social or economic strategy, plan, principle, approach or act, which is aimed at:</p> <ul style="list-style-type: none"> <li>a) 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</li> <li>b) Transforming such industries so as to assist in, provide for, initiate, facilitate or benefit from: <ul style="list-style-type: none"> <li>i. Ownership participation in existing or future mining, prospecting, exploration and beneficiation operations;</li> <li>ii. Participation in or control of management of such operations;</li> <li>iii. Development of management, scientific, engineering or other skills of HDSAs;</li> <li>iv. Involvement or participation in the procurement chains of operations; and</li> <li>v. 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.</li> </ul> </li> </ul>
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	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 above-mentioned rights, including any person working for an independent contractor.
Historically Disadvantaged Person (HDP)	<ul style="list-style-type: none"> <li>a) 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;</li> <li>b) Any association, a majority of whose members are persons contemplated in Paragraph (a); and</li> <li>c) 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.</li> </ul>
Historically Disadvantaged South African (HDSA)	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).

Integrated Development Plan (IDP)	<p>a) 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</p> <p>b) For the purposes of this Social and Labour Plan, 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.
Management	All employees within the Paterson C, D, E, and F Bands.
Migrant labour	<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 Social and Labour Plan:</p> <p>a) Provincial migrant workers are those who come from areas within the mine's host province but outside the mine community;</p> <p>b) South African migrant workers are those who come from other South African provinces; and</p> <p>c) 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>



Mine community	<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 Social and Labour Plan 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 Social and Labour Plan are:</p> <ol style="list-style-type: none"> <li>Existing and expected patterns of human settlements and villages within this community;</li> <li>Patterns of labour sourcing for the mine;</li> <li>Common commuting habits to and from the mine on a daily or weekly basis for the purpose of work;</li> <li>Spending patterns of the mine's employees;</li> <li>The use of social amenities, recreational facilities and infrastructure;</li> <li>Commercial and industrial linkages;</li> <li>Provincial and municipal boundaries;</li> <li>Existing and proposed functional boundaries, including magisterial districts;</li> <li>Existing and expected land use, transport modes and routes;</li> <li>The need for coordinated social development programmes and services including the need for housing, nutrition and healthcare; and</li> <li>The need to rationalise the delivery of sustainable services and other socio-economic programmes as committed to in this Social and Labour Plan, particularly with respect to pragmatic delivery, financial viability and the mine's administrative capacity.</li> </ol>
Municipality	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.
Total discretionary spend	<p>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:</p> <ol style="list-style-type: none"> <li>Government: <ol style="list-style-type: none"> <li>Central government departments;</li> <li>Parastatal companies;</li> <li>Provincial government; and</li> <li>Municipalities and other local authorities.</li> </ol> </li> <li>Imported proprietary technology;</li> <li>Key raw materials; and</li> <li>Inter-company transfers.</li> </ol>
Total procurement spend	Expenditure on capital goods, consumables and services. This includes both discretionary and non-discretionary expenditure.

# SECTION 1

## Preamble (Regulation 46 a)

### 1. Company Details

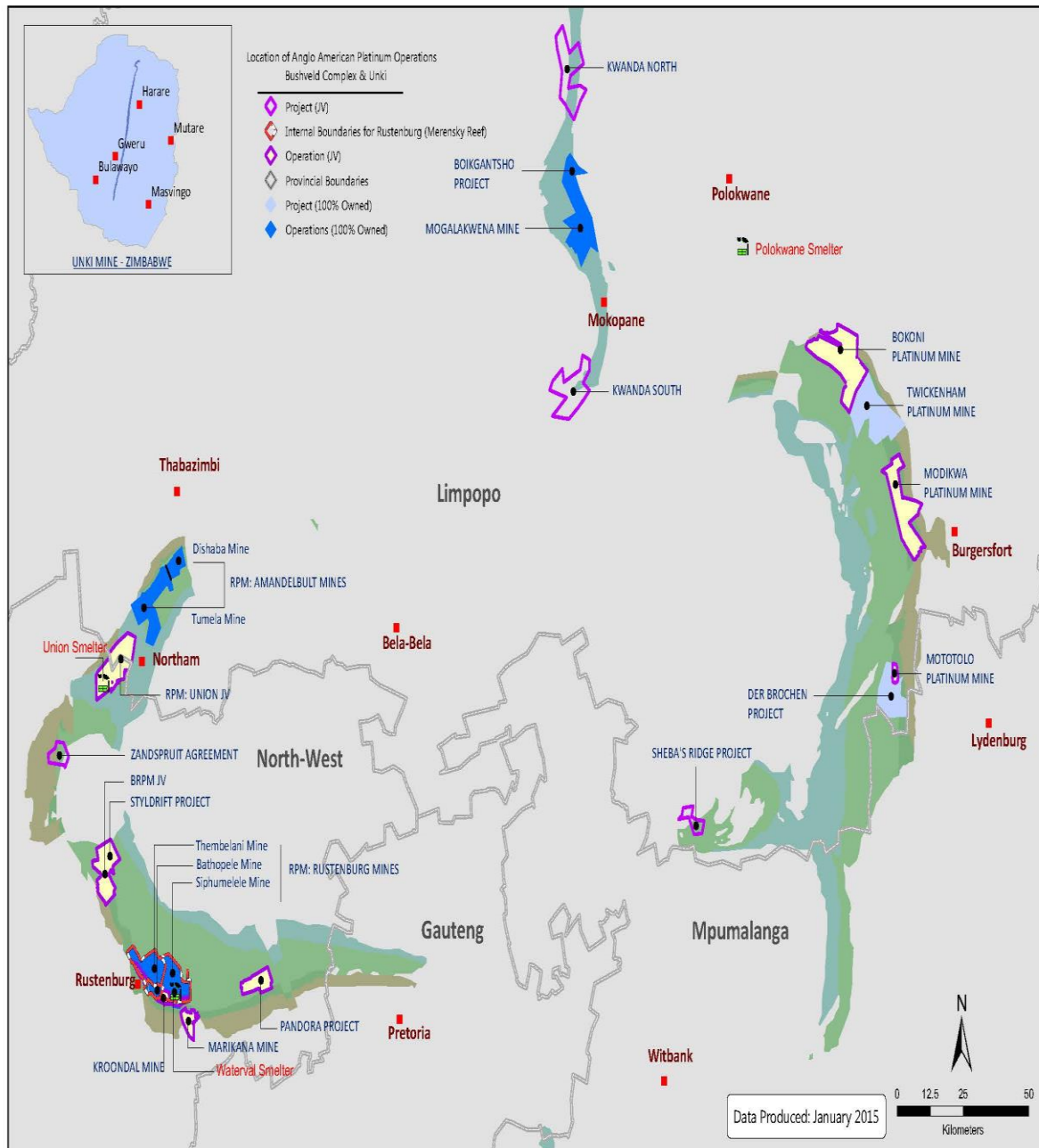
1.1 Name of the company/applicant	Rustenburg Platinum Mines Ltd
1.2 Name of mine/production operation	Mogalakwena Mine (Complex)
1.3 Physical address	1 Steiloop Road, Armoede farm, Mokopane, 0601
1.4 Postal address	Private Bag X2463, Mokopane, 0601
1.5 Telephone number	(015) 418-2129
1.6 Fax number	(015) 418-2018
1.7 Location of mine or production operation	Armoede farm
1.8 Commodity	Platinum, palladium, rhodium, ruthenium, iridium, gold, nickel, copper and cobalt
1.9 Life of mine	60 years
1.10 Financial year	31 December 2015
1.11 Reporting year	2016
1.12 Responsible person	Martin Malesa
1.13 Geographic origin of employees (mine community and labour-sending areas).	
<b>a) Mine Community</b>	<b>b) Labour-Sending Area (see table page 4 of this SLP)</b>
<b>Province</b>	<b>Province</b>
<b>Limpopo</b>	N/A
<b>District Municipality</b>	<b>District Municipality (see table page 4 of this SLP)</b>
<b>Waterberg District Municipality</b>	N/A
<b>Local Municipality</b>	<b>Local Municipality (see table page 4 of this SLP)</b>
<b>Mogalakwena Local Municipality</b>	N/A



## 1.1 Location of the Mine

Mogalakwena Mine (Complex) is an operating platinum mine situated in the Limpopo Province, approximately 20 km west of Mokopane. Anglo American Platinum holds the mineral rights over an area of 7,009 hectares in terms of a joint-venture agreement with various partners, and has the right to prospect and mine a further 9-200 hectares. A mining authorisation has been issued for an area of 6,290 hectares. Following the expansion of mining and concentrator facilities, the mine has the capacity to mine and process one millions of tons of ore per month.

The figure below shows the map in terms of where Mogalakwena Mine is located.



## 1.2 Ownership

Mogalakwena Mine (Complex) is a business unit of Rustenburg Platinum Mines Ltd, which in turn is a wholly owned subsidiary of Anglo American Platinum Limited.

## 1.3 The demographics of the Mogalakwena (PM) Workforce

### Mine community

The mine community is defined as those towns, villages and settlements that fall within the area surrounding the mine.

In the case of Mogalakwena (PM), the demarcated area of the mine community has been extended to include all mine workers living in the municipalities of Mogalakwena, Aganang and Polokwane.

### Rural labour-sending areas

Although not particularly applicable to Mogalakwena (PM) because of the mine's policy of employing residents from the mine community, 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 some of the areas in the Eastern Cape.

### Mine labour

In the context of this Social and Labour Plan, mine labour is defined as those employees who are employed directly by Mogalakwena (PM) and those who work for independent contractors.

Labour falls into one of three categories:

- a) **Local employees** are those who originate from the mine community;
- b) **Migrant workers** refer 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. Three types of migrant labour are referred to in this Social and Labour Plan:
  - i. Provincial migrant workers are those who come from areas within the mine's host province but outside the mine community;
  - ii. South African migrant workers are those who come from other South African provinces; and
  - iii. 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.
- c) **Transitional workers** are those who bridge the definition of local and migrant workers by falling into both categories. Generally they are migrant workers with long service histories at the mine, who have become involved in relationships with local people and have established urban (second) families locally.

### Provincial distribution

The labour complement of **4,649** employees includes **2,825** contractors (March 2015 baseline). Of this group, **3,437** are sourced from the local province of Limpopo where the mine is located. (See Table 1 below.)

The two tribal offices with which the mine has its majority of dealings are the Mapela Tribal Office and the Mokopane Tribal Office.

The table below shows labour distribution at Mogalakwena Mine.

Birth Region	Labour Type			
	Enrolled Employees	Contractor Employees	Grand Total	Percentage
Eastern Cape	14	34	48	1.03
Free State	24	51	75	1.6
Gauteng	104	214	328	7.05
Greater London	1	0	1	0.02
KwaZulu/Natal	22	41	63	1.3
Lesotho	1	0	1	0.02
Limpopo	1,465	1,972	3,437	74
Mpumalanga	63	226	289	6.2
Northern Cape	9	10	19	0.4
North West	76	177	253	5.4
Western Cape	9	12	21	0.4
Zambia	3	10	13	0.27
Zimbabwe	21	66	87	2
Beijing	0	7	7	0.15
Botswana	0	1	1	0.02
Malawi	0	1	1	0.02
Mozambique	0	4	4	0.15
United Kingdom of Great Britain & Northern Ireland	0	1	1	0.02
<b>Total</b>	<b>1,824</b>	<b>2,825</b>	<b>4,649</b>	<b>100</b>

**Note: Data drawn at end March 2015.**

A full analysis on the profile of the average Mogalakwena (PM) employee has been done to inform the relevant sections in this document. Of the 2,825 contractors, 1,972 come from within the mine area and others from other provinces.

## SECTION 2

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

#### 2. HRD Executive Summary

This Social and Labour Plan for Rustenburg Platinum Mines Ltd, referred to as Mogalakwena Mine (Complex), is the second submission following after the one covering 2010-2015 which was approved in July 2010. This Social and Labour Plan covers the following production areas and plant: Mogalakwena Mine, Mogalakwena Concentrator and Polokwane Functional Centre.

The Social and Labour Plan has been compiled as a commitment to contribute 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 Company 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) of the MPRDA.

Under normal circumstances, this SLP should be making reference to the Mining Charter applicable at the time. The 2010-2014 Mining Charter has not yet been developed and as such this SLP seeks to improve on the targets which were set in the expired one with the provision that should a new Mining Charter be developed, the SLP will be duly amended to comply with the new targets.

In alignment with the spirit of the Mining Charter and the previous one, this SLP will cover the Human Resources Development, Employment Equity, Procurement, Housing, Local Economic Development, Management of Downscaling and Retrenchments.

This document is divided into six sections.

#### **Human Resource Development Programme (HRD) (REGULATION 46 (b))**

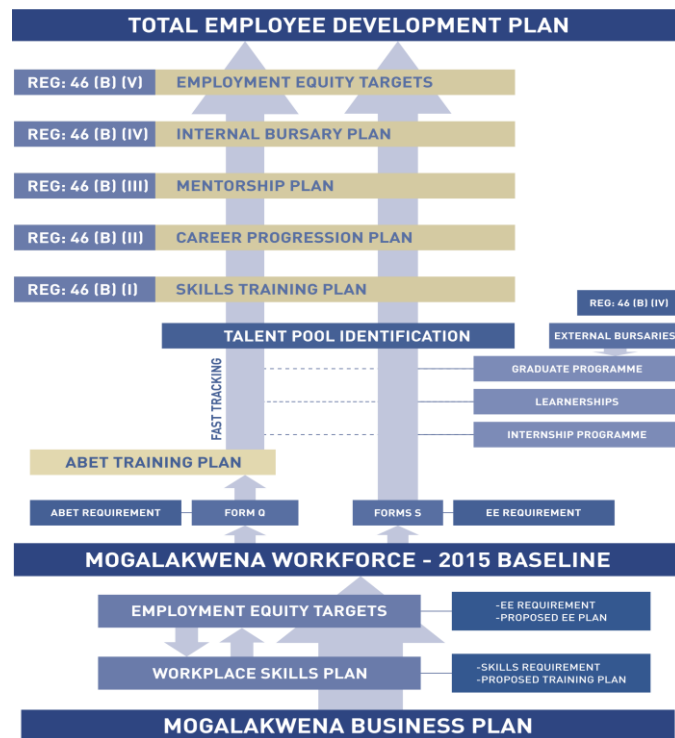
The HRD strategy takes cognisance of the skills demand and supply for the mining industry in Mokopane with specific reference to scarce and critical skills. Development of HDSA leadership is a key strategic focus area including creating an ongoing pipeline of HDSA leadership.

HRD is managed across all levels of employment and is also considered a critical component for 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 to achieve both individual and organisational goals in the context of the mine's operational and local economic development objectives.

## HRD Framework

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



The figure shows how the mine's business plan, its projected labour requirements, its workplace skills plan and its Employment Equity targets are superimposed on each other to create a skills development framework. The date in Form Q and Form S indicate the areas whereby identified talent pool employees are trained and fast-tracked.

### 2.1 Compliance with Skills Development Legislation

Applicants who, by law, have to register with SETAs must provide the following:

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

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, the fast-tracking of individuals within the talent pool and the various career path development and mentoring programmes.

Skills development at Anglo American Platinum takes place at the various Company-wide training centres such as the Anglo American Platinum 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 skills development legislation, and includes the regular 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 to the mining operation's long-term success. The ongoing shortage of certain critical skills in the mining industry in South Africa combined with mine's need for this has highlighted the importance of proper talent management and people development.

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

**Number and Education Level of all Mogalakwena Mine (Complex) 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	24	0	0	0	0	0	0	0	24	0
		Grade 0 / Pre	0	0	0	0	0	0	0	0	0	0
		Grade 1 / Sub A	0	0	0	0	0	0	0	0	0	0
		Grade 2 / Sub B	0	0	0	0	0	0	0	0	0	0
		Grade 3 / Std 1 / ABET 1	18	0	0	0	0	0	0	0	18	0
		Grade 4 / Std 2	0	0	0	0	0	0	0	0	0	0
		Grade 5 / Std 3 / ABET 2	20	0	0	0	1	0	0	0	20	1
		Grade 6 / Std 4	0	0	0	0	0	0	0	0	0	0
		Grade 7 / Std 5 / ABET 3	50	0	0	0	1	0	0	0	50	1
		Grade 8 / Std 6	1	0	0	0	0	0	0	0	1	0
		Grade 9 / Std 7 / ABET 4	17	0	0	0	0	0	0	0	17	0
Further Education and Training (FET)	2	Grade 10 / Std 8 / N1	82	0	0	8	5	0	0	0	90	5
	3	Grade 11 / Std 9 / N2	176	0	0	24	14	0	0	0	200	14
	4	Grade 12 / Std 10 / N3	664	5	3	94	231	0	1	24	766	256
Higher Education and Training (HET)	5	Higher Certificates and Advanced	99	2	3	16	43	0	0	7	120	50
	6	Diploma and Advanced Certificates	45	2	2	14	18	0	0	3	63	21
	7	Bachelor's Degree and Advanced Diplomas	19	1	0	21	12	0	0	5	41	17
	8	Honours Degree, Postgraduate Diploma and Professional Qualifications	12	1	1	9	12	0	0	3	23	15
	9	Master's Degree	4	0	0	5	0	0	0	1	9	1
	10	Doctoral Degree	0	0	0	0	0	0	0	0	0	0
		<b>Total</b>	<b>1,232</b>	<b>11</b>	<b>9</b>	<b>191</b>	<b>337</b>	<b>0</b>	<b>1</b>	<b>43</b>	<b>1,443</b>	<b>381</b>



**Number and Education Level of all Mogalakwena Mine (Complex) Contractor Employees as per Form Q**

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	1,571	8	2	298	197	1	1	31	2,109	230
		Grade 0 / Pre	1	0	0	1	0	0	0	0	2	0
		Grade 1 / Sub A	0	0	0	0	0	0	0	0	0	0
		Grade 2 / Sub B	0	0	0	0	0	0	0	0	0	0
		Grade 3 / Std 1 / ABET 1	2	0	0	0	0	0	0	0	2	0
		Grade 4 / Std 2	0	0	0	0	0	0	0	0	0	0
		Grade 5 / Std 3 / ABET 2	4	0	0	0	0	0	0	0	4	0
		Grade 6 / Std 4	0	0	0	0	0	0	0	0	0	0
		Grade 7 / Std 5 / ABET 3	6	0	0	0	0	0	0	0	6	0
		Grade 8 / Std 6	0	0	0	0	0	0	0	0	0	0
		Grade 9 / Std 7 / ABET 4	4	0	0	1	0	0	0	0	5	0
Further Education and Training (FET)	2	Grade 10 / Std 8 / N1	37	0	0	3	8	0	0	0	40	8
	3	Grade 11 / Std 9 / N2	139	4	0	73	8	0	0	1	224	9
	4	Grade 12 / Std 10 / N3	107	0	1	39	4	0	0	3	151	7
Higher Education and Training (HET)	5	Higher Certificates and Advanced	11	0	0	6	1	0	0	1	17	2
	6	Diploma and Advanced Certificates	5	0	0	1	1	0	0	0	6	1
	7	Bachelor's Degree and Advanced Diplomas	1	1	0	0	0	0	0	0	2	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
		<b>Total</b>	<b>1,888</b>	<b>13</b>	<b>3</b>	<b>422</b>	<b>219</b>	<b>1</b>	<b>1</b>	<b>36</b>	<b>2,568</b>	<b>257</b>

## 2.2 Illiteracy Level and ABET Needs

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

The number of employees that do not have ABET 3 qualifications inclusive of contractor employees amounts to **2,177**.

The table below summarises the literacy and numeracy status of the permanent and contractor workforce as at 31 May 2015.

ABET Level	Permanent Employees	Contractor Employees	Total Need
No Schooling	24	2,109	
ABET 1	18	2	2,153
ABET 2	20	4	2,177
ABET 3	51	6	2,234
ABET 4			

The operation acknowledges the obligation to uplift the literacy levels of all those employees who have not achieved an ABET Level 3 qualification, 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 towards safer and more efficient work practices. All employees are continuously informed about the personal and career advantages of furthering their educational levels. All employees who register for ABET training are then assessed through a recognition of prior learning (RPL) process and the most appropriate placement level from which to begin further studies is recorded.

### Definition: Adult Basic Education and Training

ABET is broken down into the following levels:

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

In terms of this category, the NQF Level 1 qualification provided for under the auspices of the Mining Qualifications Authority has been phased out and hence there are no targets for this level. In respect of this, there are some learners still completing the NQF Level 1 qualification (teach-out period) and these would be reported on without reflecting targets for the future.

In addition to the above, a key principle of the SLP is to show potential learning progression on a continuum for illiterate employees towards literacy and entrance into further qualifications. As such, if we have and plan to have employees enrolled in Foundational Learning Competence (FLC) training, they will be reflected in the targets and progression towards achieving the targets for FLC, as this is a progression towards entrance to further qualifications.

### 2.2.1 ABET Training Planned

Out of the overall workforce of 4,649 employees, including the contractors, the mine will be offering 113 functionally illiterate employees and contractors the opportunity to be functionally literate and numerate by 2019. The mine commits to continuously reassessing the workforce educational profile and formulating a plan to offer the same opportunity to all illiterate employees.

#### 2.2.1.1 Training Planned – ABET Full-Time Enrolled Employees

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
ABET 1	1	2	2	2	2	9
ABET 2	1	3	3	3	3	13
ABET 3	1	5	5	5	5	21
ABET 4						
Total Number	3	10	10	10	10	43

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Foundational Learning Competence (FLC)	0	2	2	2	2	8
Total Number	0	2	2	2	2	8

#### 2.2.1.2 Training Planned – ABET Own- Time Enrolled Employees

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
ABET 1	3	3	3	3	3	15
ABET 2	3	6	6	6	8	29
ABET 3	3	6	7	7	7	30
ABET 4						
Total Number	9	15	16	16	18	74

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Foundational Learning Competence (FLC)	0	0	0	0	0	0
<b>Total Number</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### 2.2.1.3 Training Planned – ABET Full-Time Contractor Employees

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
ABET 1	0	0	0	0	0	0
ABET 2	0	0	0	0	0	0
ABET 3	0	0	0	0	0	0
ABET 4						
<b>Total Number</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Foundational Learning Competence (FLC)	0	0	0	0	0	0
<b>Total Number</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### 2.2.1.4 Training Planned – ABET Own-Time Contractor Employees

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
ABET 1	10	5	5	5	5	30
ABET 2	15	10	10	10	10	55
ABET 3	15	10	10	10	10	55
ABET 4						
<b>Total Number</b>	<b>40</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>140</b>

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Foundational Learning Competence (FLC)	0	0	0	0	0	0
<b>Total Number</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### 2.2.1.5 Training Planned – ABET Full-Time Community

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
ABET 1	20	20	20	20	20	100
ABET 2	25	25	25	25	25	125
ABET 3	30	30	30	30	30	150
ABET 4						
<b>Total Number</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>375</b>

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Foundational Learning Competence (FLC)	0	10	10	10	10	40
<b>Total Number</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>

### 2.2.1.6 Training Planned – ABET Own-Time Community

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
ABET 1	0	0	0	0	0	0
ABET 2	0	0	0	0	0	0
ABET 3	0	0	0	0	0	0
ABET 4						
<b>Total Number</b>						

ABET Level	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Foundational Learning Competence (FLC)	0	0	0	0	0	0
<b>Total Number</b>	0	0	0	0	0	0

Note: The majority of unskilled labourers are sourced from the community and are being offered full-time ABET. The need is anticipated to decline.

#### ABET Implementation Plan

Besides offering ABET 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, with **375** community members who will be admitted to full-time ABET classes for the duration of this SLP of which a large proportion will be women from the surrounding communities.

#### Full-Time ABET Plan

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

- A commitment has been made by management to offer an average of **10** employees per year the opportunity to attend ABET classes on a full-time basis, with full salaries and ex-gratia bonuses, and to pay for replacement labour;
- All production areas have been tasked with nominating potential learners. These employees first go
- through the RPL (recognition of prior learning) assessment before being placed into full-time ABET; and
- Employees that are highly trainable will, together with 'high flyers', be identified from the own-time programme, and are offered the opportunity to enrol for full-time ABET. These employees could be fast-tracked into supervisory positions through various talent pool interventions.

## **Own-Time ABET Plan**

Own-time ABET refers to the arrangement in which the learner attends ABET classes in his or her own time. The following action steps have been undertaken to enable **Mogalakwena Mine** (Complex) to achieve the ABET own-time targets:

- a) Provide fully equipped and furnished ABET centres;
- b) ABET centres have the capacity to provide three training sessions per day for own-time training;
- c) Budgets will be prepared and aligned to meet the mine's own-time targets;
- d) There are computers at each ABET centre for use by learners; and
- e) All ABET centres 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 ABET classes with a facilitator-learner ratio of 1:25. Teaching materials will be supplied by a service provider accredited by the Mining Qualifications Authority (MQA).

## **Marketing and Enrolment**

The number of employees enrolled for ABET own-time training has not yet reached the desired number that is required to fully address the illiteracy problem. To be able to increase the number of employees enrolling for ABET, the following initiatives will be 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) The ABET sub-committee will provide pamphlets for information sharing sessions.
- c) Facilitators should submit progress reports on learners (both own-time and full-time) to their supervisors and departmental heads.
- d) Employees that 'drop out' of the own-time programmes will be paraded in order to help in getting them back into the classroom.
- e) Incentive options for own-time ABET learners to attend classes will be investigated since the returns to the Company could be a more literate workforce, a larger pool of talent, enhanced productivity and safety through better communication.
- f) Practical initiatives (in progress):
  - i. Recruitment drives will be carried out to increase own-time attendance.
  - ii. Certification ceremonies will be hosted at all centres to celebrate competencies and to motivate learners to continue.
  - iii. Monthly articles and photos on ABET will be published in various internal magazines.
  - iv. Roadshows at operational levels will promote ABET.
  - v. ABET banners will be displayed in strategic areas with benefits for ABET.



## 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 learnerships). It is imperative that the operation focuses on ensuring that all employees are adequately trained and competent in the core training for the respective roles that they perform.

Field/Area of Training	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Mining	96	77	98	57	98	426
Engineering	156	51	51	56	53	367
MRM	3	3	3	3	3	15
<b>Total Number</b>	255	131	152	116	154	808

### 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					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
HR	7	5	4	4	2	22
HRD	5	8	5	4	3	25
Safety	293	198	153	108	73	825
Protection Services	6	20	16	6	0	48
Concentrator	34	34	28	60	84	240
<b>Total Number</b>	345	265	206	182	162	1,160

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 Concentrators.

## 2.4 Learnerships

### 2.4.1 Learnerships (Internal Mining)

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 qualification registered on the NQF that can be related to an occupation. Internal refers to learners that are employees Anglo American Platinum (**S18.1**). Also included in this category are all **internal** learners that embark on a registered apprenticeship as defined in 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								
	2015/2016	2016/2017		2017/2018		2018/2019		2019/2020	
	New Intake	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
National Certificate Mining Operations UG Hard Rock Conventional NQF 2									
National Certificate Rock Breaking Mining NQF 3 Conventional									
National Certificate Mining Operations UG Hard Rock Mechanised NQF 2									
National Certificate Rock Breaking Mining NQF 3 Mechanised	10	0	10	0	0	0	0	0	0
DMR Blasting Certificate		0	0	2	0	2	0	2	0
<b>Total Number</b>	10	0	10	2	0	2	0	2	0

The above table (Internal Mining Learnership 18.1) reflects only targets for DMR Blasting Certificate (this is a one-year programme) which starts from 2016 onwards. To this effect 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 and are thus not planned for.

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 are conducted on site.

The following **action steps** will enable Mogalakwena Mine (Complex) to achieve its targets on learnerships:

- These learnerships will be advertised internally through the Company website (*the Source*);
- 80% of the pool will be awarded to HDSA candidates;
- 25% of these HDSA learnerships will be reserved for black women (the remaining 20% will be allocated to non-HDSAs); and
- Upon engagement as a learner, each learner will be required to enter into the mentorship agreement and will be monitored half-yearly to ensure the effectiveness of the relationship.

## 2.5 Learnerships

### 2.5.1 Learnerships (Internal Engineering)

Field/Area of Training	Targets and Timelines								
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines								
	2015/2016	2016/2017		2017/2018		2018/2019		2019/2020	
	New Intake	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
NCert: Engineering Fitter and Turner LS	0	0	0	0	0	0	0	1	0
NCert: Engineering Rigger LS	0	0	0	1	0	0	1	1	1
NCert: Engineering Electrician LS	0	1	0	0	1	0	1	1	0
NCert: Engineering Diesel Mechanic LS	0	0	0	0	0	0	0	0	0
NCert: Engineering Auto Electrician LS	0	0	0	0	0	0	0	0	0
NCert: Engineering Boilermaker LS	0	0	0	1	0	1	1	1	2
NCert: Engineering Motor, Control and Instrumentation LS	0	0	0	0	0	0	0	0	0
<b>Total Number</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>

The above table (Internal Engineering learnership 18.1) depicts Engineering learners targets for a programme that runs for three years. To this effect the learners who enter the programme on year one (e.g. 2015) will be on the programme for two more years viz. 2016 and 2017 to complete the programme. The same will apply to 2016 intake going forward.

### 2.5.2 Learnerships (External Engineering)

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 Skill Development legislation.

Field/Area of Training	Targets and Timelines								
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines								
	2015/2016	2016/2017		2017/2018		2018/2019		2019/2020	
	New Intake	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
NCert: Engineering Fitter and Turner LS	2	2	2	2	4	2	4	2	4
NCert: Engineering Rigger LS	2	2	2	2	4	2	4	2	4
NCert: Engineering Electrician LS	2	2	2	2	4	2	4	2	4
NCert: Engineering Diesel Mechanic LS	2	2	2	2	4	2	4	2	4
NCert: Engineering Auto Electrician LS	2	2	2	2	4	2	4	2	4
NCert: Engineering Boilermaker LS	2	2	2	2	4	2	4	2	4
NCert: Engineering Motor, Control and Instrumentation LS	2	2	2	2	4	2	4	2	4
<b>Total Number</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>28</b>	<b>14</b>	<b>28</b>	<b>14</b>	<b>28</b>

The above (External Engineering Learnership 18.2) depicts Engineering learner targets for a programme that runs for three years. To this effect, the learners who enter the programme in year one (e.g. 2015) will be on the programme for two more years, i.e. 2016 and 2017, to complete the programme. The same will apply to the 2016 intake going forward.

## 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								
	2015/2016	2016/2017		2017/2018		2018/2019		2019/2020	
	New Intake	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
Post-Matric	This deliverable is covered in detail under Section 3, 3.5.2 Education and Skills Development								
Engineering Learnerships	10	0	10	0	10	10	0	0	10
Hospitality Learnerships	20	0	20	0	20	20	0	0	20
Learner Development	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									
<b>Total Number</b>	30	0	30	0	30	30	0	0	30

The following **action steps** will enable Mogalakwena Mine (Complex) to achieve these targets:

- These learnerships will be advertised at the local communities through the tribal authority and will be cascaded to the indunas;
- All applications will be send to the FET to compile the shortlist, interviews and appointments;
- All shortlisted candidates will be provided with transport to attend the interviews;
- 80% of the pool will be awarded to HDSA candidates;
- 25% of these HDSA learnerships will be reserved for black women (the remaining 20% will be allocated to non-HDSAs); and
- Upon engagement as a learner, each learner will be required to enter into the mentorship agreement, which will be monitored half-yearly to ensure the effectiveness of the relationship.

## 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					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Portable Skills Training Interventions	11	29	35	26	39	140
<b>Total Number</b>	<b>11</b>	<b>29</b>	<b>35</b>	<b>26</b>	<b>39</b>	<b>140</b>

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-sustaining in any sector.

### Portable skills training strategy will be applied at two different levels:

- 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.
- 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.
- All employees, in the year prior to their retirement, will be offered an opportunity to attend basic portable skills training.

The following **action steps** will be taken:

Portable skills during the life of mine:

- The HRD department, through HRD Officers and contracting companies, will identify individuals who should go through the identified programmes.
- These skills will be catered for as part of the workplace skills plan.
- These training interventions may be offered to employees approaching retirement age.

## 2.8 Form R: Hard-to-fill vacancies

Occupational level	Job title of vacancy	Main reason for being unable to fill the vacancy
Top management	N/A	N/A
Senior management	None	N/A
Professionally qualified and experienced specialists and mid-management	Engineering Specialist	Candidates did not meet the selection criteria
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents	None	N/A
Semi-skilled and discretionary decision making	None	N/A
Unskilled and defined decision making	None	N/A

## 2.9. Career Progression (Path) Plan (Regulation 46 (b) (ii))

### 2.9.1 Provide career development matrices of each discipline (as per annexure 2.9.1)

### 2.9.2 Comprehensive Career Progression Plan

The intent of this section is to illustrate how, through upward career mobility of talent/capacity pool employees through the various occupational levels, the operation will achieve its 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 the talent pool and capacity pool) and developed, 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 generic competency matrices per job and career path matrices (flow charts) for all disciplines. The flow charts for each occupation will guide the mine and its employees on a desirable path for career progression and the expected time frames necessary for achieving the various job levels after the qualification criteria have been met.

Role descriptions are outlined with respect to minimum job entry requirements, desirable qualifications relevant courses aligned to national requirements, and the required duration to complete each step in the recommended career path for each position. Consideration is given to complexity, qualifications, previous experience and competence.



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

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Equipment Operator	Shift Supervisor Certificate	Shift Supervisor Certificate	0	0	11	0	11	0	12	0	11	0
Junior Mining Engineer	Mine Overseer Certificate A & B	Mine Overseer Certificate	0	0	0	0	0	0	0	0	0	0
Section Manager	Mine Manager Part A, B & C	Mine Manager Certificate	0	0	0	0	0	0	0	0	0	0

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

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Artisan	Planned Maintenance Officer Development Programme	Planned Maintenance Qualification	0	0	4	0	4	4	4	8	4	8
Artisan/ Foreman	Engineering Foreman Certificate	Engineering Foreman Certificate	0	7	7	7	8	14	6	15	6	14
Foreman/ Artisan	Junior Engineering Programme	Government Certificate of Competence (GCC)	0	0	2	0	2	2	2	4	2	4
Junior Engineer	Government Certificate of Competence (GCC)	Government Certificate of Competence (GCC)	0	2	2	2	4	4	2	6	2	6
Instrument Mechanician	Measurement Control and Instrumentation Programme	MC & I Certificate	0	2	2	2	4	4	2	6	2	6

### 2.9.2.3 Career Progression Plan – HRD (ODETDP)

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
	FET Certificate in OD ETDP NQF 4	FET Certificate in OD ETDP NQF 4	1	0	2	0	1	0	2	0	1	0
	National Certificate in OD ETDP NQF 5	National Certificate in OD ETDP NQF 5	2	0	1	0	2	0	1	0	2	0
	Diploma in OD ETDP NQF 5	Diploma in OD ETDP NQF 5	0	0	2	0	1	0	2	0	1	0

### 2.9.2.4 Career Progression Plan – MRM

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
	Chamber of Mines Certificate of Competence – all disciplines Elementary	Chamber of Mines Certificate of Competence – all disciplines Elementary	0	1	0	0	0	0	1	0	0	0
	Chamber of Mines Certificate of Competence – all disciplines Advanced	Chamber of Mines Certificate of Competence – all disciplines Advanced	0	1	0	0	0	0	0	0	1	0

### 2.9.2.5 Career Progression Plan – Management and Leadership Development

Management and leadership development is 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	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Junior Management	Junior Management Programme (Capacity Pool – D1)	Junior Management Programme (Capacity Pool – D1)	4	0	5	0	4	0	4	0	4	0
Middle Management	Programme for Management Excellence (Talent Pool – Band 6)	Programme for Management Excellence (Talent Pool – Band 6)	4	0	5	0	4	0	4	0	4	0
Supervisory Level	Situational Leadership (Capacity Pool Band 7)	Situational Leadership (Capacity Pool Band 7)	5	0	6	0	6	0	6	0	6	0

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

- Identify high-potential candidates from supervisory and junior managerial ranks based on their performance and individual development progress;
- 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
- Specific individual needs identified during Individual Development Charter sessions will be addressed through attending short programmes at the Anglo

American Platinum Development Centre covering areas such as personal and professional mastery, performance management, employee relations and employee communications.

### 2.9.2.6 Career Progression Plan – Safety

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Safety Officer/ Full-Time Safety Reps	COMSOC 1 & 2	COMSOC 1 & 2	0	3	1	0	2	0	1	0	1	0
SHE Administrator	Intro to SAMTRAC	Intro to SAMTRAC	1	1	2	0	1	0	1	0	1	0
Safety Officer/ Full- Time Safety Reps	SAMTRAC for Mining	SAMTRAC for Mining	1	0	1	0	1	0	1	0	1	0

### 2.9.2.7 Career Progression Plan – Protection Services

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Patrol Person	PSIRA Grade D	PSIRA Grade D	0	0	1	0	1	0	1	0	0	0
Protection Services Officer	PSIRA Grade C	PSIRA Grade C	0	0	1	0	1	0	1	0	0	0
PS Superintendent	PSIRA Grade B	PSIRA Grade B	0	0	1	0	1	0	1	0	0	0
Senior PS Superintendent	PSIRA Grade A	PSIRA Grade A	0	0	1	0	1	0	1	0	0	0

### 2.9.2.8 Career Progression Plan – Finance

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Senior Accountant Operations	BCom Management Accounting Training	BCom Management Accounting	0	1	1	1	0	2	1	2	0	3
Assistant Accountant	Bachelor of Accounting Management Accounting Training	Bachelor of Accounting Management Accounting	0	1	1	1	1	2	1	3	2	4
Material Requisition Coordinator	Diploma in Business Management Training	Diploma in Business Management	1	0	0	1	0	1	2	1	0	3



### 2.9.2.9 Career Progression Plan – Process Operations

Current Position	Training Intervention	Qualification to be Achieved	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020	
			No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees		No. of identified employees	
			New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
Processors Grade 2	Ore Reception Course L2	Ore Reception Skills Programme	0	0	0	0	0	0	0	0	0	0
Processors Grade 2	Crushing Course L2	Crushing Skills Programme	0	0	0	0	0	0	0	0	0	0
Processors Grade 2	Milling Course L2	Milling Skills Programme	0	0	0	0	0	0	0	0	0	0
Processors Grade 2	Flotation Course L2	Flotation Skills Programme	0	0	0	0	0	0	0	0	0	0
Processors Grade 2	Concentrate Handling Course L2	Thickening of Slurry Skills Programme	0	0	0	0	0	0	0	0	0	0
Processors Grade 2	Tailings Handling Course L2	Water Reticulation Skills Programme	0	0	0	0	0	0	0	0	0	0
Processors Grade 1/ Process Supervisors	Process Supervisory Development Programme	Process Supervisory Development Programme Certificate	0	0	12	12	12	12	10	10	10	10
Process Supervisors/Shift Leaders	Shift Leader Development Programme	Shift Leader Development Programme Certificate	0	0	2	2	2	2	2	2	2	2

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 takes place. Learners will be assigned to coaches after attending training programmes in order for them to get further support and guidance. Senior training officers, officers and coordinators will serve as coaches to the lower entry-level employees.

Assessment processes have been introduced in Mining, Engineering and MRM to continuously evaluate and coach lower level employees within their real working environment. The methodology that is followed is also partly unit standard-based on the principle of Recognition for Prior Learning. This process will enhance the levels of competency and assist in identifying the potential for fast-tracking and feeding capacity pools.

## 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 Anglo American Platinum. In addition, mentorship and coaching support Anglo American Platinum's career and succession management system, 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
2015-2019	Append as attachment	Learnerships	3 years	86	22	86	22
2015-2019	Append as attachment	Bursars	3 years	40	10	40	10
2015-2019	Append as attachment	Graduates	3 years	20	5	20	5
2015-2019	Append as attachment	Fast-tracking	2 years	20	5	20	5
2015-2019	Append as attachment	Capacity Pool (D1 and below)		60	15	60	15
2015-2019	Append as attachment	Talent Pool (Band 6 and above)		20	5	20	5

### 2.10.1 Mentorship Targets

Field/Area of Training	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Learnerships	34	15	16	25	18	108
Bursars	11	9	11	9	10	50
Graduates	5	5	5	5	5	25
Fast-tracking	5	5	5	5	5	25
Capacity Pool (D1 and below)	15	15	15	15	15	75
Talent Pool (Band 6 and above)	5	5	5	5	5	25
<b>Total Number</b>	<b>75</b>	<b>54</b>	<b>57</b>	<b>64</b>	<b>58</b>	<b>308</b>

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, fast-tracking 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 and Company coaching;
- c) Registered 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 will be entered into for formal mentorship 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**

The Anglo American Platinum internal and external bursary schemes have, as the their main aim, to provide both employees and external people with the opportunity to further their education, thereby either rendering them eligible for further development in line with their career progression route or allowing them to join the graduate scheme.

### **2.11.1 Bursaries to be awarded (Internal – Educational Assistance)**

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

Field/Area of Training	Targets and Timelines								
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines								
	2015/2016	2016/2017		2017/2018		2018/2019		2019/2020	
	New Intake	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
Mining	0	1	0	1	1	1	2	0	3
Engineering	1	1	1	0	2	1	2	1	3
MRM	0	0	0	1	0	0	1	0	1
SHE	1	0	1	0	1	0	1	1	1
HR	1	1	1	0	2	1	2	1	3
Finance	1	1	1	1	2	1	3	1	4
Process	0	1	0	1	1	1	2	0	3
CED	1	0	1	0	1	0	1	1	1
Protection Services	0	0	0	1	0	0	1	0	1
<b>Total Number</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>15</b>	<b>5</b>	20

The educational assistance scheme will continuously be aligned with the requirement of business, depending on the future requirements in terms of representation of HDSAs through the Mining Charter.

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 for 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 and career management processes per discipline;
- 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 Bursary to be Awarded (External)

External bursaries are awarded to people that are not currently employees of the Company. Anglo American Platinum 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, Anglo American Platinum 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								
	2015/2016	2016/2017		2017/2018		2018/2019		2019/2020	
	New Intake	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
Mining Engineering	1	1	1	1	2	1	2	1	2
Metallurgical Engineering	0	0	0	0	0	0	0	0	0
Chemical Engineering	1	0	1	1	1	0	1	1	1
Geology	1	1	1	1	2	1	2	1	2
Mine Surveying	1	1	1	1	2	1	2	1	2
Rock Engineering	0	0	0	0	0	0	0	0	0
Mechanical Engineering	0	0	0	1	0	0	1	0	1
Electrical Engineering	1	0	1	1	1	0	1	1	1
Industrial Engineering	1	1	1	0	2	1	1	0	1
Human Resources	0	0	0	0	0	0	0	0	0
<b>Total Number</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>10</b>	<b>5</b>	<b>10</b>

The Young Professionals Scheme, which consists of the Bursary Scheme and the Graduate Development Scheme, is 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; 25% of these HDSA bursaries will be reserved for black women. 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 core skills shortages in the South African mining industry;

- c) The bursary scheme will be open to the broader public as well as employees' children and relatives;
- d) The minimum selection requirement for Grade 12 learners will be 60% in Mathematics and Science;
- e) 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 full-time tertiary study and their suitability for the chosen career. Based on this assessment, they will be either routed into the Exposure Year or be channelled into full-time tertiary study; and
- f) 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 a tertiary qualification 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					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Partial fulfilment in terms of qualification (P1 & P2)	2	2	2	2	2	10
Workplace experience – Government Youth Programme	1	1	1	1	1	5
JIPSA (RPM)	0	0	0	0	0	0
<b>Total Number</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>15</b>

### Internship Implementation Plan

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 at the professional level.

Field/Area of Training	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Mining Engineering	1	1	0	1	0	3
Metallurgical Engineering	1	1	0	0	0	2
Chemical Engineering	0	1	0	1	1	3
Geology	1	0	1	1	1	4
Mine Surveying	0	2	0	0	1	1
Rock Engineering	0	0	1	1	0	2
Mechanical/Electrical Engineering	1	0	1	0	0	2
Ventilation	0	0	0	0	0	2
Finance & Accountancy	1	0	1	1	1	4
Human Resources	0	0	1	0	1	2
<b>Total Number</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>25</b>

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

- 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;
- Following a special national recruitment drive, the Company engages the successful applicants at the Anglo American Platinum Development Centre;
- These graduate trainees are then further developed by means of the discipline-specific Graduate Development Programmes for an average of 18 months;
- 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
- Every graduate has an Individual Development Charter and an appointed mentor of whom appraisals are conducted biannually.

## 2.12 Employment Equity Plan

The two tables above reflect the workforce profile for permanent as well as contractor employees as at the end of March 2015 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	13	2	3	18	2	0	1	1	0	0	1	0	41
Middle Management	66	1	5	53	26	1	0	16	1	0	5	0	174
Junior Management	72	1	0	25	20	0	0	5	2	0	1	0	126
Core Skills	959	6	1	76	216	0	1	5	0	0	0	0	1,264
TOTAL PERMANENT	1,110	10	9	172	264	1	2	27	0	0	7	0	1,605
Non-permanent Employees	21	0	0	5	10	1	0	1	0	0	0	0	38
Grand Total	1,131	10	9	177	274	2	2	28	3	0	7	0	1,643

### 2.12.2 Form S, Contractor Employees

Occupational levels	Male				Female				Disabled		Foreign Nationals		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	Male	Female	
Senior Management	2	0	0	3	0	0	0	0	0	0	0	0	5
Middle Management	80	0	0	17	2	0	0	0	0	0	2	0	101
Junior Management	4	0	0	1	0	0	0	2	0	0	2	0	9
Core Skills	312	1	0	16	23	0	0	0	0	0	0	0	352
TOTAL PERMANENT	398	1	0	37	25	0	0	2	0	0	4	0	467
Non-Permanent Employees	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	398	1	0	37	25	0	0	2	0	0	4	0	467

### 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				
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Senior Management	52.3%	52.3%	54.5%	56.8%	61.4%
Middle Management	73.0%	73.4%	73.0%	74.1%	74.1%
Junior Management	83.9%	83.9%	83.9%	83.9%	83.9%
Core Skills	93.9%	93.9%	93.9%	93.9%	93.9%

#### 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 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 and accompanying Regulations.
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 the set targets in the managers' performance agreements

## SECTION 3

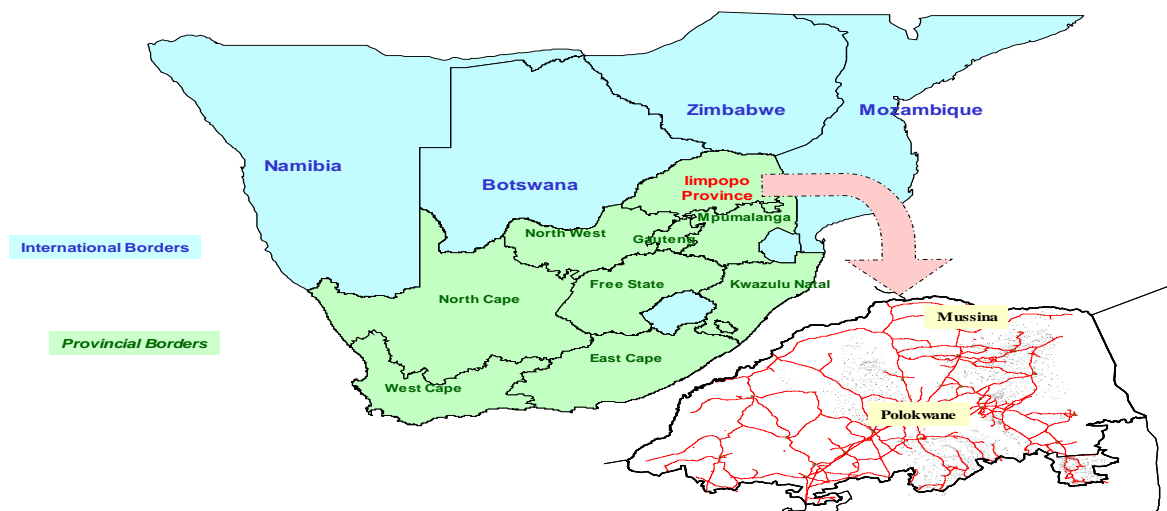
### MINE COMMUNITY ECONOMIC DEVELOPMENT

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

##### 3.1.1 Overview of Limpopo Province

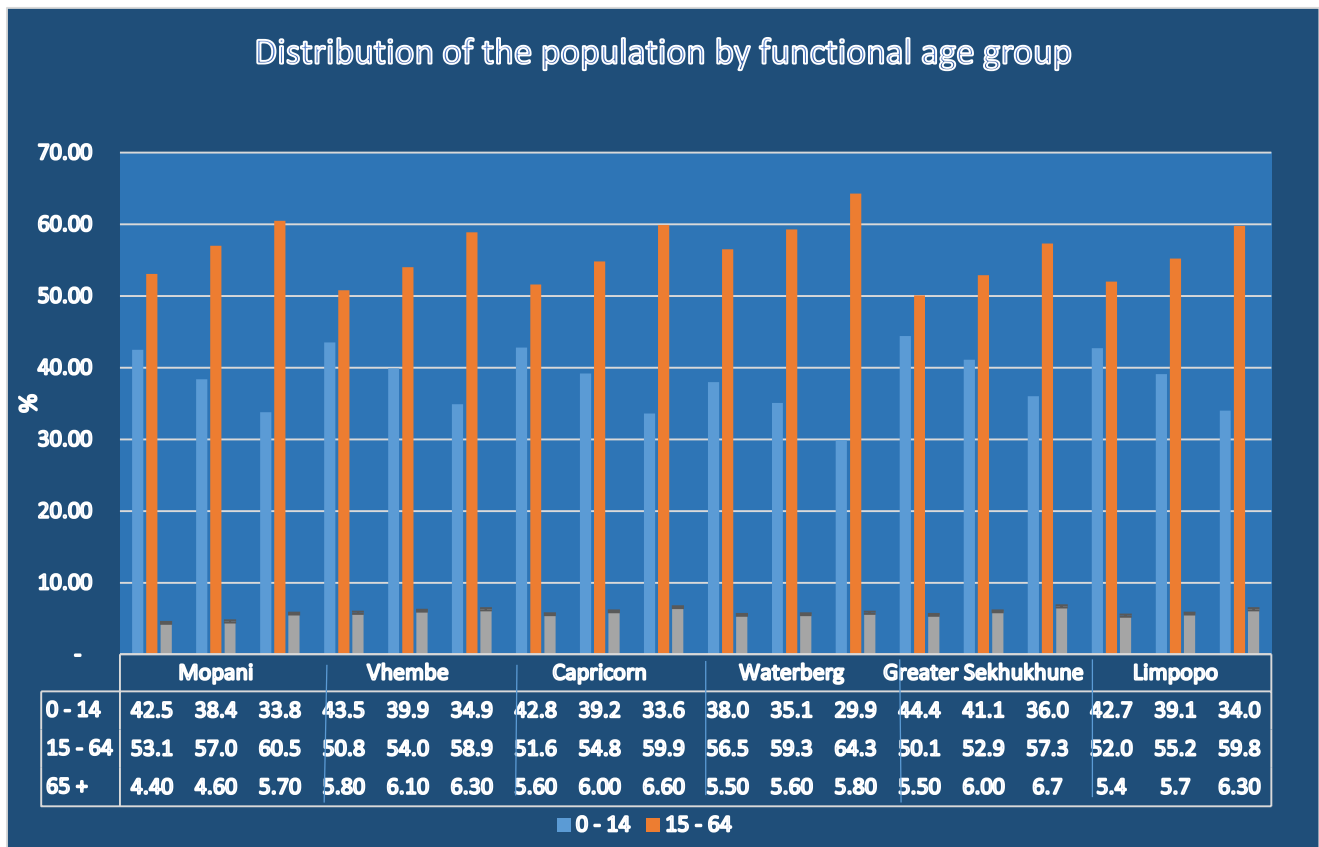
The Limpopo province is the most northern province of South Africa. The province shares borders with the Gauteng province (the industrial centre of the country) in the south, North West province in the south west, Mpumalanga province in the south east, Mozambique in the east through the Kruger National Park (a world conservation icon), Zimbabwe in the north and Botswana in the west (see below). Limpopo Province is the fourth largest province in South Africa and has the fifth largest population. Approximately 89% of the population live in rural areas and the province has an unemployment rate of 46%. Limpopo is rich in minerals such as copper, asbestos, coal, iron-ore, platinum, chrome, diamonds and phosphates. The provincial economy is growing, with primary products and manufactured goods being marketed both locally and for export.

**Figure 1: Map 1 Limpopo province and its neighbours**



## TOTAL LIMPOPO POPULATION

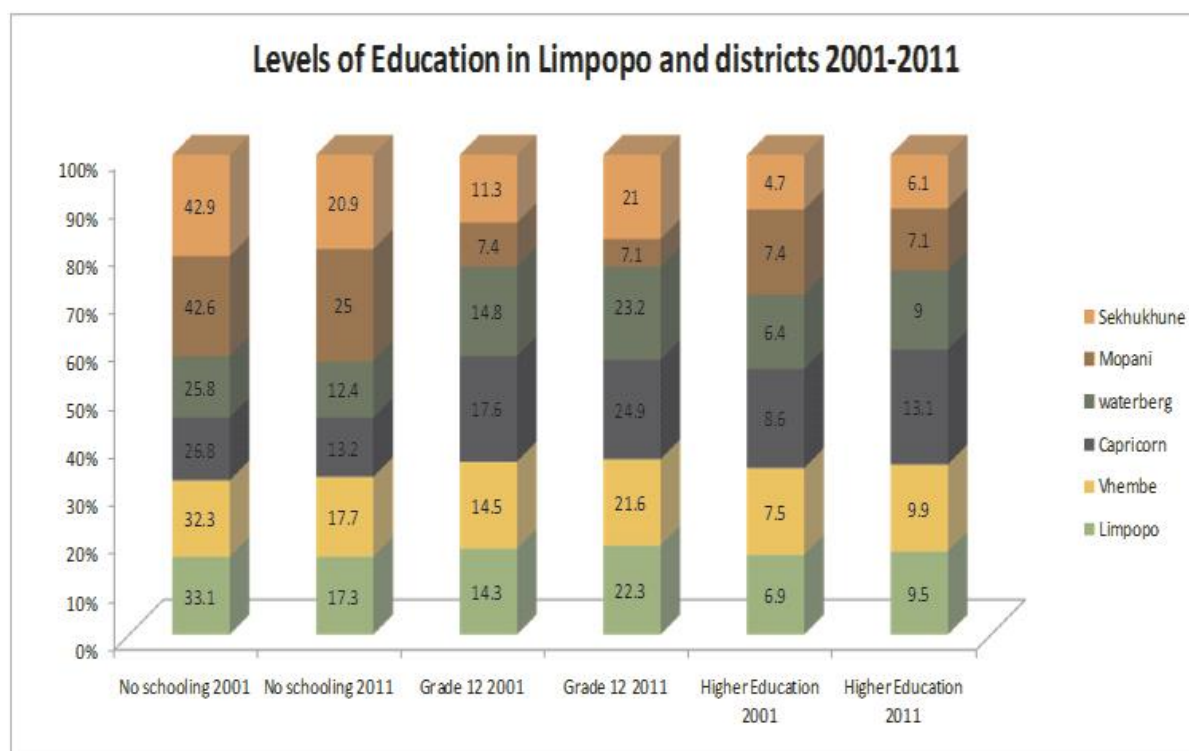
In relation to the population statistics, Limpopo has had a gradual decline in the percentage share of the total population since 1996. In 1996, the population was standing at 11, 3% and in 2011 it was at 10, 4. %.



There has been a consistent decline in the proportion of the population aged 0-14 years; an increase in the proportion of the 15-64 and 65+ in the province over time. Waterberg has the lowest proportion of population aged 0-14 and the highest proportion of population aged 15-64. The province, its districts and the local municipalities respectively have a predominantly young and functionally able population, the majority being in the functional age of between 15 years to 64 years.

## UNEMPLOYMENT

Unemployment rates in all provinces for Census 1996, 2001, 2011, and CS 2007, indicates that between 1996 and 2001, there has been an increase in unemployment across all provinces, with an average of 33, 9% to 41, 6% in South Africa. However, between 2001, 2007 and 2011, there has been a notable drop in unemployment rates from all provinces. Limpopo however shows the highest levels of unemployment rates in 2011 with 46, 9%.



Employment in the province has declined by 2.3% overall in 2012. The Limpopo employment sector notably in formal non-agriculture is counted as the highest employer in the province with 540 thousand employees followed by informal non-agriculture with 339 thousand employees. The private sector was at the lower employment level with 96 thousand employees and resulted in a decline in the sector's employment percentage.

At an industry level the wholesale, retail and motor trade sectors employed 259 thousand employees in the third and fourth quarter of 2012. It remained constant and it is followed by the community and social service sector with 242 thousand during the same period. All employment sector levels remained unchanged from third quarter to fourth quarter 2012. There was a less significant unemployment decline in transport, storage and communication with 11%. The marginal rise in employment indicates that the provincial economy is on a labour absorbing growth path; however more needs to be done to address the high levels of unemployment.

## **EDUCATION**

Education is one of the key contributors to economic growth and development. Literacy levels have improved in Limpopo during the period 2001 to 2011. This is observed by the decline in the number of people who did not have any schooling from 33.1 percent in 2001 to 17.3 in 2011. The decline is observed in all the districts. In 2011 the number is still high in Mopani. The number of people who have gone up to grade 12 has also increased throughout the province. A slight decline is recorded in Mopani. Access to higher education, that includes Further Education and Training institutions, has improved in Limpopo and the four districts. A decline was recorded in Mopani from 7.4 percent in 2001 to 7.1 percent in 2011.

## **HIV/AIDS IN THE PROVINCE**

Of all the five districts Waterberg District Municipality has recorded 30.2 percent increase in 2011, a high prevalence that is above both the national and provincial level. It has increased from 28.8 percent in 2009. The second highest is Mopani and Capricorn both at 25.1 percent each in 2011, they are also higher than the provincial level. Vhembe is the lowest of the five districts at 15.1 percent. The department of Health in Limpopo will have to allocate more resources and special programmes in Waterberg to reduce the infections, as there are numerous economic activities occurring in that district. If special programmes are not introduced in the district there is a risk of an increase in infections that will affect economic activities planned for the district.

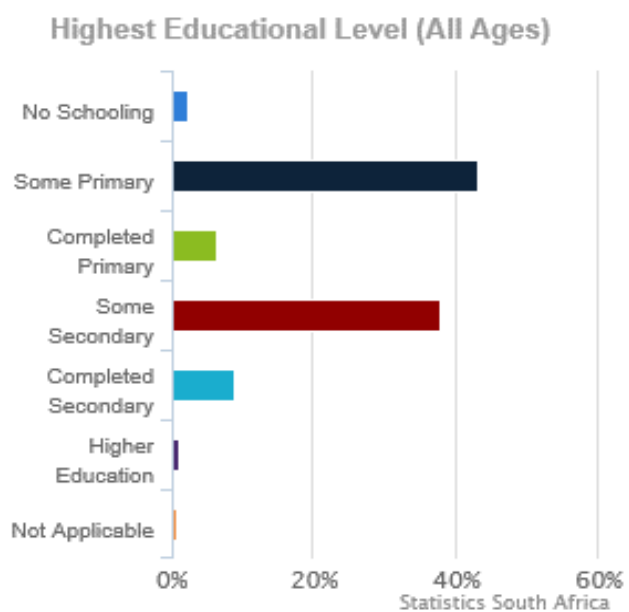
HIV/Aids continues to adversely affect the competitiveness of the industry in Limpopo province in terms of labour supply, as deaths occur predominantly among production workers, as well as raising the costs of production. The effect on households is, however, more profound. The prevalence of HIV affects expenditure patterns for households, diverting income earmarked for necessities towards medical expenses for the infected individuals or, in the case of death, funeral and burial costs. The inability to maintain work due to ill health has significant implications for the incomes of HIV infected individuals and their dependents. Additionally, the occurrence of Aids-related deaths among working age individuals further raises dependency levels, especially if the deceased has children who need to be taken care of.

## **OVERVIEW OF MOGALAKWENA LOCAL MUNICIPALITY**

Mogalakwena falls under the Waterberg District Municipality and has a wide ranging socio-demographic profile underscored by the spatial and physical diversity reflected in all aspects of local development. Mogalakwena functions largely as the interface between the Waterberg District Municipality and the Capricorn District and is surrounded by the largely deep rural areas of Lephalale local municipality to the north and west.

Gender Profile (source: Census 2011)	Mogalakwena Local Municipality		
	Age	Males	Females
	0-4	6.30%	6.40%
	5-9	5.50%	5.40%
	10-14	5.40%	5.20%
	15-19	6.10%	5.70%
	20-24	4.70%	4.80%
	25-29	3.50%	4%
	30-34	2.70%	3.10%
	35-39	2.30%	3%
	40-44	1.90%	2.50%
	45-49	1.80%	1.80%
	50-54	1.50%	2.10%
	55-59	1.30%	1.90%
	60-64	1.10%	1.60%
	65-69	0.80%	1.40%
	70-74	0.80%	1.40%
	75-79	0.40%	0.90%
	80-84	0.30%	0.70%
	85+	0.20%	0.60%
	Sex		Percentage
	Female		53.30%
	Male		46.70%
	Group		Percentage
	Black African		96.10%
	Coloured		0.10%
	Indian/Asian		0.50%
	White		3%
	Other		0.20%
Education levels			

(source:  
<http://wazimap.co.za/profiles/municipality-LIM367/>)

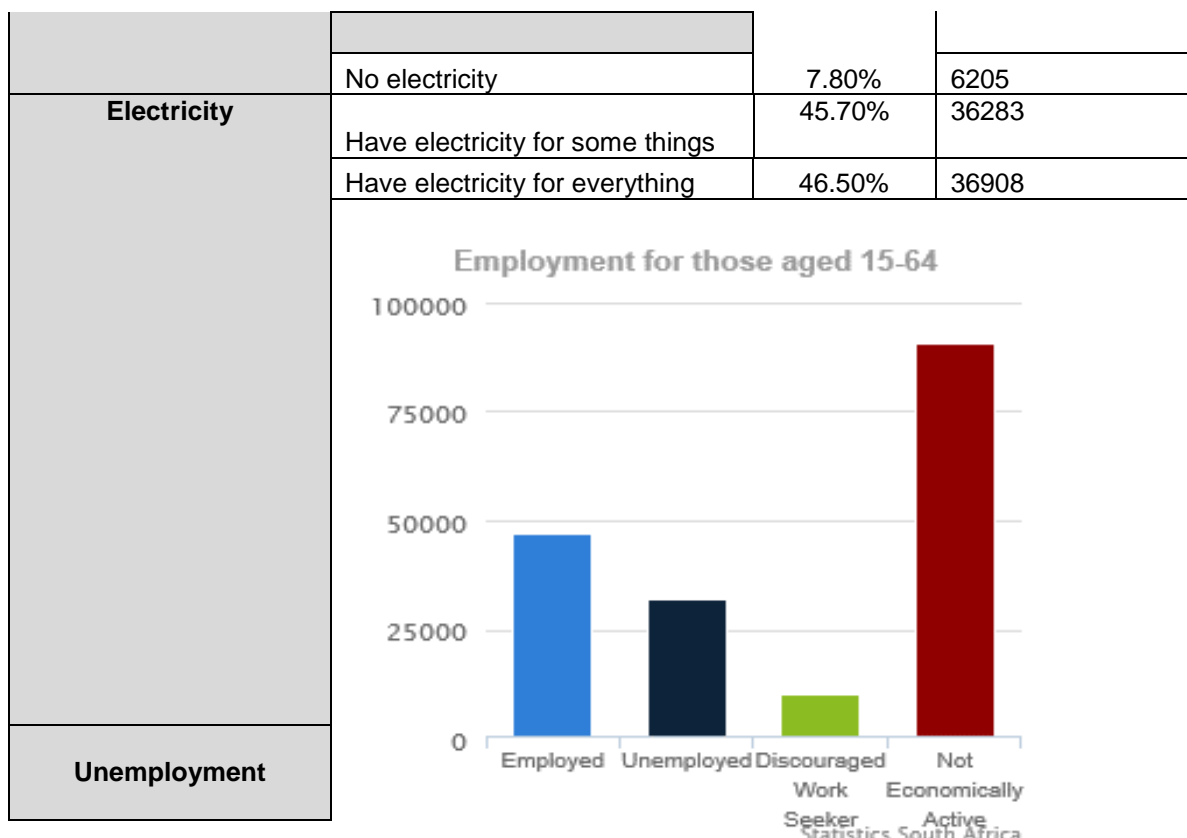


**Employment Profile**

Type of employment	Percentage	Number
Formal	70%	33583
Informal	17.50%	8382
Private households	11.10%	5335
Unspecified	0%	0
Don't know	1.40%	654

Income Profile (source: Census 2011)			
	Income		Percentage
	None income		15.40%
	R1 - R4,800		5.20%
	R4,801 - R9,600		10.60%
	R9,601 - R19,600		23.10%
	R19,601 - R38,200		22.10%
	R38,201 - R76,4000		10.20%
	R76,401 - R153,800		6.40%
	R153,801 - R307,600		4.40%
	R307,601 - R614,400		1.90%
	R614,001 - R1,228,800		0.40%
	R1,228,801 - R2,457,600		0.20%
	R2,457,601+		0.20%
	Backlog		No of house Holds
	Access to water service backlog		3229
	Rural sanitation backlog		37610
	Electricity backlog		10947
	Water access backlog		3229
	Electricity backlog		10947
Housing			
	Type of dwelling	Percentage	No of Households
	House	91.50%	72606
	Shack	4.90%	3867
	Traditional	1.10%	909
	Backyard	0.70%	591
	Other	1.80%	1419
	Housing backlog		33363
Water and sanitation			
	Source of water	Percentage	Toilet Facility
	Regional/Local water scheme (operated by municipality or other water services provider)	69.10%	None
	Borehole	17.40%	Flush toilet (connected to sewerage system)
	Spring	0.30%	Flush toilet (with septic tank)
	Rain water tank	0.60%	Chemical toilet
	Dam/Pool/Stagnant water	1.80%	Pit toilet with ventilation
	River/Stream	1.30%	Pit toilet without ventilation
	Water vendor	3.40%	Bucket toilet
	Water tanker	3.20%	Other
	Other	2.80%	





### 3.2 KEY ECONOMIC ACTIVITIES IN THE AREA OF OPERATION

#### 3.2.1 Economic Activities of Limpopo Province and Mogalakwena Municipality

##### LIMPOPO PROVINCE

The 1999 economic development strategy of the province highlights the fact that on the supply side of the economy, the province enjoys a competitive advantage in Mining, Agriculture, Tourism and Manufacturing along the value-chains of the first three sectors. On the demand side, the province is faced with key developmental challenges of unemployment, high dependency ratios, poverty, and skewed distribution of resources, equity and illiteracy. For the period 1996 to 2002 the economy of the province has been growing at an annual average rate of 4%, which is higher than that of all the other provinces.

Limpopo as a province has the world's largest reserve of the platinum group of metals, chrome and vanadium, as well as copper, nickel, iron ore and titanium. The LGDS (Limpopo Growth and Development Strategy) targets and objectives, seek to create and maintain the competitive edges of mining, agriculture and tourism. Limpopo has distinguished itself as an investment destination for many, and therefore others are invited to explore and take full advantage of what Limpopo province has in store.

Gross Value Added index in the province moderated in 2011 after a sharp recovery in 2010. GVA index in the province has sharply declined between 2007 and 2009. The slowdown in Limpopo GVA was underpinned by a slowdown in three out of the five district municipalities. Limpopo province has had a rapid increase in GVA since the recession of 2008. Investment in the province remained subdued in 2011.

Provincial investment grew by 4% in 2011 after a decline of 3% in 2010. The general growth in investment has declined from peak growth of 20% in 2007, mainly due to the negative impact of the Great Recession of 2008. Although only a slight recovery in investment occurred in 2011, it points to the resilience of Limpopo investment in difficult economic times

## **MOGALAKWENA**

Mining and Tourism are the main economic activity in the Mogalakwena Local Municipality, primarily in platinum, iron-ore, and copper. Platinum mining plays a major role in the area and further expansion of the current platinum mine is likely. Agriculture and hunting are also significant economic activities. Cattle farming is declining in favour of game farming, which is proving to be a more viable enterprise. Mining provides 8, 26% of formal sector employment and agriculture 7%. The retail and business sectors contribution has increased significantly and is currently the biggest employer.

<b>Activities</b>	<b>Percentage of Employment</b>
Mining	8.26
Agriculture	7%
Manufacturing	6%
Tourism	17%
Retail and business services	28%

The Provincial Employment Growth and Development Plan confront the problem areas of growth, decent jobs and poverty reduction within a broad economic wide framework. The main objective of this plan is to contribute to the economic debate in the province and in the country by highlighting policy imperatives that should be addressed to promote growth and employment in a complex international and domestic economic environment.

The backlog in basic service delivery remains a challenge that is spread throughout the entire spectrum in order to address poverty. The average household income in Limpopo is approximately R57 000 p.a. in 2011 which is an increase from R23 000 p.a. in 2001.

### 3.2.2 Other mining companies that operate around the Mogalakwena operation

There are a number of operators in the area but Mogalakwena Platinum mine remains the biggest operation and employer in the Municipality.

Name of Mining Company	Commodity
Lonmin	Platinum
Plat Reef	Platinum
Vanadis	Vanadium
Matlala stone crushers	Stone aggregates
Kadikgatlho stone crushers	Crushed stones and sand
African red granite	Granite stone
Bestaf granite	Granite stone
Haaspan	Granite stone
Setlhatlha Sand Mining	Sand mining
Babirwa Tshabang Tlala Cooperatives	Pebbles collection

### 3.3 Negative Impact of the Mining Operation

	Yes	No	
<b>Relocation of people</b>	√		The relocation of communities is continuing in the Mogalakwena. The mine has a resettlement strategy and plan that are negotiated with affected parties.
<b>Exhumation of graves</b>		√	
<b>Influx of people</b>	√		The area is mainly under Traditional leadership and the settlement allocation is very controlled. We have capacity development programme for traditional leadership that is being implemented in partnership with the DBSA.

### 3.4 Provide needs of the area in order of priority

#### Limpopo Strategic Objectives and Key Focus Areas

Following the outcome of various international, national and provincial programmes and initiatives such as the World Summit on Sustainable Development, NEPAD, the National Spatial Development Program, the National Growth Summit, the Integrated Sustainable Rural Development Strategy, Land Reform and Land Restitution Programme, the National Skills Development Strategy, the National Housing Policy and the policy on free basic services and the National Crime Prevention Strategy, the province adopted five development objectives for itself whose performance indicators correspond to those of the Millennium Development Goals. These objectives are as follows:

- The need to improve the quality of life of the population of Limpopo,
- Growing the economy in the province,
- Attaining regional integration,
- Enhancing innovation and competitiveness
- Improve institutional efficiency and effectiveness of government.

The implementation programme is illustrated below

SEVEN DEVELOPMENT CLUSTERS	KEY FOCUS AREAS SUPPORTING THE DEVELOPMENT CLUSTERS
Platinum mining cluster on the Dilokong Corridor between Polokwane and Burgersfort (Sekhukhune district) and also in the Waterberg district  Coal mining and petrochemical cluster at Lephalale on the East-West Corridor (Waterberg district)  Fruit and Vegetable (horticulture) cluster in Vhembe, Mopani and Bohlabela  Logistics cluster in Polokwane (Capricorn district)  Red and White meat cluster on all the corridors (all districts)  Eight tourism sub-clusters at a number of high-potential destinations  Forestry cluster in the Mopani and Vhembe districts.	Improving education and skills,  Providing essential infrastructure,  Building capacity in technology,  Opening access to capital markets, and  Improving institutions and institutional efficiency.

## Mogalakwena Strategic Objectives And Key Focus Areas

**TABLE: Socio-Economic Profiles of the Host Municipality**

MOGALAKWENA LOCAL MUNICIPALITY	
STRATEGIC OBJECTIVES	PRIORITIES (2004-2014)
To ensure sound and efficient financial management	Revenue enhancement
To create inclusive and well - coordinated investment opportunities for the growth of the economy	Stimulating economic development
To develop and implement integrated management and governance systems	Consistent and regular monitoring, reporting and evaluation
To improve the quality of lives through social development and the provision of effective community services	Social/community development
To ensure the optimum utilization of land	Integrated land use planning & Management
Improve the quality of lives through social development and the provision of effective community services	Social/community development
To foster, regulate, maintain and promote a sustainable environment	Environmental sustainability

Due to huge backlogs in service delivery in the Municipality, the IDP reflects the following as priority and the need of the people in the area

General	Specific
<b>e.g. Education</b>	<b>Building of School</b>
Water and sanitation	Provision of Water in the villages and in schools
Roads and storm water	Improved road infrastructure
LED & Unemployment	Implementation of Enterprise and LED initiatives that would create more job opportunities.
Electricity	Supply of electricity and installation of high mast lights
Housing	Provision of decent housing to communities
Education	Construction and upgrade of schools and support to learner and teacher development.
Sports, Arts & Culture	Upgrade of sports facilities
Health & Welfare	Construction and upgrade of Clinic and health services strengthening.

### **3.5 Mogalakwena Mine Local Economic Development Plan**

#### **Background and Context**

The sustainability of our mining activities depends on our ability to contribute to the wellbeing 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. Anglo American Platinum 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.

A broad stakeholder consultation and engagement was done as part of the development of this Social and Labour plan.

#### **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 sourcing the 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
- 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 characterized by low levels of formal economic activity, the inadequate infrastructure 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; development;
- 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 with our employees and the communities around our operations, but equally with 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 the year 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 a rigorous consultations and engagement with Community, municipalities and relevant government Departments.



### 3.5.1 Infrastructure Projects

PROJECT NO 1										
PROJECT NAME	INSTALLATION OF HIGH MAST LIGHTS				FOCUS AREA	INFRASTRUCTURE				
BACKGROUND	The communities had, for the past years, made requests to Anglo American Platinum for high mast lights. Their villages are very dark and communities encounter a lot of crime as a result of this darkness. After engagements with the community and the Mogalakwena Local Municipality, it was agreed to implement this project which will contribute to the safety of both our employees and the communities. MPM will implement this project in partnership with the Mogalakwena Local Municipality as per IDP and will make provision for the design, project management, supply, delivery, erection and commissioning of high mast lights. The work also includes the foundations, the furnishing of all labour, material and services for the design, supply, manufacture, testing and inspection at works, delivery to site, erection and rectification of defects developing during the warranty period for equipment. The scope also includes electricity connection of high mast lighting on to the Eskom grid.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager and IDP Manager	Waterberg District	Mogalakwena	Mapela Villages - Cluster 1- 8 Mokopane Villages - Cluster 1 - 6 see details below	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		5,000,000	5,000,000	5,000,000	4,000,000		19,000,000
To install high mast lights in order to enhance and maintain safety at nights for the community. The project will be implemented in accordance with ISO 9001/14001;	1. Project planning		Project plan		Q1 -Q2					
	2. MoU, Eskom and Mogalakwena Local Municipality		Signed MoU with Eskom		Q3					
	3. Procurement of service provider		Appointment of a service provider		Q4					
Empower local suppliers/contractors by giving them preferential procurement opportunities	4. Project execution		Progress reports			Q1 - Q4	Q1 - Q4	Q1 - Q4	Q1 -Q3	
	5. Project close-out		Close-out report including connection to the grid						Q4	
	6. Handover		Handover report						Q4	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM		10	10		20	project				
MEDIUM TERM					0					
LONG TERM					0					
COMPLETION AND EXIT STRATEGY	Handover to Mogalakwena Local Municipality									

PROJECT NO 2										
PROJECT NAME	Upgrade and extension of classrooms at Botlhapa- Kolobe primary school, Mamatlakala village, Mapela.			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	Creating an environment conducive for learning and teaching is one of the major priorities for our Government in their quest to improve the education system of the Country. MPM is committed to partnering with Government to facilitate and contribute towards schools infrastructure and whole school development in our host communities. Overcrowding is a challenge in most of the schools around the Mogalakwena Local Municipality. . Refurbishment of Botlhapa – Kolobe primary school in Mamatlakala village, Mapela will improve the infrastructure of the school thereby contributing to the goal of making the School a more functional school. This improvements in the infrastructure is believed to be ultimately translated to increased pass rate of the school. This refurbishments will make it easier for the teachers and learners to conduct their work effectively.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager and Department of Education	Waterberg District	Mogalakwena	Mamatlakala Village, Mapela	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA			KEY PERFORMANCE INDICATOR	3,900,000	4,000,000	4,100,000			12,000,000
Upgrade/extension of Mapela school in accordance with applicable specifications and standards	1.Pre-stage initiation of the project		Project charter, stakeholder mapping and approvals		Q1					
	2. Pre stage planning and design of the project		Project scoping and approvals		Q2- Q4					
	a construction service provider for the required		provider			Q1 -Q4				
	4. Manage the construction process		Project construction progress reports				Q1 Q3			
	5. Project close out and handover		Project close-out and handover report				Q4			
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM			10	5	15					
MEDIUM TERM					0					
LONG TERM					0					
COMPLETION AND EXIT STRATEGY	Handover to DoE									

Conversion of School into a Technical Training Facility				FOCUS AREA	INFRASTRUCTURE				
Most of the local communities in the Mapela and Mokopane areas do not have skills that will make them either employable by companies or to start their own business. MPM will support a number of initiatives aimed at developing portable skills to empower the surrounding communities. The aim is to convert and improve refurbish the infrastructure of the school thereby contribute to the goal of converting the school to a technical centre. This improvements in the infrastructure 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 to convert this school into a training center that will be to provide training for out-of-school youth and to enable them to develop broad-based skills that are relevant to realistic work opportunities both inside and outside the mining operation. Multi-purpose and community centres will be equipped to support this initiative. Beneficiaries of this project will be the learners, teachers, and the community at large.Let us remove this sentence- overcommitting?									
RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
SP and HRD Manager	Waterberg District	Mogalakwena	Skimming Village	2016	2017	2018	2019	2020	
KEY PERFORMANCE AREA		KEY PERFORMANACE INDICATOR			4,000,000	1,500,000			5,500,000
1.Pre-stage initiation of the project		Project charter, stakeholder mapping and approvals			Q1 - Q2				
2. Pre stage planning and design of the project		Project scoping and approvals			Q3				
3. Compile procurement documentation and procure a construction service provider for the required construction processes;		Bid documentation & appointment of constuction service provider			Q4				
4. Manage the construction process		Project construction progress reports				Q1 - Q3			
5. Project close out and handover		Project close-out and handover report				Q4			
MALE ADUTLTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
		5	5	10	5 jobs may be created during construction phase of the project				
				0					
				0					
Handover to DoE/Mogalakwena Platinum Mine									

PROJECT NO 4										
PROJECT NAME	WATER & SANITATION IN SCHOOLS			FOCUS AREA	INFRASTRUCTURE					
BACKGROUND	Limpopo as a province has challenges with water and sanitation infrastructure. Mogalakwena Local Municipality also has problems with the provision of water to the surrounding communities of Mapela and Mokopane. MPM has in partnership with MogalakwenaLocal Municipality and the Department of Education, identified areas like schools and clinics as places with dire need for water provision and sanitation interventions. In order for the country to create a conducive learning and training environment, water and sanitations are basic need and cannot be ignored. The health and welfare of children are compromised if the places where they spent most of the time cannot provide them with basic service and quality hygiene. To this effect the mine will provide water and 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 a select group of natural aerobic species while supporting the addition of a co-evolved community of bacteria species found in human feces that can temporarily convert their anaerobic metabolism to an aerobic one. The principle is that naturally-occurring micro-organisms are selected as a 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 sources.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL
	SP Manager and DoE	Waterberg	Mogalakwena	Mapela & Mokopane	2016	2017	2018	2019	2020	BUDGET
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		2,000,000	2,000,000	3,000,000	3,000,000	3,500,000	13,500,000
Provide Green Recyclable Sanitation with self-sustainable flushable biological water-borne toilets to schools in communities around our operations. The project will be implemented in 4 schools per annum. The project will be implemented in	1. Project feasibility study		Feasibility study report		Q1-Q3					
	2. MoU with DoE		Signed MoU with DoE		Q4					
	3. Procurement of service provider		Appointment of a service provider			Q1 - Q4				
	4. Project execution		Project scope, schedule and progress report				Q1 -Q4	Q1 - Q4		
	5. Project close-out		Close-out report						Q1	
	6. Handover		Handover report						Q2	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM			10	10	20	20 jobs can be created during the construction phase of the project				
MEDIUM TERM					0					
LONG TERM			2	1	3	Micro contractors for units installed within a community where jobs opportunities will be created for local suppliers.				
COMPLETION AND EXIT STRATEGY	Handover to DoE									

### 3.5.2 Education and Skills Development

PROJECT NO 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 matriculants 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 to these challenges, Union Mines 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/year X 5 years=375 trainees). Supplement Gr12 2015 Learners Content Gaps (Math, English, Physical Science etc.) with access to 'extra education digital support',Shortages, Facilitate Curriculum Advisor & Peer support & collaboration, 24/7/365 Access to supplementary education digital resources.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager , Mogalakwena Local Municipality and Department of Education	Waterberg	Mogalakwena	Mapela ,Mokopane and Mahwelereng Circuit of Education (44 schools identified)	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
Improvement in learner performance (numeracy & literacy) in three consecutive years (2018-2020) over 5 years in ANA and NSC	Building Ptnerships with Department and other business partners		Signed MOU with the Department of Education for the partnership		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
	Supplement and enrich learners' learning		Procurement and provision of required services and equipment		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
			Improved learner performance through improved teacher content and pedagogical knowledge, improved learner		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM					0	Experienced/specialised trainers and integrators from the province, not necessarily from the village/host community				
MEDIUM TERM					0	Experienced trainers and integrators from the province, not necessarily from the village/host community				
LONG TERM			2750 beneficiaries	2750	2750	25% of approximately 22 000 High School learners impacted with increased employability				
COMPLETION AND EXIT STRATEGY	Focused on systems strengthening via multi-stakeholder partnerships led by the DOE, hence a transition plan rather than an exit plan would be incorporated and guided by an signed MOU in terms of the ongoing project maintenance									

PROJECT NO 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 the effectiveness of service delivery. There is a huge need to produce more matriculants 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 to these challenges, Union Mines 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/year X 5 years=375 trainees). Extension of 2015 Teacher, Learner & Leadership Development. Teacher Content and Pedagogical Gaps (Gateway Subjects) with minimal impact on contact time, Supplement Gr12 2015 Learners Content Gaps (Math, English, Physical Science etc.) with access to 'extra education digital support', Supplement GET and FET Learning and Teaching, Supplement LTSM Shortages, Facilitate Curriculum Advisor & Peer support & collaboration, 24/7/365 Access to supplementary education digital resources, School, Circuit and District leadership & management training.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager , Mogalakwena Local Municipality and Department of Education	Waterberg	Mogalakwena	Mapela ,Mokopane and Mahwelereng Circuit of Education (44	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANACE INDICATOR		1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,000,000
performance (numeracy & literacy) in three consecutive years (2018-2020) over 5 years			Signed MOU with the Department of Education for the partnership		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
Improved teachers' content and pedagogical knowledge to improve learner performance above	Support the development of teachers' Content and Pedagogical Knowledge to improve teacher performance		Appoitment of training providers in agreement with the Department		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
Improved management knowledge competency to improve learner performance above			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-Q2	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM					0	province, not necessarily from the village/host community				
MEDIUM TERM					0	Experienced trainers and integrators from the province, not necessarily from the village/host community				
LONG TERM			2750 beneficiaries	2750 beneficiaries	0	with increased employability				
COMPLETION AND EXIT STRATEGY	Focused on systems strengthening via multi-stakeholder partnerships led by the DOE, hence a transition plan rather than an exit plan would be incorporated and guided by an signed MOU in terms of the ongoing project maintenance									

PROJECT NO 3										
PROJECT NAME	Support to School Leadership 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 matriculants 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 to these challenges, Union Mines 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/year X 5 years=375 trainees). Extension of 2015 Teacher, Learner & Leadership Development. Teacher Content and Pedagogical Gaps (Gateway Subjects) with minimal impact on contact time, Supplement Gr12 2015 Learners Content Gaps (Math, English, Physical Science etc.) with access to 'extra education digital support', Supplement GET and FET Learning and Teaching, Supplement LTSM Shortages, Facilitate Curriculum Advisor & Peer support & collaboration, 24/7/365 Access to supplementary education digital resources, School, Circuit and District leadership & management training.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager , Mogalakwena Municipality and DoE	Waterberg	Mogalakwena	Mapela ,Mokopane and Mahwelereng Circuit of	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
Improvement in learner performance (numeracy & literacy) in three consecutive years (2018-2020) over 5 years in ANA and NSC	Supplement and enrich learners' learning		Gap analysis and developmental needs reports		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
Improved teachers' content and pedagogical knowledge to improve learner performance above	Support the development of teachers' Content and Pedagogical Knowledge to improve teacher performance		Appointment of the agreed training provider and implement the identified training.		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
knowledge competency to improve learner performance above	Development school management competencies		per year to improve management of curriculum delivery and implementation		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM					0	province, not necessarily from the village/host community				
MEDIUM TERM					0	necessarily from the village/host community				
LONG TERM			2750 beneficiaries	2750 beneficiaries	0	with increased employability				
COMPLETION AND EXIT STRATEGY	Focused on systems strengthening via multi-stakeholder partnerships led by the DOE, hence a transition plan rather than an exit plan would be incorporated and guided by an signed MOU in terms of the ongoing project maintenance									

PROJECT NO 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 (prioritizing gateway subjects including Math, English FAL, and Physical Science etc.) in primary and high schools in the vicinity of the mining operation. This includes DoE approved content (digital textbooks, workbooks, study guides, reading material, past exam papers, video exemplar 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 the 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 MUNICIPALITY	VILLAGE NAME	TIMEFRAME					
	SP Manager , Mogalakwena Municipality and DoE	Waterberg	Mogalakwena	Mapela ,Mokopane and Mahwelereng Circuit of Education (44 schools identified)	2016	2017	2018	2019	2020	TOTAL BUDGET
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		3,000,000	2,000,000	1,000,000	-	1,500,000	7,500,000
Improvement in learner performance (in Gateway subjects, numeracy & literacy) in three consecutive years (2018-2020) over 5 years in ANA and NSC	Supplement and enrich learners' learning		Agreement on the material to be provided							
			Provision of the 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		Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM					0	province, not necessarily from the village/host community				
MEDIUM TERM					0	necessarily from the village/host community				
LONG TERM			2750	2750	5500	conservative 25% would have increased their employability				
COMPLETION AND EXIT STRATEGY	These interventions are focused on systems strengthening via multi-stakeholder partnerships led by the DOE, hence a transition plan rather than an exit plan would be incorporated and guided by an signed MOU in terms of the ongoing programme improvement and maintenance									



### 3.5.3 Income Generating Projects (Enterprise Development)

PROJECT NO 1										
PROJECT NAME	Mogalakwena Multi Purpose Hub			FOCUS AREA	Enterprise Development					
BACKGROUND	Members of the host communities located next to the mine operations usually require information about the opportunities and services that are provided by the mine. Access to the mine premises is generally restricted due to security requirements at the operations. As a result, most members of the community are not able to access the mine premises due to the security restrictions. This generally creates frustration and complaints from these community members. The establishment of the Multi Purpose Hubs (MPH) is aimed at alleviating this challenge. The MPH is a multi functional centre that will provide community accessibility to services provided by Anglo American Platinum. The MPH will establish a direct point of contact between the community of Mogalakwena. The MPH will be located at the Mapela, Phafola Village, which is easily accessible to all members of the community. Services and Information to be disseminated include in the MPH will include Bursary information, training, employment opportunities, AAP Zimele business funding information, Enterprise Development, training information, supply chain information, Alchemy and various other relevant information. This will contribute towards the provision of ease of access of information for host community members. This will also result in an improved trust relationship between the communities and AAP. The beneficiaries of this project will be all community members as well as other key stakeholders such as community leaders and the community at large.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager	Waterberg	Mogalakwena	Mapela and Mokopane	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANACE INDICATOR		4,000,000	3,000,000	3,000,000	3,000,000	3,000,000	15,000,000
Development of a facility that will provide access for AAP information and services to community members within easy reach.	1.Pre-stage initiation of the project		BRS document, OD signoff and		Q1					
	2. Pre stage planning		Project scoping and approvals		Q1-Q2					
	documentation and procure a		of consultant and construction		Q3					
	Installation and completion		Project progress reports		Q4					
	5. Project close out and handover to SP		Project close-out and handover report		Q4					
	6. Monitor utilisation frequency of the Hub		Dashboard development		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	2	2	1		5	project				
MEDIUM TERM	1			1	2	2 permanent jobs will be created after construction				
LONG TERM	1	1		1	3	3 permanent jobs to be created over a long term				
COMPLETION AND EXIT STRATEGY	Handover to Communities and Mogalakwena Local Municipality									

PROJECT NO 2										
PROJECT NAME	Buy Back centre Project				FOCUS AREA	Enterprise Development				
BACKGROUND	The development of the Buy Back center will form part of the new SLP 2015/20 for Mogalakwena. This project primarily involves the establishment of a facility / center at or near the Mogalakwena Mine Operation as the main source of all landfill material. Members of the Buy Back business will collect and process (sort, bundle and package) all recyclables for onward selling to manufactures and recyclers. The material that will be collected by the Buy Back Center will include papers, bottles, plastics and cans. In order to establish the center, local entrepreneurs will be identified and a company registered for them for trade purposes. All revenue generated by the Buy Back Center will be mainly reinvested in the business in order to ensure the growth and sustainability of the business. The entrepreneurs will receive technical business support that includes business establishment, training, assistance with bookkeeping, access to markets as well as Off-take agreements. This project will also entail mobilising local community members to become collectors who will also support the Buy Back Center and they will be paid accordingly. The main impact of this center is that it will create jobs, help to alleviate poverty and improve the living standards of the local community members. The main beneficiaries of this project will be mainly women and youth residing in the local community (they will also be shareholders and employees in the company).									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager	Waterberg	Mogalakwena	All Villages under Mokopane and Mapela Traditional authorities	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANACE INDICATOR		1,000,000	300,000	200,000		-	1,500,000
Development of a Buy Back Center that will process (collect, sort, bundle, store and sell) all recyclable material that is collected.	Business Plan and Financials completed		Business Plan, Cash Flow projections Approval		Q1					
	Company, select shareholders		Registered company with Board of Directors or members		Q1					
	establishment		equipment		Q2					
	and management skills		Trained employees, quality knowledgeable employees		Q3	Q1-Q2				
	Establishment of required operational systems		sales, expenditure, etc),		Q3-Q4					
	Coaching, Mentoring and ongoing evaluation		Profitable Business; Job creation, poverty alleviation		Q3-Q4	Q1-Q4	Q1-Q4			
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL					
SHORT TERM	1	1	1	2	5	5 jobs may be created during establishment phase of the project				
MEDIUM TERM	1	2	2	5	10	additional 5 temporary jobs				
LONG TERM	2	3	5	10	20	additional 10 temporary jobs				
COMPLETION AND EXIT STRATEGY	Handover to Entrepreneurs upon establishment									

PROJECT NO 3											
PROJECT NAME	Crusher and Aggregates Plant			FOCUS AREA	Enterprise Development						
BACKGROUND	The MOGALAKWENA Mine (MM) intends to set up a consortium for the management of a Crusher and Aggregate project with the intention to benefit people regarding ownership, skills transfer and job creation. The volumes produced by current G4 suppliers are not sufficient to sustain the need during construction phase of the Platreef Project and thus additional aggregate will need to be acquired from the SLP Crusher Aggregate Beneficiation project. The beneficiation crusher plant will be located on Anglo Platinum Mogalakwena Section property.										
	Consortium structure and contracts will make provision for local beneficiation, employment opportunities and employee ownership through our proposed SLP Company and funding structure. The Project will benefit all members of the communities .										
	A strategic partner will be involved to ensure quality and production volumes to assist the Mine and main contractors during the construction phase. The mine will set up a consortium with strategic partners to operate the crusher and aggregate plant to supplement the shortfall in current production. The consortium will supply Ivanplats with Crusher and Aggregate and the open market, for example construction development, future mining projects, local business and community needs. The consortium will be open to future opportunities by increasing the production capacity to meet the broader developmental needs of Mogalakwena, Waterberg and the Province at large.										
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET	
	SP Manager	Waterberg	Mogalakwena	Mokopane Traditional Authorities	2016	2017	2018	2019	2020		
OUTPUT	KEY PERFORMANCE AREA			KEY PERFORMANCE INDICATOR		5,500,000	5,500,000				11,000,000
Development and Commissioning of a Crusher and Aggregates Plant that will process mine waste rock to create sustainable employment for community members.	Business Plan and Financials completed		Business Plan, Cash Flow projections Approval		Q1						
	Establish Company, select shareholders		Registered company with Board of Directors		Q1						
	establishment		equipment		Q2						
	and management skills		Trained employees, quality knowledgeable employees		Q3	Q1-Q2					
	Establishment of required operational systems		sales, expenditure, etc),		Q3-Q4						
	Coaching, Mentoring and ongoing evaluation		Profitable Business; Job creation, poverty alleviation		Q3-Q4	Q1-Q4					
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL						
SHORT TERM	1	1	1	2	5	5 jobs may be created during establishment phase of the project					
MEDIUM TERM	1	2	2	5	10	10 permanent jobs will be created after establishment and an additional 5 temporary jobs					
LONG TERM	2	3	5	10	20	20 permanent jobs to be created over a long term and an additional 10 temporary jobs					
COMPLETION AND EXIT STRATEGY	Handover to Consortium upon establishment										

PROJECT NO 4										
PROJECT NAME	ED Support and Linkages			FOCUS AREA	Enterprise Development					
BACKGROUND	Enterprise Development has been identified as one of the Key strategic Drivers for local economic development in communities. In line with Anglo Platinum policy, MOGALAKWENA (MPM) will identify applicants that include youth, women and small business development opportunities and suppliers at the local level to incorporate and shift the balance of expenditures where feasible from large, urban businesses to smaller, emerging businesses located near or in the mine communities. The objective will be to maximize training, job creation and the economic benefit of the mining operation at the mine community level. The mine will maximize the economic spin-off benefits of its operation by building the capacity to develop young people to prepare them for Workforce readiness programmes as well as support the establishment of emerging local small businesses to access the mine's supply chain and access other opportunities presented by other sectors of the economy around the mine. In addition opportunities will be ring fenced for emerging suppliers from this initiative. This will be achieved through supporting the development, growth and independence of SMMEs. Specialist business support partners will be paired with the local applicants in order to ensure that sustainability is created for these emerging business. The intention will be to grow them until they are fully capacitated to pursue business on their own independently.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager	Waterberg	Mogalakwena	Mapela and Mokopane communities	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		3,000,000	2,000,000	2,000,000	1,000,000	1,000,000	9,000,000
Develop an integrated Enterprise Development Program that supports all categories of local SMME's to grow and be sustainable	Identify and assess local database of applicants (including existing and new entrepreneurs) selected for programme participation		Successful selected candidate lists		Q1	Q3	Q3	Q3	Q3	
	Skills Needs assessment		Business Skills Report and Market analysis report		Q1	Q4	Q4	Q4	Q4	
	Provision of specific and intended training and development		Number of SMME's enrolled and completing training interventions		Q2	Q1	Q1	Q1	Q1	
	Training of Youth for Workforce Readiness		Business Fundamentals ready for employment		Q3	Q1	Q1	Q1	Q1	
	Acceleration of existing small local businesses to improve business		Number of SMME accessing business opportunities		Q3-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	
	Coaching, Mentoring and ongoing evaluation (Capacity Building		Dashboard maintenance: on Profitable Business; Jobs created,		Q3-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q4	
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL					
SHORT TERM	5	10	35	50	100	in year 1				
MEDIUM TERM	50	50	50	150	300	over a medium term period of 3years				
LONG TERM	50	50	50	350	500	over a long term period of 5 years				
COMPLETION AND EXIT STRATEGY	Place trained youth in selected business partners for internship where possible. Successful business enterprises registered and promoted on the AAP database									
Provide a report on Beneficiaries and how they will benefit in pdf format as Appendix 3.5										
The support for local emerging enterprises as well as the training provision for youth and women as part of the Youth Workforce Readiness Programme will create a pipeline of trained										

### 3.5.4 Health and Social Welfare

PROJECT NO 1										
PROJECT NAME	Support to improving health services in schools			FOCUS AREA	Health					
BACKGROUND	One in three people in the Mogalakwena and Aganag Sub-Districts are of a school going age (Statistics South Africa: online). This group of over one hundred and fifty thousand people in the host community face significant health challenges linked to infective, sexual reproductive health and lifestyle diseases. This materialises in an above national average rate for childhood diarrhoea and pneumonia, HIV infection as well as teenage pregnancy (Waterberg Municipality IDP, 2013 & Health Systems Trust, 2015). As such strengthening the health service to promote and maintain health while preventing disease amongst youth, is a priority for the host community of Mogalakwena Mine. The Departments of Health and Basic Education have adopted the Integrated School Health Policy. This policy is in line with the World Health Organisation's aim of school health programmes that are a combination of services which ensure the physical, mental and social well-being of learners to maximise their learning capabilities. Within these programmes several objectives are pursued, including:									
	<input type="checkbox"/> Ensuring a healthy physical, learning environment, emphasizing safe water and sanitation <input type="checkbox"/> Skills-based health education <input type="checkbox"/> School-based health and nutrition services									
	School health services is also considered to be a pebble in a pond strategy, implying that in the process of engaging school-going children key messages cascade to teachers and guardians at home. Under the Re-Engineering of Primary Health Care, the Limpopo Department of Health established School Health Teams tasked with the responsibility to enliven the Integrated School Health Policy. This project targets the capacity of these School Health Teams to improve the impact of outreach activities to 12 500 students per year. On top of the generic service package supported by the teams, the Mine will partner with experienced implementing partners to provide vision screening and correction as well as basic dental services. In addition, this project is linked and integrated to the infrastructure proposals for providing safe water and sanitation at schools.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager	Waterberg/ Capricorn	Mogalakwena/ Aganang	All	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		1,000,000	1,000,000	500,000	300,000	200,000	3,000,000
Plan signed off by Limpopo Department of Health	Partnership Implementation Plan adopted by project steering		Establishment of project steering committee with Limpopo		Q1	-	-	-	-	
12 500 learners per annum 4 Yrs = 50 000 total	Generic School Health Service outreach		School Outreach Team meeting service delivery targets in host		Q3-4	Q1-4	Q1-4	Q1-4	Q1-2	
600 learners tested per annum 4 Yrs = 2 400 total	Vision testing and correction outreach		Implementing partner tests vision and provides glasses for learners in		Q4	Q1-4	Q1-4	Q1-4	Q1-2	
600 learners per annum 3 Yrs = 1 800 total	Dental health outreach		Implementing partner provides education, screening and teeth		-	Q3-4	Q1-4	Q1-4	Q1-2	
Project evaluation report <i>Note output years cut across financial years</i>	Project impact		assessment of the final outcomes of		-	-	-	-	Q2	
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 established quality and norms for the service, supporting customer expectations, on-going financing of the activities as well as on-going activities to improve the service delivery.									

PROJECT NO 2										
PROJECT NAME	Support to Community Home Based Care Pogram			FOCUS AREA	Health					
BACKGROUND	The youth unemployment rate within the host community is believed to range between 52-65%, which is significantly higher than the general unemployment rate of the area (40%). Further to this, more than half the households in the host communities of Mogalakwena and Aganang are headed by women, who in turn have significantly constrained opportunities for accessing employment opportunities (Statistics South Africa: online).									
	The role of Community Health Workers in improving healthcare for communities dates back as far as the late 1940's, when communities had to overcome the maldistribution of resources during apartheid. The contribution of this cadre to the health system escalated in the 1990's to reach a workforce estimated at over 200 000 in the health and social sector. This growth was spurred on by international funding for HIV and AIDS as well as the Expanded Public Works Programme. Over the past five years the National Department of Health has been working with provinces to bring this cadre formally into the public health system as part of the Re-engineering of Primary Health Care. This has seen two cadres emerge, the one will work with the department's Ward-Based Outreach Teams and the other with community-based organisations to offer home community-based care. The latter group does not yet require the formal qualifications being implemented by the National Department of Health.									
	As a vehicle to create work opportunities for women and youth, a HCBC programme offers several benefits. It is not reliant on extensive qualifications for entry, nor does it require a high capital investment to create the work opportunity, while it offers a tangible impact to both the employed person and the host community. On the latter the Department of Health's norm for the ratio of Community Health Worker to households is 1:250, which in the host community would cover approximately a 1 000 people. For HCBC, the ratio drops for direct care to approximately 1:15 beneficiaries as the caregiver assists with the Daily Activities of Living. From the observations of district and circuit managers in the Department of Basic Education such support is critical for school going children, and the girl child in particular, as such support ensures these children remain and thrive at school to secure a better future.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager	Waterberg/ Capricorn	Mogalakwena/ Aganang	Sekuruwe and Naledi	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		2,600,000	1,600,000	1,800,000	1,300,000	1,000,000	8,300,000
Plan signed off by Limpopo Department of Health	Partnership Implementation Plan adopted by project steering committee		Establishment of project steering committee with Limpopo Department of Health and implementing partners.		Q1	-	-	-	-	
Project evaluation Report	Capacity expanded to offer home		Implementing community-based		Q2-Q4	Q1-Q4	Q1-Q4	Q1-Q4	Q1-Q2	
50 people employed	Project impact		assessment of the final outcomes of		-	-	-	-	Q2	
Project evaluation report										
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	0	0	0					
MEDIUM TERM	0	25	0	25	50	Ratio subject to community inputs and selection process				
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 established quality and norms for the service, supporting customer expectations, on-going financing of the activities as well as on-going activities to improve the service delivery.									

PROJECT NO 3										
PROJECT NAME	Support and Improve capacity in Primary Health Care Clinics			FOCUS AREA	Health					
BACKGROUND	performance as one moves from central and regional hospitals down to Primary Health Care facilities, with clinics performing significantly worse across all major indicators. For Limpopo province it was the second poorest performing province overall, with only one of the six major indicators scoring above 50% compliance. Indicators such attitudes and care, safety of patients, infection control and cleanliness scored between 25-43% (Health Systems Trust, 2012).									
	The National Department of Health has put measures in place to address these problems in the health system and in particular Primary Health Care Clinics. To this end they have partnered with The Presidency under Operation Phakisa to implement the Ideal Clinic initiative using the Big Fast Results methodology. This initiative aims to ensure all clinics meet the National Core Standards as published by the Office of Health Standards Compliance. Based on the new Primary Health Care Model and a systems strengthening approach as advocated for 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. Examples of successes under the Ideal Clinic initiative to improve service delivery has already been seen in Limpopo Clinics where overall scores have been increased to above 80% (Bateman, South African Journal of Medicine, 2015).									
	Over the past ten years Anglo American Platinum has built several clinics in host communities. These past projects were executed on a build-transfer basis which on further critical reflection could be more effective and impactful if subjected to a broader systems-orientated partnership. To this end and in consultation with the Limpopo Department of Health, two clinic projects which form part of the 2010-2015 SLP in the Sekuruwe and Naledi communities will be further supported to ensure they meet the Ideal Clinic standard while also acting as hubs to help strengthen surrounding facilities. These facilities are also tied into the School Health and Home Community Based Care projects for Mogalakwena Mine as part of the new Primary Health Care Model.									
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					TOTAL BUDGET
	SP Manager	Waterberg/ Capricorn	Mogalakwena/ Aganang	Sekuruwe and Naledi clinics as hubs	2016	2017	2018	2019	2020	
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		1,000,000	1,000,000	500,000	300,000	200,000	3,000,000
Plan signed off by Limpopo	Partnership Implementation Plan		Establishment of project steering		Q1	-	-	-	-	
Naledi Clinic meets 80%	Capacity building of district and facility		Limpopo Department of Health and		Q2-4	Q1-4	Q1-2	-	-	
Sekuruwe Clinic meets 80% threshold for Ideal Clinic	Capacity building of district and facility		Limpopo Department of Health and implementing partner assess		Q4	Q1-4	Q1-4	-	-	
Mentoring and coaching of other facilities in host	Capacity established within Limpopo Department of Health to support other		District and sub-district management teams skilled to support capacity		Q2-4	Q1-4	Q1-4	Q1-4	Q1-4	
Project evaluation report	Project impact		assessment of the final outcomes of		-	-	-	-	Q2	
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 established quality and norms for the service, supporting customer 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 Anglo American Platinum's Housing Strategy**

Anglo American Platinum's housing strategy is premised on five strategic pillars, with the 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.
- Converting the Living-Out Allowance (LOA) into Rental Allowance which will ultimately ensure that all employees stay in decent accommodation and there is natural attrition from informal settlements.
- 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**

Anglo American Platinum has a range of housing benefits for its employees and these benefits come in different forms, ranges etc. However, one of the most popular housing benefits is the Employer Assisted Housing Scheme (EAHS).

The main objective of the EAHS 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.

With this scheme, Anglo American Platinum buys well-located residential land and then installs bulk infrastructure in these stands at its own cost. Employees are then allocated these stands where they can build their own houses. The building process is facilitated by the Group Housing Unit with the assistance of construction firms. The employees fund the building of the houses through their acquisition of credit in the form of mortgage loans with commercial banks.

Hereafter employees then qualify to apply and are granted Home Ownership Allowance (HOA) on monthly basis by the Company. The HOA assists employees in paying off their mortgage loans.

On the other hand, the Group Housing Unit may assist qualifying employees in applying for the government housing subsidy. Employees whose salaries range from R3,500 to R1,500 a month are assisted with an application for acquiring a Finance-Linked Individual Subsidy Programme (FLISP) grant from the provincial governments of both Limpopo and North West.

#### **3.6.3 Interaction with Local Municipalities**

The Group Housing unit interacts with various local municipalities where the mining operations are located, inter alia Thabazimbi, Mogalakwena, Polokwane, Fetakgomo and Sekhukhune municipalities in pursuance of the employee home ownership programme.



The Company participates in the development of the Spatial Development Frames (SDFs) of these municipalities. Eventually this ensures that all the Company planned housing projects and developments are included in the municipalities' Integrated Development Plans (IDPs) going forward.

### 3.6.4 Housing Forum

Anglo American Platinum, 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 leader. 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.

### 3.6.5 Key Challenges in Housing Delivery to 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 garnishing 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.

### 3.6.6 Plans for Mogalakwena Mine

Name of Project/Location	Number of Units	Start Date (Estimate)	Duration	Completion Date (Estimate)
Mokopane Extension 14	420	September 2015	Four years	September 2019

### 3.7 Procurement

Anglo American Platinum 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 our 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:

- Existing service provider with a contract;
- No relevant skills available locally; or
- Lack of capital and equipment needed by local suppliers.

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. This 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 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.

#### Mogalakwena Mine (Complex) Procurement Targets

Procurement					
Targets					
Categories	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
2.1.1 Procurement of capital goods	55%	55%	55%	65%	65%
2.1.2 Procurement of services	70%	70%	70%	70%	70%
2.1.3 Procurement of consumables	65%	67%	70%	70%	70%

**Procurement Spend is calculated as Total Available Spend less Non-discretionary Spend**

**Mogalakwena Mine (Complex) Supplier Development Targets**

Supplier Development	Targets and Timelines					
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines					
	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	5-year target
Local supplier gap analysis	220	0	200	0	0	<b>420</b>
Number of courses for local suppliers	2	2	3	3	2	<b>12</b>
Supplier development partners	3	3	3	3	4	<b>16</b>
Role models created	5	10	10	15	20	<b>60</b>
New contract with local HDSA	10	10	10	15	15	<b>60</b>
Unbundling of opportunities	5	10	15	20	25	<b>75</b>
Training of local suppliers	60	120	40	100	100	<b>420</b>
Youth-owned companies	5	5	5	5	5	<b>25</b>
Women-owned companies	5	5	5	5	5	<b>25</b>
<b>Total Number</b>	<b>315</b>	<b>165</b>	<b>291</b>	<b>166</b>	<b>176</b>	<b>1,113</b>

# SECTION 4

## PROCESSES PERTAINING TO MANAGEMENT OF DOWNSCALING AND RETRENCHMENT

### 4 Downscaling and Retrenchment

#### 4.1 Establishment of Future Forum

Date of Establishment	10 March 2015
No. of planned meetings per annum	Six

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 upskilling 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 re-employment 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.
- 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
- Complying with the Minister's directive and confirming how corrective measures will be taken.
- Internal transfers to other Anglo American Platinum mines.
- Applying for technical assistance and support from the National Productivity Institute (NPI).
- Applying to the MQA, the mining sector's education and training authority, for applicable grants.

#### 4.3 Management of Retrenchments (Attach a copy in line with the terms of Section 52 (i) of the MPRDA and Section 189 of the LRA)

- 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.

#### **4.4 Mechanisms to Ameliorate the Social and Economic Impact on Individuals, Regions and Economies Where Retrenchment or Closure of the Operation is Certain**

- Self-employment training and re-employment programmes.
- The CED unit will coordinate the provision of the above self-employment training and re-employment programmes for all employees affected by retrenchment. The CED unit will provide feedback to the Future Forum.
- Identify and consider SMME initiatives which have the potential to create future employment opportunities in the event of large-scale retrenchment.
- Identify the creation of opportunities for SMMEs to supply the mine with goods and services.

#### **Mogalakwena Downscaling and Retrenchment**

- Future Forums have been established at each operation and they are functional.
- In addition to applying Section 189 as per the LRA, the MPRDA processes will be followed which include informing the Board and consultations with the Minister of DMR.
- Within 24 of such retrenchments, the mine will develop implementation plans to mitigate the effects of downscaling which may include retrenchments.
- Training and reskilling will be provided as part of the mitigating plan.
- Mandatory prescribed payments as per the LRA will be applied.

## SECTION 5

### FINANCIAL PROVISION (Regulation 46 € (i), (ii), (iii) )

#### 5 Five-Year Financial Provision

Financial Provision for a Five-Year Period						
Item	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Total
HRD	49,532,867	46,777,187	49,583,818	52,558,847	55,712,378	254,165,097
LED	35,000,000	34,400,000	25,600,000	15,900,000	13,400,000	124,300,000
Total	84,532,867	81,177,187	75,183,818	68,458,847	69,112,378	378,465,097

## SECTION 6

### UNDERTAKING

I, \_\_\_\_\_ the undersigned and duly authorised thereto by  
\_\_\_\_\_ Company undertake to adhere to the information, requirements,  
commitments and conditions as set out in the social and labour plan.

Signed at \_\_\_\_\_ on this \_\_\_\_\_ day \_\_\_\_\_ 20\_\_\_\_\_

Signature of responsible person

\_\_\_\_\_

Designation

\_\_\_\_\_

**Approved**

Signed at \_\_\_\_\_ on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

Signature:

\_\_\_\_\_

Designation:

\_\_\_\_\_