

SOCIAL AND LABOUR PLAN TWICKENHAM



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SECTION 1

Preamble (Regulation 46 a)

1 Company details

1.1 Name of the company / applicant	Rustenburg Platinum Mines Limited
1.2 Name of mine / production operation	Twickenham Platinum Mine (hereafter referred to as TPM)
1.3 Physical address	Twickenham Mine, R37 Burgersfort Road, Maotsi Village, Driekop, 1129
1.4 Postal Address	Twickenham Platinum Mine, P O Box 1035, Driekop, 1129
1.5 Telephone Number	013 – 231 9270 / 9115
1.6 Fax Number	086 760 4336
1.7 Location of mine or production operation	Limpopo Province
1.8 Commodity	Platinum, palladium, rhodium, iridium, ruthenium, gold, silver, cobalt, nickel and copper
1.9 Life of mine	60 years
1.10 Financial year	December 2016
1.11 Reporting year	2016
1.12 Responsible person	Daan Breedt, General Manager
1.13 Geographic origin of employees (mine community and labour sending areas).	
a) Mine Community	b) Labour Sending Area
Province	Province
Limpopo	
District Municipality	District Municipality
Greater Sekhukhune	
Local Municipality	Local Municipality
Greater Tubatse	

1.1 Location of the Mine

TPM is located on the North Eastern Limb of the Bushveld Complex, approximately 35 km north-northwest of the town of Burgersfort and approximately 2.5 kilometres to the west of the R37, which links Polokwane to Burgersfort.

The area comprises of four farms: Twickenham, Hackney, Forest Hill and Balmoral. The topography of the area is generally rugged and is marked by a centrally located low lying valley.



1.2 Ownership

Twickenham Mine 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 Twickenham Mine 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 Twickenham Mine, the demarcated area of the mine community has been extended to include all mine workers living in the municipalities of Twickenham.

Rural labour-sending areas

Although not particularly applicable to Twickenham Mine 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 Twickenham Mine 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 191 employees as at 12 July 2016 (baseline). Of this group, 139 are sourced from the local province of Limpopo where the mine is located. (See Table 1 below.)

The table below shows labour distribution at Twickenham Mine.

Provinces from which over 1% of employees originate	Enrolled Employees	Grand Total	Percentage
Free State	6	6	3.1%
Gauteng	9	9	4.7%
Kwa Zulu Natal	3	3	1.6%
Limpopo	139	139	72.8%
Mpumalanga	17	17	8.9%
North Cape	1	1	0.5%
North-West	12	12	6.3%
Zimbabwe	4	4	2.1%
	191	191	100.0%

Note: Data drawn at 12 July 2016.

SECTION 2

Human Resource Development Programme (Regulation 46 b)

2 HRD Executive Summary

This Social and Labour Plan (**SLP**) for Rustenburg Platinum Mines Limited, referred to as the Twickenham Project, is the second submission. This follows the 2010 – 2016 submission which was approved in July 2010.

As set out in the Company's 2015 Annual Results announcement on 8 February 2016, Anglo American Platinum continues to manage its business for the current commodity pricing environment. Anglo American Platinum also reported that all expansionary project decisions would be delayed until at least 2017.

Despite these considerable changes, the economic outlook remains uncertain and further intervention is necessary to ensure a sustainable long term outlook for Anglo American Platinum and all its stakeholders. The implementation of Twickenham Project has been deferred, the Company has resolved to place the Twickenham Project on care and maintenance until the end of 2020.

The Project has outsourced its functions to a third party that will conduct New Mining Technology (NMT) studies during 2016 and 2017. The total number of contractor employees projected for the first two years amounts to 512 (256 per year). For the remainder of the three years (2018 – 2020) there will be no contractor employees appointed at Twickenham Project due to the implementation of the care and maintenance. It is based on these reasons that the Company will not be in a position to commit to any HRD projections for the contractor employees in this SLP.

The Project's challenges have been exacerbated by operational complexities as well as a slower than anticipated recovery in commodity price. The slow production profile led to persistent poor financial performance in the current capital constraint environment. A 'fit for purpose' Care and Maintenance plan will be executed at Twickenham Project in order to save costs, time and effort in the long run and allow for a rapid ramp up and resumption of operations should this decision be made.

This SLP covers Twickenham and Hackney Shaft which are currently placed under Care and Maintenance from 2016 to 2020 or until such time that the market returns to levels associated with an optimal extraction strategy for the region.

The SLP has been compiled as a commitment to contribute towards the advancement of Socio-Economic welfare of South Africans with special focus on the social and economic impact that the Operation has on the surrounding communities. This commitment includes the rural communities from which migrant labour tends to be drawn. This plan recognizes that minerals are non-renewable and as a result the SLP also focusses on managing the impact of eventual downscaling and closure as part of strategic business planning. The SLP further makes provisions for the development of historically disadvantaged employees as well as equipping members of the surrounding communities through various different training interventions.

This Plan has been developed in terms of the MPRDA Regulation 46 (a-f).

Under normal circumstances this SLP should refer to the Mining Charter applicable at the time. A draft Mining Charter was published by the DMR on 15 April 2016 however and the time of compiling this SLP it had not

been gazetted and as a result of this the Company seeks to improve on the targets which were set in the previous SLP. The SLP will be duly amended to comply with the new targets should the draft Mining Charter be gazetted.

In alignment with the spirit of the Mining Charter this SLP will cover pillars like 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 South Africa with specific reference to scarce and critical skills. Development of HDSA leadership is a key strategic focus area including the creation of a sustainable and ongoing pipeline of HDSA leadership.

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

The mine is committed to ensure 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.

The Skills Development Plan outlines how employees will be offered the opportunity to:

- i. become functionally literate and numerate;
- ii. participate in learnerships;
- iii. participate in skills programmes;
- iv. acquire portable skills; and
- v. participate in various other training initiatives.

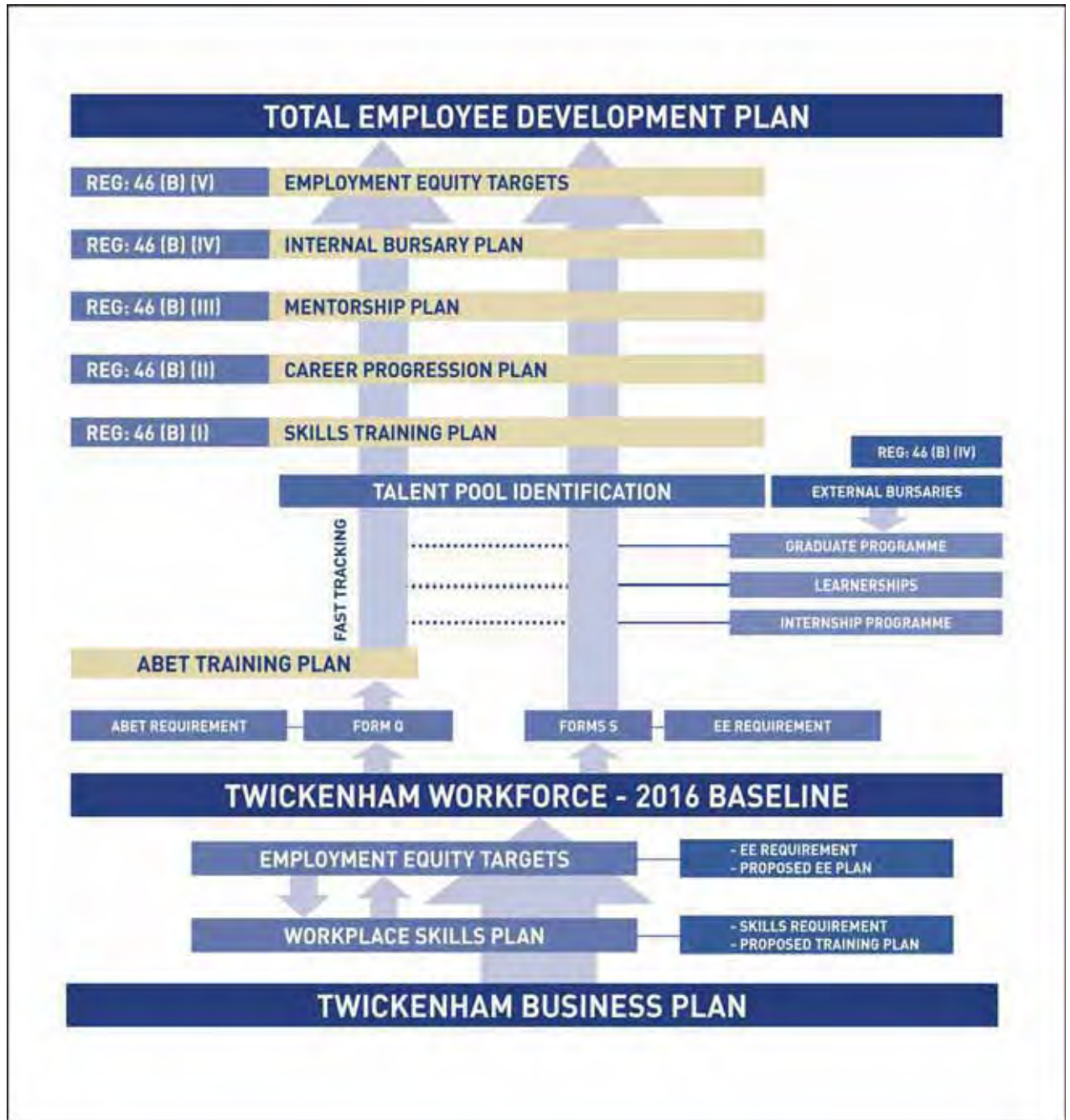
The plan includes a number of initiatives ranging from the 'Breakthrough to Literacy' programme to post-graduate education. These programmes will be consistent with the requirements of the National Qualifications Framework (NQF) and the Mining Qualifications Authority (MQA). The purpose of the Skills 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 on the mine with 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 in Anglo American Platinum takes place at the various Company-wide training centres. These include the Anglo American Platinum Development Centre (ADC) in Rustenburg, ESTC (Engineering Skills Training Centre) in Randfontein, as well as centres at each of the specific Operations. All training centres employ development practitioners and training staff and each of the centres have both ISO certification and MQA accreditation. This ensures that the training provided meets the national requirements for quality.

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). In addition 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 is 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 Mines' need for these skills have highlighted the importance of proper talent management and people development.



The above figure shows how the business plan, projected labour requirements, Workforce Skills Plan and employment equity targets. These elements are superimposed on each other to create a skills development framework. The data in Form Q and Form S indicate the areas where identified talent pool employees are trained and fast-tracked.

2.3 Compliance with Skills Development legislation

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

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

The Skills Development Plan outlines how employees will be offered the opportunity to:

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

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

Twickenham Project has outsourced its functions to a third party that will conduct New Mining Technology (NMT) studies during 2016 and 2017. The total number of contractor employees projected for the first two years amounts to 512 (256 per year). Refer to Form Q, the baseline of the number of educational levels of contractor employees.

For the remainder of the three years (2018 – 2020) there will be no contractor employees appointed at Twickenham Project. The Project is not in a position to commit to the projection of Human Resources Development deliverables listed below for the contractor employees in this SLP.

- AET
- Learnerships
- School support
- Portable Skills
- Career Progression: Mining, Engineering, HRD, MRM, Management & Leadership Development, Safety, Finance, Protection Services
- Mentorship
- Bursaries
- Internship
- Graduate Development Scheme

This is mainly due to the testing of new mining technology which will be conducted during the first two years of the duration of the SLP and the current budgetary constraints faced by the Project.

Number and Education Level of all Twickenham Project Employees as per From Q

Band	NQF Level	Planned as per envisaged organogram	Male			Female			Total			
			African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female
17 General Education and Training (GET)		No Schooling	14	0	0	0	3	0	0	0	14	3
		Grade 0 / Pre	0	0	0	0	0	0	0	0	0	0
		Grade 1 / Sub A	1	0	0	0	0	0	0	0	1	0
		Grade 2 / Sub B	0	0	0	0	0	0	0	0	0	0
		Grade 3 / Std 1 / ABET 1	0	0	0	0	1	0	0	0	0	1
		Grade 4 / Std 2	0	0	0	0	0	0	0	0	0	0
		Grade 5 / Std 3 / ABET 2	1	0	0	0	0	0	0	0	1	0
		Grade 6 / Std 4	0	0	0	0	0	0	0	0	0	0
		Grade 7 / Std 5 / ABET 3	2	0	0	0	0	0	0	0	2	0
		Grade 8 / Std 6	0	0	0	0	0	0	0	0	0	0
Further Education and Training (FET)	2	Grade 9 / Std 7 / ABET 4	3	0	0	0	0	0	0	0	3	0
	3	Grade 10 / Std 8 / N1	3	0	0	0	0	0	0	0	3	0
Higher Education and Training (HET)	4	Grade 11 / Std 9 / N2	14	0	0	1	2	0	0	0	15	2
	5	Grade 12 / Std 10 / N3	80	0	0	4	14	0	0	1	84	15
	6	Higher Certificates and Advanced Diplomas and Advanced Certificates	16	0	0	2	6	0	0	0	18	6
	7	Bachelor's Degree and Advanced Diplomas	4	0	0	3	0	0	0	0	7	0
	8	Honours degree, Post Graduate Diploma and Professional Qualifications	0	0	0	1	1	0	0	0	1	1
	9	Master's degree	1	0	0	0	0	0	0	0	1	0
	10	Doctors degree	0	0	0	1	0	0	0	0	1	0
		Total	145	0	0	12	33	0	0	1	157	34

Number and Education Level of all Twickenham Project 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)		No Schooling	128	0	0	28	11	0	0	4	156	15	
		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	0	0	0	0	0	0	0	0	0	0	
		Grade 4 / Std 2	0	0	0	0	0	0	0	0	0	0	
		Grade 5 / Std 3 / ABET 2	2	0	0	0	0	0	0	0	2	0	
		Grade 6 / Std 4	0	0	0	0	0	0	0	0	0	0	
		Grade 7 / Std 5 / ABET 3	0	0	0	0	0	0	0	0	0	0	
		Grade 8 / Std 6	0	0	0	0	0	0	0	0	0	0	
		Grade 9 / Std 7 / ABET 4	0	0	0	0	0	0	0	0	0	0	
		Grade 10 / Std 8 / N1	5	0	0	1	1	0	0	0	6	1	
		Grade 11 / Std 9 / N2	25	0	0	16	9	0	0	0	41	9	
		Grade 12 / Std 10 / N3	14	0	0	4	5	0	0	0	18	5	
Further Education and Training (FET)		Higher Certificates and Advanced	1	0	0	1	0	0	0	0	2	0	
		Diploma and Advanced Certificates	1	0	0	0	0	0	0	0	1	0	
		Bachelor's Degree and Advanced Diplomas	0	0	0	0	0	0	0	0	0	0	
		Honours degree, Post Graduate Diploma and Professional Qualifications	0	0	0	0	0	0	0	0	0	0	
		Master's degree	0	0	0	0	0	0	0	0	0	0	
		Doctors degree	0	0	0	0	0	0	0	0	0	0	
		Total	176	0	0	50	26	0	0	4	226	30	
	Higher Education and Training (HET)												

2.4 Illiteracy Level and AET needs

The number of employees that do not have AET4 qualification amounts to 20.

The table below summarizes the literacy and numeracy status of the permanent workforce as at end of 12 July 2016.

AET Level	Permanent Employees	Total Need
No Schooling	17	17
AET 1	1	1
AET 2	0	0
AET 3	2	2
AET 4	0	0

The Operation acknowledges the obligation to uplift the literacy levels of all those employees who have not achieved an AET 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 improve the skills levels of all employees, as well as developing their full potential toward safer and more efficient work practices. All employees are continuously informed about the personal and career advantages of furthering their educational levels. All employees who register for AET training are then assessed through recognition of prior learning (RPL) process and the most appropriate placement level from which to begin further studies is recorded.

Definition: Adult Education and Training

AET is broken down into the following levels: -

- BTL (break through literacy)
- Pre- ABET
- AET level 1 (literacy and numeracy at Standard 1 / Grade 3)
- AET level 2 (literacy and numeracy at Standard 3 / Grade 5)
- AET level 3 (literacy and numeracy at Standard 5 / Grade 7)
- NQF level 1 (AET Level 4) (equivalent of Standard 7 / Grade 9) (see note below)

The one category above is that of AET 4 or NQF Level 1. In terms of the 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 on FLC (Foundational Learning Competence) training – they will be reflected in the targets and progression towards achieving the targets for FLC (Foundational Learning Competence), as this is a progression towards entrance to further qualifications.

2.4.1 Training Planned

Out of the overall workforce of 191 excluding the Mechanized Centre of Excellence employees the mine will be offering 20 illiterate employees the opportunity to be functionally literate and numerate by 2020. The Mine commits to continuously reassess the workforce educational profile and to formulate a plan to offer the same opportunity to all illiterate employees.

2.4.1.1 Training Planned - AET Full-Time Enrolled Employees

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
AET 1	0	0	0	0	0	0
AET 2	0	0	0	0	0	0
AET 3	0	0	0	0	0	0
AET 4	0	0	0	0	0	0

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Foundational Learning Course (FLC)	0	0	0	0	0	0
Total Number	0	0	0	0	0	0

2.4.1.2 Training Planned - AET Own - time Enrolled Employees

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
AET 1	0	3	3	4	3	13
AET 2	0	0	1	1	1	3
AET 3	0	0	1	0	1	2
AET 4	0	0	1	0	1	2

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Foundational Learning Course (FLC)	0	0	1	0	0	0
Total Number	0	3	7	5	6	21

2.4.1.3 Training Planned - AET Full-time Community

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
AET 1	0	10	10	10	10	40
AET 2	0	10	8	8	8	34
AET 3	0	0	2	2	2	6
AET 4	0	0	0	0	0	0

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Foundational Learning Course (FLC)	0	0	0	0	0	0
Total Number	0	20	20	20	20	80

2.4.1.4 Training Planned - AET Own-Time Community

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
ABET 1	0	5	5	5	5	20
ABET 2	0	5	5	3	3	16
ABET 3	0	0	0	2	2	4
ABET 4	0	0	0	0	0	0

AET Level	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Foundational Learning Course (FLC)	0	0	0	0	0	0
Total Number	0	10	10	10	10	40

AET Implementation Plan

Besides offering AET classes to employees, the Operation will expand its learning interventions into the wider mine community. This will form part of a strategy to enable members of the surrounding mine community to access further education opportunities, with 150 community members who will be admitted to own-time AET classes of which a large proportion will be women from the immediate surrounding communities.

Full-time AET Plan

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

- i. All production areas have been tasked to nominate potential learners. These employees first go through the RPL (recognition of prior learning) assessment before being placed into full-time AET;
- ii. 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 AET. These employees could be fast-tracked into supervisory positions through various talent pool interventions.

Own-time AET Plan

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

- i. Provide fully equipped and furnished AET centres.
- ii. AET Centres have the capacity to provide three training sessions per day for own-time training.
- iii. Budgets will be prepared and aligned to meet the mines' own-time targets;
- iv. A commitment has been made by management to offer an average of 20 employees the opportunity to attend AET classes on an own-time basis;
- v. There are computers at each ABET centre for use by learners;
- vi. All AET Centre has a formal assessment rooms;

Infrastructure and capacity

The Operation will operate full-time and own-time courses as a way of addressing the illiteracy challenge. Suitably qualified facilitators will be sourced to ensure that quality teaching and learning take place in AET classes with a facilitator-learner ratio of 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 AET 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 AET, the following initiatives will be put in place:

- a) Increased management involvement, particularly from production management and heads of departments, will boost the campaign to increase adult education enrolment.
- b) The AET sub-committee will provide pamphlets for information sharing sessions
- c) Facilitators should provide progress reports of 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 AET 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 attendances,
 - ii. Certification Ceremonies will be hosted at all centres to celebrate competencies and to motivate learners to continue;
 - iii. Monthly articles and photos on AET will be published in various internal magazines.

2.5 Core Business Training

2.5.1 Core Business Training (Mining, Engineering, MRM)

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

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

Field/Area of Training	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Mining	14	17	13	10	10	64
Engineering	0	18	18	18	18	72
MRM	0	3	2	2	2	9
Total Number	14	38	33	30	30	145

2.5.2 Core Business Training (Support Services)

Core business training is defined in respect of legislation as that which relates to mining and engineering and process (excluding learnership). It is imperative that the Operation focusses 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					
	2016	2017	2018	2019	2020	5 year target
HR	0	3	3	3	3	12
HRD	0	1	0	2	0	3
Safety	0	4	2	2	2	10
Protection Services	0	3	4	4	2	13
Concentrator	0	0	0	0	0	0
Total Number	0	11	9	11	7	38

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

2.6 Learnerships

2.6.1 Learnerships (Internal Mining)

Learnership (Internal) – a learnership is a structured learning programme that is registered with the Department of Labour where 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 of AAP (Anglo American Platinum) (S18.1). Also included in this category are all internal learners that embark on a registered apprenticeship as defined in the Skill Development legislation.

Field/area of training	Target and timeline									
	Note: Below, in year 1, 2,3, 4,5 put the actual calendar timelines									
	2016		2017		2018		2019		2020	
	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
National Certificate Mining Operations UG Hard Rock Conventional NQF 2	6	7	0	6	0	0	0	0	0	0
National Certificate Rock Breaking Mining NQF 3 Conventional	0	0	0	7	0	6	0	0	0	0
National Certificate Mining Operations UG Hard Rock Mechanised NQF 2	0	7	0	0	0	0	0	0	0	0
National Certificate Rock Breaking Mining NQF 3 Mechanised	0	0	0	7	0	0	0	0	0	0
National Certificate Rock breaking Mining NQF 3 Surface Mining	0	0	0	0	0	0	0	0	0	0
DMR Blasting Certificate	0	0	0	0	0	0	0	0	0	0
Total number	6	14	0	20	0	6	0	0	0	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.

2.7 Learnerships

2.7.1 Learnerships (Internal Engineering)

Field/area of training	Target and timeline									
	Note: Below, in year 1, 2,3, 4,5 put the actual calendar timelines									
	2016		2017		2018		2019		2020	
	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
NCert: Engineering Fitter and Turner LS	0	4	0	4	0	4	0	0	0	0
NCert: Engineering Rigger LS	0	1	0	1	0	1	0	0	0	0
NCert: Engineering Electrician LS	0	9	0	4	0	5	0	0	0	0
NCert: Engineering Diesel Mechanic LS	0	6	0	6	0	3	0	0	0	0
NCert: Engineering Auto Electrician LS	0	2	0	2	0	2	0	0	0	0
NCert: Engineering Boiler Maker LS	0	2	0	2	0	1	0	0	0	0
NCert: Engineering Motor, Control and Instrumentation LS	0	1	0	1	0	1	0	0	0	0
Total number	0	25	0	20	0	17	0	0	0	0

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.

2.7.2 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	Target and timeline									
	Note: Below, in year 1, 2,3, 4,5 put the actual calendar timelines									
	2016		2017		2018		2019		2020	
	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
NCert: Engineering Fitter and Turner LS	0	12	0	12	1	0	0	1	0	1
NCert: Engineering Rigger LS	1	0	0	1	2	1	0	3	0	2
NCert: Engineering Electrician LS	0	5	0	5	0	0	0	0	0	0
NCert: Engineering Diesel Mechanic LS	4	12	0	16	0	4	0	4	0	0
NCert: Engineering Auto Electrician LS	1	4	0	5	2	1	0	3	0	2
NCert: Engineering Boiler Maker LS	1	3	0	4	2	1	0	3	0	2
NCert: Engineering Motor, Control and Instrumentation LS	0	3	0	3	1	0	0	1	0	1
NCert: Millwright LS	0	2	0	2	1	0	0	1	0	1
Total number	7	41	0	48	9	7	0	16	0	9

Learnership Implementation Plan

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 Twickenham Mine 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.
- A mentor will be assigned to all learnership candidates

2.8 School support and post matric programmes

Field/area of training	Target and timeline									
	Note: Below, in year 1, 2,3, 4,5 put the actual calendar timelines									
	2016		2017		2018		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 Learnership	0	0	0	0	0	0	0	0	0	
Hospitality Learnership	0	0	0	0	0	0	0	0	0	
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										
Total number	0	0	0	0	0	0	0	0	0	

The following **action steps** will enable Twickenham Mine 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.

2.9 Portable Skills

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

Field/area of training	Targets and timelines					
	Note: Below, in year 1,2,3,4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Portable Skills Training Interventions	0	2	2	2	1	7
Total Number	0	2	2	2	1	7

The Operation recognises that mining has a limited life span and that the demands of the business could require a reduction in human resources in the future. The organisation's human resources department 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 in two levels:

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

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

a) 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.

- i. These skills will be catered for as part of the workplace skills plan.
- ii. These training interventions may be offered to employees approaching retirement age.

2.10 Form R: Hard-to-fill vacancies

Occupational level	Job Title of Vacancy	Main Reason for being unable to fill the vacancy		
Top Management	None			
Senior Management	Chief Rock Engineer	Lack of skills , difficult to obtain Ticket		
Professionally qualified and experienced specialists and mid - management	Shaft Surveyor Shaft Geology Shaft Planner Section Engineer Ventilation Engineer	Lack of skills amongst other variable factors.		
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	Strata Control Ventilation Officer	Location , lack of skills in adequate knowledge		
Semi - skilled and discretionary decision making	Loader Driver	Dangerous task, candidate not keen to take this position.		
Unskilled and defined decision making	None			

2.11. Career Progression (path) Plan (Regulation 46 (b) (ii))

2.11.1 Provide career development matrices of each discipline (as annexure 2.4)

2.11.2 Comprehensive Career Progression Plan

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

Career Progression Planning reflects a pool of employees that have been identified (from the talent pool and capacity pool) and developed, not only for their current roles, but for future potential roles that they can potentially occupy. The purpose is to create readiness in order that identified individuals can be able to occupy future potential roles.

There is a developed generic competency matrices per job and career path matrices (flowcharts) for every discipline. The flowcharts for each occupation will guide the mine and its employees on a desirable path for career progression and the expected timeframes necessary for achieving the various job levels after the qualification criteria are met.

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

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

Current Position	Training Intervention	Qualification to be achieved	2016		2017		2018		2019		2020	
			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.
Miner	Shift Supervisor Certificate	Shift Supervisor Certificate	0	0	0	0	0	0	0	0	0	0
Shift Supervisor	Mine Overseer Certificate A& B	Mine Overseer Certificate	1	0	0	1	0	0	0	0	0	0
Mine Overseer	Mine Managers Part A, B & C	Mine Managers Certificate	0	0	0	0	0	0	0	0	0	0

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

Current Position	Training Intervention	Qualification to be achieved	2016		2017		2018		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 Program	Planned Maintenance Qualification	0	0	0	0	0	0	0	0	0	0
Artisan/ Foreman	Engineering Foreman Certificate	Engineering Foreman Certificate	0	0	1	0	0	1	0	0	1	0
Foreman	Junior Engineering Programme	Government Certificate of Competence (GCC)	0	0	1	0	0	1	0	0	1	0
Senior Foreman	Government Certificate of Competence (GCC)	Government Certificate of Competence (GCC)	0	0	0	0	0	0	0	0	0	0

2.11.2.3 Career Progression Plan - HRD ODETDP

Training Intervention	Qualification to be achieved	2016		2017		2018		2019		2020	
		new	cont.	new	cont.	new	cont.	new	cont.	new	cont.
Coach the Learner	Coach the Learner	0	0	0	0	0	0	0	0	0	0
FET Certificate in OD ETDP NQF 4	FET Certificate in OD ETDP NQF 4	0	0	0	0	0	0	0	0	0	0
National Certificate in OD ETDP NQF 5	National Certificate in OD ETDP NQF 5	1	0	0	1	0	0	0	0	0	0
Diploma in OD ETDP NQF 5	Diploma in OD ETDP NQF 5	0	1	0	1	0	0	0	0	0	0

2.11.2.4 Career Progression Plan – MRM

Training Intervention	Qualification to be achieved	2016		2017		2018		2019		2020	
		No of identified employees new	cont.	No of identified employees new	cont.	No of identified employees new	cont.	No of identified employees new	cont.	No of identified employees new	cont.
Chamber of Mines Certificate of Competence - all disciplines Elementary	Chamber of Mines Certificate of Competence - all disciplines Elementary	0	0	0	0	0	0	0	0	0	0
Chamber of Mines Certificate of Competence - all disciplines Advanced	Chamber of Mines Certificate of Competence - all disciplines Advanced	0	0	0	0	0	0	0	0	0	0

2.11.2.5 Career Progression Plan - Management & Leadership Development

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

Current Position	Training Intervention	Qualification to be achieved	2016		2017		2018		2019		2020	
			new	cont.	new	cont.	new	cont.	new	cont.	new	cont.
Junior Management	Junior Management Programme (Capacity Pool - D1)	Junior Management Programme (Capacity Pool - D1)	0	0	1	0	0	0	0	1	0	0
Middle Management	Programme for Management Excellence (Talent Pool - Band 6)	Programme for Management Excellence (Talent Pool - Band 6)	0	0	0	0	0	0	0	0	0	0
Supervisory Level	Situational Leadership (Capacity Pool Band 7)	Situational Leadership (Capacity Pool Band 7)	0	1	1	0	0	0	1	1	0	0

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

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

2.11.2.6 Safety

Current Position	Training Intervention	Qualification to be achieved	2016		2017		2018		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 Risk /	COMSOC 1 & 2	COMSOC 1 & 2	0	0	1	0	0	0	0	0	2	0
Chief Safety Officer	Intro to SAMTRAC	Intro to SAMTRAC	0	0	0	0	0	0	0	0	0	0
Assurance Manager	SAMTRAC for Mining	SAMTRAC for Mining	0	0	0	0	0	0	0	0	0	0

2.11.2.7 Protection Services

Current Position	Training Intervention	Qualification to be achieved	2016		2017		2018		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.
Patrolman	PSIRA Grade D	PSIRA Grade D	0	0	1	0	0	0	0	0	0	0
Protection Services Officer	PSIRA Grade C	PSIRA Grade C	0	0	1	0	1	0	0	0	0	0
PS Superintendent	PSIRA Grade B	PSIRA Grade B	0	0	1	0	2	0	3	0	2	0
Senior Sup Protection Services	PSIRA Grade A	PSIRA Grade A	0	0	0	0	1	0	1	0	0	0

2.11.2.8 Finance

Current Position	Training Intervention	Qualification to be achieved	2016		2017		2018		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.
Assistant Accountant	N/A		0	0	0	0	0	0	0	0	0	0
Accountant	N/A		0	0	0	0	0	0	0	0	0	0
Snr Accountant	N/A		0	0	0	0	0	0	0	0	0	0

During all the formal training programs listed per each discipline above, which are 12 months or more, the Operation will ensure that mentoring and coaching takes place. Learners will be assigned with 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.

2.12 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 in 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.

2.12.1 Provide a detailed Mentorship plan with timeframes

YEAR	MENTORING PROGRAMMES	TARGET				GENDER	
		CAREER DELIVERABLES	DURATION	HDSA	NON - HDSA	MALE	FEMALE
2016 - 2020	APPEND AS ATTACHMENT	Learners	24months	44	0	35	9
2016 – 2020	APPEND AS ATTACHMENT	Bursars	24 months	9	0	8	1
2016 – 2020	APPEND AS ATTACHMENT	Graduates	24 months	6	0	6	0
2016 – 2020	APPEND AS ATTACHMENT	Fast - tracking	18months	1	0	0	1
2016 - 2020	APPEND AS ATTACHMENT	Capacity Pool (D1 & below)	24months	2	0	0	2
2016 - 2020	APPEND AS ATTACHMENT	Talent Pool (Band 6 & above)		0	0	0	0

2.10.2 Mentorship

Field/area of training	Target and timeline					
	Note: Below, in year 1, 2,3, 4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Learnerships	10	15	19	0	0	44
Bursars	0	7	1	1	0	9
Graduates	2	0	0	1	3	6
Fast tracking	0	1	0	0	0	1
Capacity pool (D1 & below)	0	2	2	0	0	4
Talent Pool (Band 6 & above)	0	0	0	0	0	0
Total number	12	25	22	2	3	64

The table above provides the current and future targets which establish 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 on development programmes will be on mentorship programmes.

The following **action steps** will enable the achievement of 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 each Company or party's expectations and commitments; and
- f) The mentorship systems will be reviewed regularly to ensure the effectiveness and efficiency of the mentoring system.

2.13 Bursary and Internship Plan

2.13.1 Bursaries to be awarded (Internal - Educational Assistance)

Internal bursaries are available to all employees, where individuals commit themselves to career development and the company supports the initiatives. It is important to mention that the educational assistance scheme is done on an own-time basis and is 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									
	2016		2017		2018		2019		2020	
	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
Safety	0	0	0	0	1	0	0	1	0	1
Engineering	0	0	1	0	0	1	0	1	0	1
Mining	0	0	0	0	1	0	0	1	0	1
MRM	0	0	0	1	0	1	0	0	0	0
HR	1	0	0	1	0	0	0	0	0	0
Technical	0	0	0	0	0	0	0	0	0	0
Total number	1	0	1	2	2	2	0	3	0	3

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 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 done by their immediate supervisor and head of department in consultation with the HRD Manager and any other relevant subject matter expert;
- e) Such studies are to be undertaken through institutions recognised by the Company.

2.13.2 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									
	2016		2017		2018		2019		2020	
	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
Mining Engineering	0	2	0	1	0	1	0	0	0	0
Metallurgical Engineering	0	0	2	0	0	2	0	2	0	2
Chemical Engineering	0	0	0	0	1	0	0	1	0	1
Geology	0	0	0	0	0	0	0	0	0	0
Mine Survey	0	1	0	1	0	0	0	0	0	0
Rock Engineering	0	0	1	0	0	0	1	0	0	0
Mechanical/Electrical Engineering	0	0	0	0	0	0	0	0	0	0
Ventilation	0	0	0	1	0	0	0	0	0	0
Finance & Accountancy	0	1	0	1	0	0	0	0	0	0
HR	0	0	0	0	0	0	0	0	0	0
Total Number	0	4	3	4	1	3	1	3	0	3

The Young Professional Schemes, which will consist of the Bursary Scheme and the Graduate Development Schemes, are aimed at filling critical skills gaps 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 above targets;

- a) Bursaries will be advertised both internally as well as through national recruitment programmes annually;
- b) Commitment of 80% HDSAs to be selected for these bursaries;
- c) 25% of these HDSA bursaries will be reserved for black women
- d) The highest calibre of young professionals will be attracted to meet staffing and Employment Equity requirements. This area is regarded as one of the Mining Operations strategic priorities, particularly in light of the chronic skills shortages in the South African mining industry.
- e) The bursary scheme will be open to the broader public as well as employees' children and relatives.
- f) The minimum selection requirement for Grade 12 learners will be 60% in mathematics and science.
- g) Candidates who meet the necessary academic requirements but who do not wish to undertake full-time tertiary studies will be offered more practically orientated bursaries in mining, mine ventilation and occupational hygiene. In terms of the external bursary programme, the first phase will be to assess all new bursars in terms of readiness for 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
- h) Full-time study at a tertiary institution is integrated with periods of practical training (as part of study programmes or during holiday breaks), and a graduate training phase. This is intended to equip the young professionals with all they will need to translate their previous development into top-class performance in the workplace

2.13.3 Internships

The Internship Programme provide experiential learning experience to people from the surrounding communities in fulfilment of a tertiary qualification and to those that has a tertiary qualification so that they can become eligible to seek substantive employment.

Field/Area of Training	Target and timeline					
	Note: Below, in year 1, 2,3, 4,5 put the actual calendar timelines					
	2016	2017	2018	2019	2020	5 year target
Partial Fulfilment in terms of qualification (P1 & P2)	0	0	2	2	2	6
Workplace Experience	0	0	0	0	0	0
JIPSA (RPM)	0	0	0	0	0	0
Total number	0	0	2	2	2	6

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.

2.13.4 Graduate Development Scheme

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

Field/Area of Training	Targets and Timelines									
	Note: Below, in year 1, 2, 3, 4, 5 put the actual calendar timelines									
	2016		2017		2018		2019		2020	
	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.	New Intake	Cont.
Mining Engineering	0	0	0	0	0	0	0	0	0	0
Safety/Health/Environment	0	0	0	0	0	2	0	0	0	0
Metallurgical Engineering	0	1	0	0	0	0	0	0	2	0
Chemical Engineering	0	0	0	0	0	0	0	0	1	0
Geology	1	1	0	2	0	1	0	0	0	0
Mine Survey	0	1	0	0	0	0	0	0	0	0
Rock Engineering	0	0	0	0	0	0	1	0	0	0
Mechanical/Electrical Engineering	0	0	0	0	0	0	0	0	0	0
Ventilation	0	0	0	0	0	0	0	0	0	0
Finance & Accountancy	1	0	0	1	0	0	0	0	0	0
HR	0	0	0	0	0	0	0	0	0	0
Total Number	2	3	0	3	0	3	1	0	3	0

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

- a) Number of Graduate Trainees per discipline to be engaged based on the staffing and HDSA targets for the next 5 years are assessed annually;
- b) Following a special national recruitment drive, the Company engages the successful applicants at the Anglo American Platinum Company Development Centre;
- c) These graduate trainees are then further developed by means of the discipline specific Graduate Development Programs for an average of 18 months;
- d) During the Programme, they are provided with basic training, exposure and courses which will enable them to gain the core competencies and knowledge required by the Operation; and
- e) Every Graduate has an Individual Development Charter and an appointed mentor of which appraisals are conducted on bi-annually.

2.14 Employment Equity Plan

2.14.1 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	1	0	0	1	0	0	0	0	0	0	0	0	2
Middle Management	13	0	0	9	3	0	1	0	0	0	0	0	26
Junior Management	50	0	0	1	12	0	0	0	0	0	4	0	67
Semi – skilled	48	0	0	0	12	0	0	0	0	0	0	0	60
Unskilled	28	0	0	0	6	0	0	0	0	0	0	0	34
TOTAL PERMANENT	140	0	0	11	33	0	1	0	0	0	4	0	189
Non-Permanent Employees	1	0	0	1	0	0	0	0	0	0	4	0	2
Grand Total	141	0	0	12	33	0	1	0	0	0	4	0	191

2.14.1.1 Form S, Permanent Employees – Core Skills

Occupational levels	Male				Female				Disabled		Foreign Nationals		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	Male	Female	
Senior Management	0	0	0	1	0	0	0	0	0	0	0	0	1
Middle Management	5	0	0	5	1	0	1	0	0	0	0	0	12
Junior Management	31	0	0	2	9	0	0	0	0	0	4	0	46
Semi – skilled	44	0	0	0	8	0	0	0	0	0	0	0	52
Unskilled	27	0	0	0	6	0	0	0	0	0	0	0	33
TOTAL PERMANENT	107	0	0	8	24	0	1	0	0	0	4	0	144
Non-Permanent Employees	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	107	0	0	8	24	0	1	0	0	0	4	0	144

2.14.2 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	0	0	0	0	0	0	0	1	0	0	0	0	1
Middle Management	2	0	0	6	1	0	0	0	0	0	0	0	9
Junior Management	33	0	0	30	5	0	2	0	0	0	11	0	81
Semi – skilled	98	0	0	10	15	0	1	0	0	0	1	0	125
Unskilled	33	0	0	2	5	0	0	0	0	0	0	0	40
TOTAL PERMANENT	166	0	0	48	26	0	4	0	0	0	12	0	256
Non-Permanent Employees	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	166	0	0	48	26	0	4	0	0	0	12	0	256

2.14.2.1 Form S, Contractor Employees – Core Skills

Occupational levels	Male				Female				Disabled		Foreign Nationals		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	Male	Female	Male	Female	
Senior Management	0	0	0	0	0	0	0	0	0	0	0	0	0
Middle Management	1	0	0	2	0	0	0	0	0	0	0	0	3
Junior Management	36	0	0	25	4	0	0	0	0	0	0	0	65
Semi – skilled	42	0	0	9	5	0	1	0	0	0	0	0	57
Unskilled	26	0	0	1	2	0	0	0	0	0	0	0	29
TOTAL PERMANENT	105	0	0	37	11	0	1	0	0	0	0	0	154
Non-Permanent Employees	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	105	0	0	37	11	0	1	0	0	0	0	0	154

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.

2.14.3.1 The Board - Anglo American Platinum

The Board of Anglo American Platinum comprise of 12 members at the end of December 2015 and consists of the following characteristics in terms of gender, race, skills and experience and age.

- **Composition by Gender**
 - 10 Males (83%)
 - 2 Females (17%)
- **Composition of Race**
 - 5 Historically Disadvantage South African (HDSA) employees (42%)
 - 7 Non Historically Disadvantage South African (NHDSA) employees (58%)

- **Board Skills and Experience**

The skills and experience of the 12 board members comprise of the following.

- Stakeholder Relations – 25%
- Strategy - 25%
- Risk Management – 22%
- Governance, compliance and legal – 28%

- **Composition by Age**

The age of the board members ranges between 40 – 70 years. Detailed breakdown per age depicted below:

- 40 – 50 years – 25%
- 50 – 60 years – 50%
- 60 – 70 years – 25%

2.14.3.2 Top Management - Anglo American Platinum

The table below depicts the progress at Top Management level at end of December 2015.

Occupational Levels	Male						Female						Total	% HDSA			
	A			C			I			W					Foreign Nationals		
															Male	Female	
Top Management (Anglo 2 & 3)	0	0	0	2	2	5	2	2	0	0	0	0	0	1	0	10	40%

2.14.3.3 Annual HDSA Progressive Targets

Occupational Levels	Targets				
	2016	2017	2018	2019	2020
Senior Management (Anglo 4 & 5)	67%	67%	67%	67%	67%
Middle Management (Anglo 6 & D1)	69%	69%	69%	69%	69%
Junior Management (C1 – C5)	94%	94%	94%	94%	94%
Core skills (C3 & above)	12%	12%	12%	12%	12%
Core skills (C2 & below)	60%	60%	60%	60%	60%

Implementation for Employment Equity targets

- Identify positions which will become vacant during the five years of the plan, using retirement age as a stepping stone.
- 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.
- Target positions left vacant by Non-HDSAs, who are overrepresented, and fill them with HDSAs accordingly.
- Identify HDSAs with potential and develop them to become suitably qualified for positions which might become vacant.
- Put more emphasis in the development of HDSAs in core and critical skills
- Develop Employment Equity Plan in terms of the Employment Equity Act and accompanying Regulations.
- 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

SECTION 3

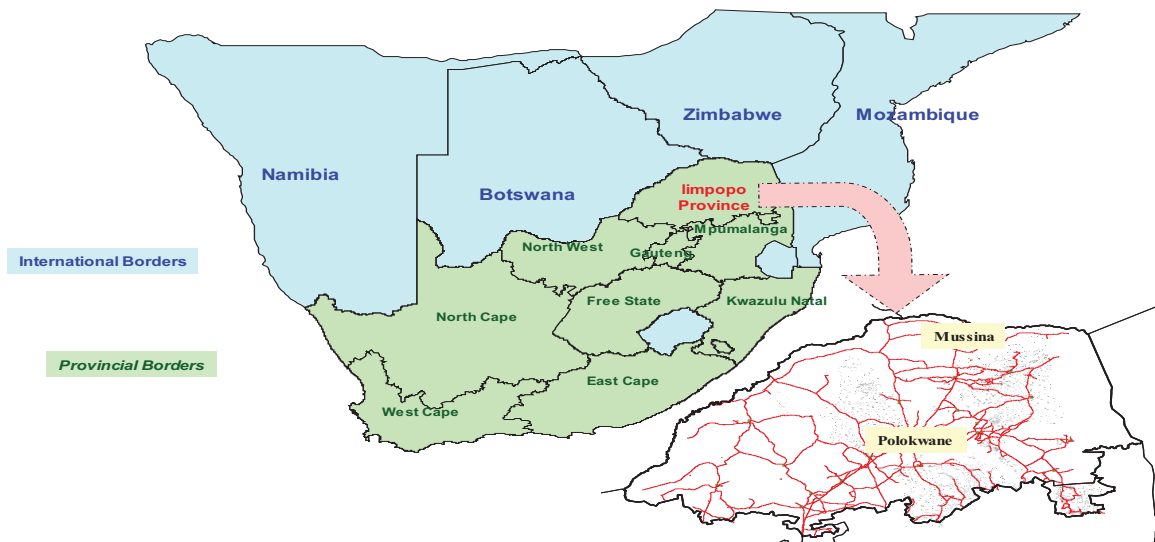
MINE COMMUNITY ECONOMIC DEVELOPMENT

3.1 Social and economic background information (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, 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

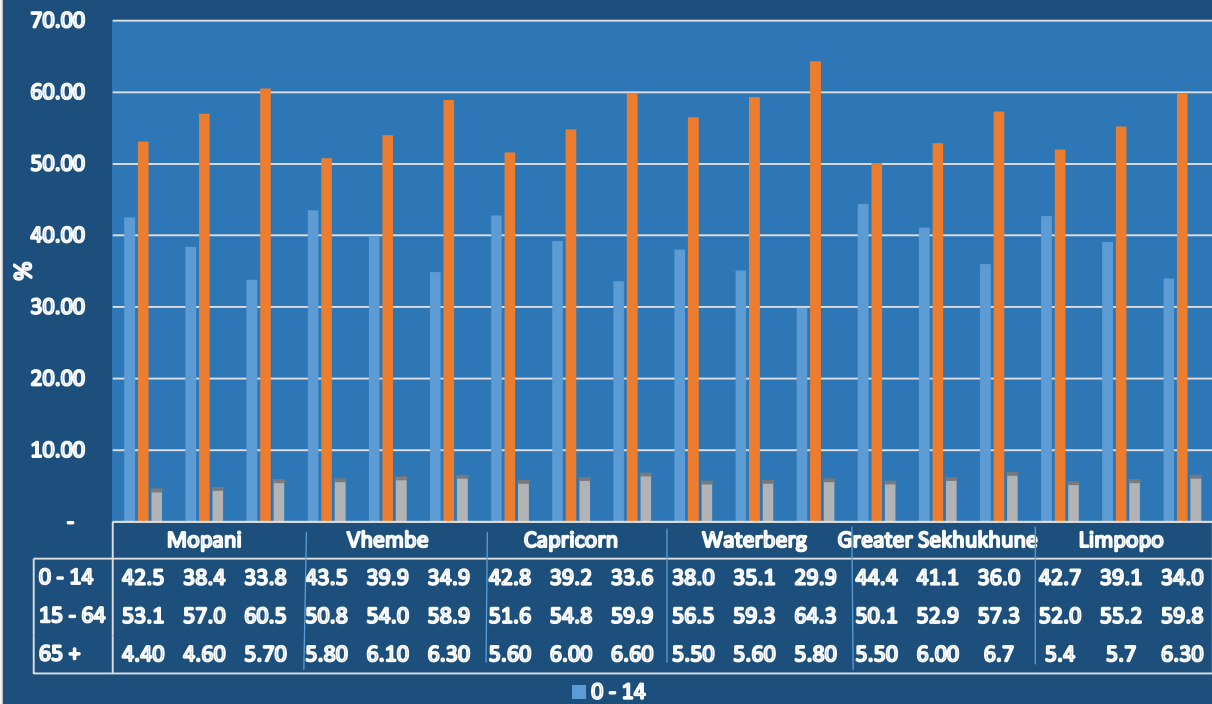


Source: Limpopo Government: Department of Finance and Economic Development (cited by LGDS 2005:1).

Total Limpopo Population

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

Distribution of the population by functional age group

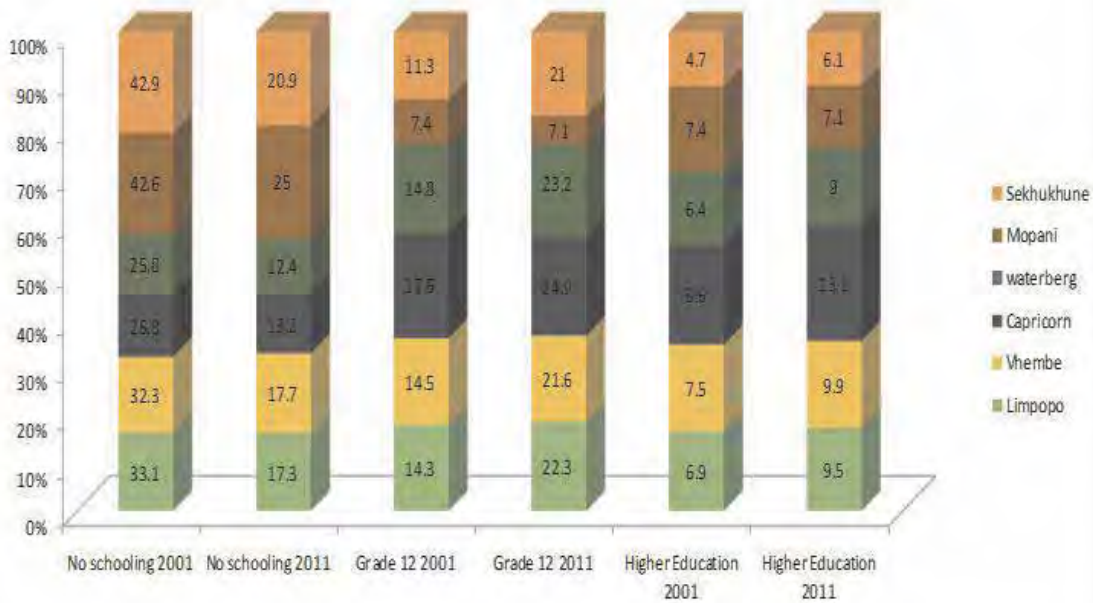


There has been a consistent decline in the proportion of the population aged 0-14 years; an increase in the proportion of the 15-64 and 65+ in the province over time. Waterberg has the lowest and highest proportion of population aged 0-14 and 15-64 respectively. The province, its districts and the local 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 shows the highest levels of unemployment rates in 2011 with 46%.

Levels of Education in Limpopo and districts 2001-2011



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 decline in transport, storage and communication with 11%. The 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 Greater Tubatse Local Municipality

The towns within the Greater Tubatse LM boundaries include Branddraai, Burgersfort, Ga-Maepa, Kennedy's Vale, Kokwaneng, Kromellenboog, Kromkloof, Mmaphoko, Morone, Ohrigstad, Penge, Rusplaas and Steelpoort. The municipality's area of jurisdiction is known as the Middleveld. It is a cross border municipality with the southern part forming part of the Mpumalanga province. It is more developed, diversified and advanced than the northern Limpopo portion. The Mpumalanga portion has a dispersed pattern of small urban centres, with an economic base heavily reliant on sectors such as agriculture and mining. The north (Limpopo portion), has a more scattered pattern of small rural villages and is essentially subsistence based. The area is very underdeveloped in terms of infrastructure and services. The vast majority of people are unemployed.

	Greater Tubatse Municipality		
	Age	Males	Females
Gender Profile (source: Census 2011)	0-4	6.60%	6.60%
	5-9	5.60%	5.50%
	10-14	5.30%	5.10%
	15-19	5.50%	5.40%
	20-24	5.30%	5%
	25-29	4.60%	4.90%
	30-34	3.50%	4%
	35-39	2.70%	3.00%
	40-44	2.10%	2.50%
	45-49	1.80%	1.80%
	50-54	1.30%	1.70%
	55-59	1.20%	1.40%
	60-64	0.80%	1.10%
	65-69	0.50%	1.10%
	70-74	0.50%	0.80%
	75-79	0.20%	0.60%
	80-84	0.20%	0.50%
	85+	0.10%	0.50%
	Population Profile	Group	
Black African		98.30%	
Coloured		0.20%	
Indian/Asian		0.20%	
White		1.30%	
Other		0.10%	
Income Profile (source: Census 2011)	Income		Percentage
	None income		15.70%
	R1 - R4,800		6.50%
	R4,801 - R9,600		11.90%
	R9,601 - R19,600		18.60%
	R19,601 - R38,200		17.70%
	R38,201 - R76,4000		13.80%
	R76,401 - R153,800		8.80%
	R153,801 - R307,600		4.50%
	R307,601 - R614,400		1.90%
	R614,001 - R1,228,800		0.40%
	R1,228,801 - R2,457,600		0.10%
	R2,457,601+		0.10%

Infrastructure				
	Backlog	No of house Holds		
	Access to water service backlog	20173		
	Rural sanitation backlog	3657		
	Electricity backlog	20215		
Housing				
	Type of dwelling	Percentage	No of Households	
	Brick house	79.13%	65792	
	Flat or apartment	0.49%	409	
	Cluster houses in complex	0.19%	157	
	Townhouses	0.18%	146	
	Traditional	4.56%	3790	
	Shacks in backyard	3.56%	2961	
	Shacks not in backyard	7.75%	6445	
	Rooms/servant quarters	2.32%	1925	
	Caravan/tent	0.20%	167	
	Backyard house/flat/room	0.88%	731	
	Other	0.75%	624	
Water and sanitation				
	Source of water	Percentage	Toilet Facility	Percentage
	Regional/Local water scheme (operated by municipality or other water services provider)	43.50%	None	6.80%
	Borehole	16.50%	Flush toilet (connected to sewerage system)	6.30%
	Spring	1.20%	Flush toilet (with septic tank)	1%
	Rain water tank	2%	Chemical toilet	1%
	Dam/Pool/Stagnant water	5.90%	Pit toilet with ventilation	9.30%
	River/Stream	16.90%	Pit toilet without ventilation	72.20%
Water vendor	4.20%	Bucket toilet	1.50%	

Overview of the Fetakgomo Municipality

The Fetakgomo Local Municipality is situated in the Limpopo Provinces. The northern part of the Province is more scattered in terms of its settlement pattern which reveals the establishment of small rural community villages such as Praktiseer and Ga Podile. In contrast, more urban settlements and towns such as Burgersfort,

Steelpoort and Ohrigstad characterize the southern region. Growth and residential expansion are possible in these areas. The northern part of the municipality is economically the most marginal region of the Limpopo Province and, with virtually no economic base, the area is solely dependent on government handouts and migrant labour income for survival. The southern part of the area is more developed, diversified and advanced compared to the northern part. The urban areas of Steelpoort, Burgersfort and Ohrigstad are the main economic centres.

Key Development objectives and strategies

Development objective	Development strategy
Water and sanitation	<ul style="list-style-type: none"> • Put Monitoring and Evaluation mechanisms in place. • Cost recovery where there is sufficient water supply including places where yard connection exists. • The Greater Sekhukhune District Municipality officially commenced with the implementation of the Free Basic Water Policy (FBWP) through its Indigent Policy in 2003. According to the FBWP all people with a total household income of less than R1100 a month qualify for 6KI of water per month free of charge.
Electricity	<ul style="list-style-type: none"> • Finalisation of integrated indigent policies and the updating of indigent registers, as well as communicating the system for free basic electricity to households. • Updating of information management systems by Eskom to allow for easy identification and management of poor households, as well as improving easy access of the service through extensions of vending machines (reducing the transaction costs). • Increasing the funding for electrification as there are still ten villages without electricity and post connection.
Housing	<ul style="list-style-type: none"> • All wards within the municipal area have benefited from construction of adequate houses as per requirement of the Department of Local Government and Housing. However it must be noted that the provision of the house has been faced with challenges that range from the following issues: <ul style="list-style-type: none"> ○ Unacceptable quality of the existing infrastructure ○ None completion of projects by Developers
Refuse	<ul style="list-style-type: none"> • The municipality undertook a feasibility study for a possible landfill site especially in the Apel Nodal point with the advent of township establishment in the area. The Department of Economic Development, Environment and Tourism are in the process to assess the findings/proposals of the study.

3.2 Key Economic Activities in the Area of Operations (Regulation 46 (c) (ii))

3.2.1 Economic Activities of Limpopo Province and Greater Tubatse Municipality

LIMPOPO PROVINCE

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 targets and objectives, seek to create and maintain the competitive edges of mining, agriculture and tourism. Limpopo has distinguishedⁱ 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

Key Economic activities of the Fetakgomo Municipality

The economic base of the municipality is mainly in the sectors of mining and agriculture, although not many people are employed in the agriculture or farming sector. A combination of good soil, a sub-tropical climate and the availability of reasonable quantities of water results in a strong and prosperous farming industry which consists of fruit (citrus and grapes), vegetables (tomatoes, sweet potatoes, cabbage, peppers, beans and pumpkins), grain (wheat and maize), cotton and tobacco. There is limited manufacturing and industrial activity within the municipality, although mining constitutes a significant component of activity in the area. The southern area is characterized by several residential townships, and the prospect of increased mining activity boosts the prospect of residential expansion and growth in these townships.

In the southern region infrastructure is well developed in terms of roads, electricity supply, water and sanitation. A railway line exists in the southern region with stations at Steelpoort, Ohrigstad and Burgersfort. It is primarily used for the transportation of goods and minerals. The northern region has limited social and engineering infrastructure which negatively affects the longer-term stability of the economy. In terms of health facilities, the

municipality under-performs on a number of levels. A water pipeline, that could benefit many rural villages, is currently under construction linking the Olifants River to the three developing platinum mines.

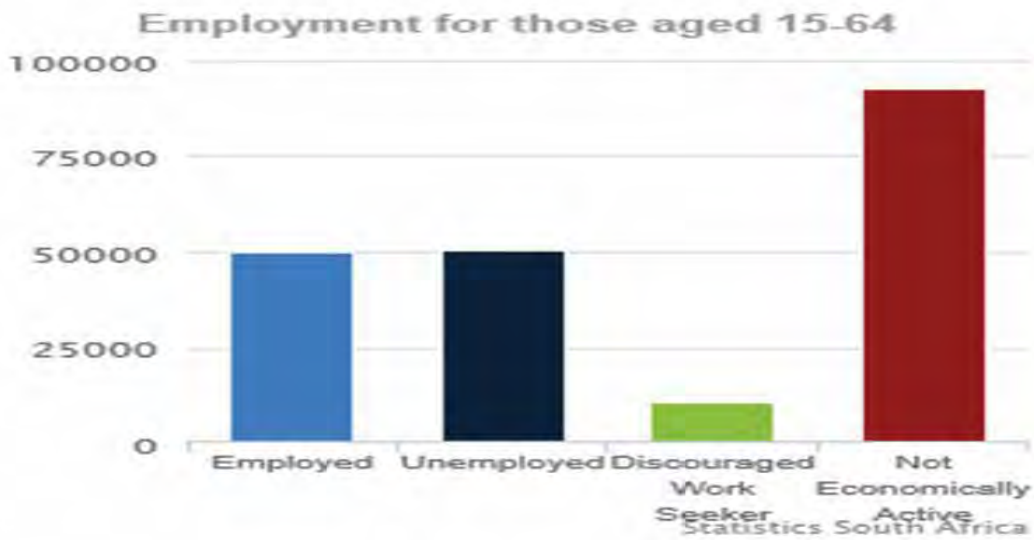
The key socio-economics of the area are as follows:

- a) According to the 2001 census, a population figure of 920 080 has been recorded with 99% of the population being black Africans;
- b) The gender profile of the municipality comprises 44% males and 56% females. Twenty-five percent of the economically active population is unemployed;
- c) The Fetakgomo Local Municipality has an adult literacy rate of 20%. There are 247 primary and secondary schools situated in the municipality and these are generally in a good order, while those in rural areas lack most necessary facilities; and
- d) There are also two satellite technikon facilities in the municipality which are situated in Steelpoort and Burgersfort.

Key Economic activities in Greater Tubatse

The greatest job creation and economic upliftment is with the expanding mining sector. Tourism is underdeveloped. The area is well connected by means of provincial arterial routes, which include the R37, R36 and R555, however are deteriorating rapidly due to a lack of maintenance and rehabilitation. The rail infrastructure with stations at Steelpoort, Ohrigstad and Burgersfort does not provide public transport, but carries goods and minerals

Activity	Percentage of Employment
Agriculture	2.2%
Mining and quarrying	50.0%
Manufacturing	3.6%
Electricity, Gas and Water	0.1%
Construction	4.2%
Wholesale and Retail trade, Catering and Accommodations	15.8%
Transport, Storage and Communication	3.1%
Finance, Insurance, Real estate and Business services	5.0%
Community, Social and Personal Services	8.3%
General Government	7.6%



3.2.2 Other mining companies that operate around the Twickenham Project

There are a number of operators in the area which include Twickenham Project in the Greater Tubatse Municipality.

Name of Mining Company	Commodity
Dilokong	Chrome
Dwars-river	Chrome
Dooringbosch	Chrome
Tweefontein	Chrome
Lannex mine	Chrome
Magareng	Chrome
Thornclyff	Chrome
Helena	Chrome
Mooihoek	Chrome
Lwala mine	Chrome
Mototolo (X Strata)	Platinum
Marula	Platinum
Modikwa	Platinum
Two rivers	Platinum
Phokathaba	Platinum
Spitzkop	Platinum
Grootboom	Platinum
Nkwe	Platinum
Booyse dal	Platinum
Tjate	Platinum
Rhino minerals	Andulsite
Annesley havecroft	Andulsite
Elephant river	Granite
Atta clay	Clay
Saringa	Slate
Goede hoop	Magnetite

3.3 Negative Impact of the Mining Operation

	Yes	No	Mitigation Plan
Relocation of people		√	
Exhumation of graves	√		
Influx of people	√		
Other			

3.4 The 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	Improving education and skills, Providing essential infrastructure, Building capacity in technology, Opening access to capital markets, and Improving institutions and institutional efficiency.
Coal mining and petrochemical cluster at Lephalale on the East-West Corridor (Waterberg district)	
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	

SEVEN DEVELOPMENT CLUSTERS	KEY FOCUS AREAS SUPPORTING THE DEVELOPMENT CLUSTERS
Forestry cluster in the Mopani and Vhembe districts.	

Twickenham Strategic Objectives and Key Focus Areas

TABLE: Socio-Economic Profiles of the Host Municipality

GREATER TUBATSE LOCAL MUNICIPALITY	
STRATEGIC OBJECTIVES	PRIORITIES (2004-2014)
1. Local, accountable Democracy through active community participation.	1. Obtain clean audit by 2015
2. Economic advancement to fight poverty and unemployment.	2. Development of vision 2030 blue print for long term planning
3. Accessible, need-satisfying service rendered in a sustainable, affordable manner.	3. Eradication of poverty within the municipal area by creating jobs
4. Municipal transformation and Institutional development.	4. Maintenance of the existing infrastructure to ensure effectiveness and efficiency of the municipal infrastructure
5. Environmental management to ensure a balance between safe human settlements and economic base of the Municipality.	5. Service delivery
	6. Implementation of the waste PPP program

3.5 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

The following Communities remain key stakeholders around the Twickenham mine and continuous consultation with the leadership in these communities is critical for the successful development and implementation of the SLP.

- Mashabela
- Magadimana Ntweng
- Mashishi
- Kgwete
- Makgopa
- Mampa
- Phasha-Makgalanoto
- Swazi-Mnyamane
- Phashaskraal
- Magobading (Mecklenburg A township).

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 rigorous consultations and engagement with Communities, municipalities and relevant government Departments.

3.5.1 Infrastructure Projects

PROJECT NO 1	COMMUNITY LIBRARY AND ICT CENTER		FOCUS AREA	INFRASTRUCTURE					
PROJECT NAME	<p>The Socio-economic Assessment Toolbox (SEAT) process was carried out to inform Twickenham Mine's decision-making in respect of socio-economic and community issues and in regards the implementation of socio-economic development initiatives. According to the SEAT report, Limpopo Province has the highest percentage of people aged 20 years of age with no schooling in the country. The literacy rate is higher for the African population than it is for the other ethnic groups. In 2010, district and local municipality literacy rates were recorded as 12% and 7.4% respectively. There are 297 primary and secondary schools in Greater Tlokoeng and 103 in Fetakgomo. The education level of the population in the two local municipalities is extremely low. According to Fetakgomo Local Municipality DP, the literacy rate is estimated at 31%. Furthermore, only 16% of people had a Matric in 2013. There are however more matriculatives in Greater Tlokoeng. According to Statistics South Africa, 28.5% of the GTLM population aged 18 and above have a matric education. Tertiary qualifications are extremely low in both LM's. The extent of the Local Municipalities' skills deficiency is compounded by migration and a "brain drain" to other regions, in particular, to Pretoria and Johannesburg. Furthermore, because of the lack of skilled workers within the Local Municipalities, a large portion of workers employed in the booming mining industry originate from outside of the immediate mine project areas. As such, a weak skills base remains a major constraint for economic growth in both LM's. This places serious constraints on economic and social development initiatives. It is against this background that the following project has been initiated.</p>								
BACKGROUND	<p>Project: Medium to Long Term - the construction and equipping of a community library to serve all various villages under the nine Traditional Authorities. It is envisaged that the Community Library and ICT Center may be located in the Moroke area within proximity of a major hospital (Meckenberg Hospital) and Moroke police station.</p>								
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME			TOTAL BUDGET	
	SSEP Manager	Greater Sekhukhune	Fetakgomo Greater Tlokoeng	All Villages under the 9 Traditional Authorities (located at Moroke Village)	2016	2017	2018	2019	2020
					2,000,000	2,000,000	1,000,000		5,000,000
OUTPUT	KEY PERFORMANCE INDICATOR								
	1. Pre-stage initiation of the project	Project charter, stakeholder mapping and approvals							
	2. Pre-stage planning	Project scoping and approvals							
	3. Complete procurement documentation and procure a construction service provider for the required construction processes.	Q4							
	4. Manage the construction process and install equipment and facilities	Q1 - Q4							
	5. Project close out and handover	Q4							
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL			COMMENTS	
SHORT TERM	15	10	10	10	45			45 jobs may be created during construction phase of the project	
MEDIUM TERM	1	2	1	1	5			5 Full time jobs may be created after completion	
LONG TERM	1	2	2	2	7			7 Full time jobs may be created after completion	
COMPLETION AND EXIT STRATEGY	Handover to Local Municipality								

The beneficiaries of the Community Library will be the communities residing within the villages of the jurisdiction of the 9 host Traditional Authorities

PROJECT NO 2	Twickenham Water Provision		FOCUS AREA	INFRASTRUCTURE		
PROJECT NAME	<p>Out of the 10 priority areas for the Greater Tubatse Municipality, water and sanitation, is priority Number 1. This project is formulated to provide clean and sustainable water to 14000 Twickenham mine communities. The reasons for the project are: the current water trucking solution to villages comes at a huge cost for the mine and its not sustainable; the GTM Water Master Plan is not yet in implementation and could experience further delays due to budget constraints. However, the people and the mine cannot live through such delays. Water scarcity, a major concern in Limpopo Province and which continues to experience severe droughts and have few reliable water sources; Demand for water, Twickenham is a hotly contested water scarce area and with the increase in mining activities and the continuous growth of local communities, this puts additional strain and demand on water supply and threat to water quality.</p>					
BACKGROUND						
OUTPUT	SP and IDP Manager	Greater Sekhukhune	Greater Tubatse	12 Villages		
	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR	TOTAL BUDGET		
	1. Pilot project	Business plan, with key lessons from Mogalakwena	Q2	2016		
	2. Project scoping and planning and contracts	Business plan, partnerships and agreements	Q2-Q3	2017		
	3. Manage the water drilling, servicing and reticulation	Operational plan and progress/ implementation reports	Q3-Q4	2018		
	4. Water provision and metering	Drawing of water reports	Q3	2019		
	5. Water provision monitoring and controls	Monitoring and payment reports	Q4	2020		
				1,500,000		
				3,000,000		
				3,210,000		
				3,434,700		
				11,144,700		
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS
SHORT TERM	4	4	4	4	16	16 Jobs will be created in the project
MEDIUM TERM					0	
LONG TERM					0	
COMPLETION AND EXIT STRATEGY						

PROJECT NO 3	Construction of Small Community Access Bridges at Swazi Mnyamane and GaMampa		FOCUS AREA	INFRASTRUCTURE		
PROJECT NAME	<p>With the lack of proper infrastructure facilities in the villages surrounding the mine, community members have a serious difficulty with accessing transportation, going to school, work, shops and accessing health facilities during the rainy season. The current river crossings become a hazard after rain since there is no place for people as well as vehicles to cross over. It was recommended by the local communities that small access bridges would be the solution for this challenge. The road is used by all for accessing the farm including residents, service providers, employees of other companies, government, contractors and school children. It is worth noting that being a company that takes and walks safety, this message must be translated to communities as practices as well. This project makes provision for the project management, supply, delivery and construction of small access bridges at GaMampa and Swazi Mnyamane respectively. The work also includes the designs, approvals of EMP and VULVA, foundations, the furnishing of all labour, material and services for the design, supply, testing and inspection at works, delivery to site, erection and redelivery of defects developing during the warranty period for equipment. Beneficiaries of this project will be the community of GaMampa and Swazi Mnyamane and any other users who may benefit to cross safely.</p>					
BACKGROUND						
	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME	TOTAL BUDGET
	Social Performance Manager	Greater Sekhukhune	Greater Tloase and Farakapomo	Swazi Mnyamane and GaMampa	2016 2017 2018 2019 2020	3,000,000
OUTPUT	KEY PERFORMANCE INDICATOR					
DA approved drawings and project scope	1. Pre-stage initiation of the project					
DS service provider's procured	Project charter, stakeholder mapping and approvals					
DC construction progress reports	2. Pre-stage planning					
CP project launch (on site)	Project scoping and approvals					
Provide safe crossing for the families residing at Swazi Mnyamane and GaMampa	3. Complete procurement documentation and procure a construction service provider for the required					
	4. Manage the construction process					
	5. Project close out and handover					
	Project close-out and handover report					
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS
SHORT TERM	5	5	10	10	30	25 jobs may be created during construction phase of the project
MEDIUM TERM					0	
LONG TERM					0	
COMPLETION AND EXIT STRATEGY	Handover to local municipality					

PROJECT NO 4	Construction of 4 Admin Block in 4 Schools: Masebudi Primary, Hlakanang, Tekanang and Maboragane Schools.		FOCUS AREA	INFRASTRUCTURE					
PROJECT NAME	Construction of 4 Admin Block in 4 Schools: Masebudi Primary, Hlakanang, Tekanang and Maboragane Schools.								
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. TWICKENHAM PLATINIUM MINE 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 Greater Tubatse Local Municipality. This project will involve the addition of classrooms and an Administration Block at Masebudi primary school in Ditwebeleng village. This will improve the infrastructure of the school thereby contributing to the goal of making the School a more functional school. The improvements in the infrastructure are believed to be ultimately translated to increased pass rate at the school. This refurbishments will make it easier for the teachers and learners to conduct their work effectively.								
OUTPUT	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME			TOTAL BUDGET	
	Social Performance Manager and Dept. of Ed	Sekhukhune	Greater Tubatse	Ditwebeleng, Ga-Mongatane, Magobading and	2016	2017	2018	2019	2020
	KEY PERFORMANCE AREA				500,000	5,000,000	5,300,000	2,500,000	13,300,000
	KEY PERFORMANCE INDICATOR								
	1. Pre-stage initiation of the project			Project charter, stakeholder mapping and approvals		Q3			
	2. Pre stage planning and design of the project			Project scoping and approvals		Q3-Q4			
	3. Compile procurement documentation and procure a construction service provider for the required construction processes.			Bid documentation & appointment of construction service provider			Q1		
	4. Manage the construction process			Project construction progress reports			Q1-Q4	Q1-Q4	
	5. Project close out and handover			Project close-out and handover report					Q2
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS			
SHORT TERM	2	2	7	5	17				
MEDIUM TERM					0				
LONG TERM					0				
COMPLETION AND EXIT STRATEGY	Handover to Department of Education								

PROJECT NO 5	CONSTRUCTION OF WATER AND SANITATION IN SCHOOLS		FOCUS AREA	INFRASTRUCTURE						
PROJECT NAME	RESPONSIBILITY		DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME				
BACKGROUND	<p>Limpopo as a province has challenges with water and sanitation infrastructure. GTM also has problems with the provision of water to the surrounding communities. Twickenham mine in partnership with the Department of Education, identified schools 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 sanitation to schools around the area to restore the dignity and the rights of the pupils. The facilities, a chamber suitable for the reception and processing of sewage. It is used for the clarification of sewage by simple settling and sedimentation, along with anaerobic digestion of the extracted sludge. It consists of an upper chamber in which sedimentation takes place, from which collected solids slide down inclined bottom slopes to an entrance into a lower chamber in which the sludge is collected and digested.</p>									
OUTPUT	KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		2016	2017	2018	2019	2020	TOTAL BUDGET
Construction of water and sanitation in two Schools in Twickenham to benefit more than 800 learners	Social Performance Manager and Department of Education		Greater Sekhukhune	Greater Tubatse	Mogatane and Mabopane Schools	-	989,000	989,000	-	1,978,000
	1. Project feasibility study		Feasibility study report from Mogalakwena							
	2. Memorandum of Understanding with Department of Education		Appointment of a service provider			Q2				
	3. Procurement of service provider		Project scope, schedule and progress report			Q3	Q1-Q4			
	4. Project execution		Close-out report			Q4	Q1-Q4			
	5. Project close-out		Handover report			Q4	Q1-Q4			
6. Handover										
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL		COMMENTS			
SHORT TERM	5	5	5	5	20	20	20 jobs can be created during the construction phase of the project			
MEDIUM TERM					0	0				
LONG TERM			2	1	3	3	opportunities will be created for local suppliers.			
COMPLETION AND EXIT STRATEGY	Handover to Department of Education									

PROJECT NO 6	CONSTRUCTION OF 3 EARLY CHILDHOOD DEVELOPMENT CENTERS (ECD) AT GAKGWETE VILLAGES AND PHASHASKRAAL VILLAGES		FOCUS AREA	INFRASTRUCTURE					
PROJECT NAME	Construction of 3 Early Childhood Development Centers (ECD) at Gakgwete Village and Phashaskraal villages								
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. TWICKENHAM PLATINUM MINE is committed to partnering with Government to facilitate and contribute towards schools and ECD Infrastructure and whole school development in our host communities. Overcrowding is a challenge in most of the ECD's and schools around the Fetakgomo - Greater Tlokoetse Local Municipality. This project will involve the construction of and equipping of an ECD (Early Childhood Development) Center at Gakgwete Village. This will improve the infrastructure of the school thereby contributing to the goal of making the Center conducive for the development of young children and expectant mothers. The construction and possible improvements in the infrastructure are believed to be ultimately translated to improved hygiene and health at the center. This refurbishments will make it easier for the teachers and learners to enjoy utilisation of a safe, clean and children friendly learning environment that encourages healthy living standards at center.								
OUTPUT	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME			TOTAL BUDGET	
	SP Manager and Dept. of Ed	Sekhukhune	Fetakgomo - Greater Tlokoetse	Gakgwete, Phashaskraal	2016	2017	2018	2019	2020
	KEY PERFORMANCE AREA				KEY PERFORMANCE INDICATOR				
	1. Pre-stage initiation of the project						2,000,000		
	2. Pre stage planning and design of the project						Q1		
	3. Compile procurement documentation and procure a construction service provider for the required construction processes;						Q1-Q2		
	4. Manage the construction process						Q2		
	5. Project close out and handover						Q3-Q4		
							Q3-Q4		
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL		COMMENTS		
SHORT TERM	2	2	7	6	17		17 Jobs may be created during the construction phase of the project		
MEDIUM TERM					0				
LONG TERM					0				
COMPLETION AND EXIT STRATEGY	Handover to Community Based Organisation/Non-Profit Organisation/Non-Governmental Organisation								

PROJECT NO 7	Improving health infrastructure at Phasha Makgalanoto Clinic		FOCUS AREA	INFRASTRUCTURE		
PROJECT NAME	Improving health infrastructure at Phasha Makgalanoto Clinic					
BACKGROUND	The Fetakgomo Local Municipality faces significant challenges in health infrastructure. Maintaining and improving existing infrastructure is a particular problem as can be seen in the district budget where the allocation for several years has approximately only been 10% of the required amount. As such service delivery is impacted on by the inability to refurbish old facilities as well as extend others to accommodate higher patient loads. Working with the Limpopo Department of Health (Department of Health), this project will assist in work required at Phasha Makgalanoto clinic to ensure it meets the National Core Standards for infrastructure. The project will entail renovations to the physical structure of the existing clinic, provision of furniture as well as the provision of selected medical equipment to enable efficient provision of medical services to the community.					
OUTPUT	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME	TOTAL BUDGET
Renovate/upgrade the clinic infrastructure in accordance with specifications and standards as well as provide furniture and equip with required medical equipment	Social Performance Manager and Department of Health	Sekhukhune	Fetakgomo	Phasha Makgalanoto	2016 2017 2018 2019 2020	1,700,000
Procurement opportunities for local contractors	KEY PERFORMANCE INDICATOR					
100% of labour will be sourced from host communities.	1. Scope Project	Project scope report		Q1-Q2	700,000	500,000
	2. Memorandum of Understanding with Department of Health	Signed Memorandum of Understanding with Department of Health		Q3-Q4		
	3. Procurement of service provider	Appointment of a service provider		Q4		
	4. Project execution	Project scope, schedule vs progress report		Q1-Q4	Q1-Q4	Q1-Q4
	5. Project close-out	Close-out report				Q4
	6. Handover	Handover report				Q4
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS
SHORT TERM			10	5	15	At least 10 local community jobs during construction phase of the project
MEDIUM TERM					0	
LONG TERM					0	
COMPLETION AND EXIT STRATEGY	Handover to Department of Health					

3.5.2 Education and Skills Development

PROJECT NO 1		EOD, LEADERSHIP AND CHARACTER TEACHING		Education and Skills development						
PROJECT NAME		FOCUS AREA								
BACKGROUND		It is widely accepted that in South Africa and other developing countries, 49% of children younger than 5 years of age, are likely to forego a quarter of average adult income per year and up to two times the gross domestic product spent on health. Throughout the country, there is also agreement that there is need for moral regeneration and requirement to address the severe shortage of skills which hampers long-term, sustained economic growth and the effectiveness of service delivery and. This project unleashes the full potential of the future generations by preparing them to contribute successfully to their communities and country. It is framed according to three phases of their development, pre-birth to two years, two years to 6 years and 7 years to 20 years. The first two phases constitute, ECD (early child development) and the later, leadership and character development. The ECD programme is centered on health and nutrition and the leadership and character teaching addresses, life skills, leadership, moral regeneration, virtue development, service and volunteerism. In the process it also capacitates teachers and parents								
		RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMERFRAME			TOTAL BUDGET	
		Social Performance Manager, GTM and Department of Education	Greater Sekhukhune	Greater Tlatsise	Over 4 schools in Izwelentham	2016	2017	2018	2019	2020
OUTPUT		KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR						
Benefit over 250 pregnant mothers and over 1000 learners	1. Pilot, project for Leadership and Character teaching at Hans Village, Magela	Feasibility study report from Mopelalovena								
	2. Identify schools, infrastructure and gaps	Business plan and agreements								
	3. Set up Early Child Development, Manage Autism Spectrum Disorder and Leadership and Character Teaching	Agreements, number of students and reports								
	4. Scale up and full roll out of ECD, leadership and character teaching	Number of children attending ECD, number of pregnant mothers, primary and high school learners, teachers and parents. Capacity of trainers and care givers.								
	5. Project tracking, monitoring and report	Number of learners in the programme, number of schools participating, number of teachers and parents involved and overall outcomes and impact								
CLASSIFICATION OF JOBS		MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL				COMMENTS
SHORT TERM	10	10	60	90	140	The pilot included training of primary and high school children as core, and training of parents and teachers				
MEDIUM TERM	20	20	90	90	220	As learner intake increases for both after schools and winter and spring camps teacher, parents and pregnant mother training will also increase				
LONG TERM	50	50	250	250	600	Many primary and High School learners impacted with increased employability, further education, developed virtues and responsible citizens				
COMPLETION AND EXIT STRATEGY		Focused on systems strengthening via multi-stakeholder partnerships led by the Department of Education. For example, Department of Education(DoE) is running ECD programmes and overall education improvements. Hence, a transition plan rather than an exit plan would be incorporated and guided by an signed Memorandum of Understanding in terms of the ongoing project maintenance								

PROJECT NO 2	Support to Learner Development and material supply.		FOCUS AREA	Education		
PROJECT NAME	Support to Learner Development and material supply.					
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 endeavor to contribute to these challenges, Twickenham Mine's 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.					
OUTPUT	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME	TOTAL BUDGET
	Social Performance Manager and Department of Education	Greater Sekhukhune	Greater Tlabeise	10 High Schools around the mine	2016 1,500,000 2017 1,500,000 2018 1,500,000 2019 1,500,000 2020 1,500,000	6,000,000
	KEY PERFORMANCE AREA	KEY PERFORMANCE INDICATOR				
Improvement in learner performance (numeracy & literacy) in three consecutive years (2018-2020) over 5 years in ANA and NSC	Building Partnerships with Department and other business partners	Greater Sekhukhune	Greater Tlabeise	10 High Schools around the mine	2016 1,500,000 2017 1,500,000 2018 1,500,000 2019 1,500,000 2020 1,500,000	6,000,000
	Agreement on the number of learners to be support	Greater Sekhukhune	Greater Tlabeise	10 High Schools around the mine	2016 1,500,000 2017 1,500,000 2018 1,500,000 2019 1,500,000 2020 1,500,000	6,000,000
	Math's, Science and Accounting Writer and Spring Camps	Greater Sekhukhune	Greater Tlabeise	10 High Schools around the mine	2016 1,500,000 2017 1,500,000 2018 1,500,000 2019 1,500,000 2020 1,500,000	6,000,000
	Supply of learning material and equipment	Greater Sekhukhune	Greater Tlabeise	10 High Schools around the mine	2016 1,500,000 2017 1,500,000 2018 1,500,000 2019 1,500,000 2020 1,500,000	6,000,000
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS
SHORT TERM					0	
MEDIUM TERM			500	600	1100	
LONG TERM						
COMPLETION AND EXIT STRATEGY	Focused on systems strengthening via multi-stakeholder partnerships led by the Department of Education, hence a transition plan rather than an exit plan would be incorporated and guided by an signed Memorandum of Understanding in terms of the ongoing project maintenance					

3.5.3 Income Generating Projects (Enterprise Development)

PROJECT NO 1	ICT TRAINING AND INTERNET CAFE		FOCUS AREA		Enterprise and skills development					
PROJECT NAME	Information and communication technologies (ICTs) have the potential to transform business and government, drive entrepreneurship, innovation and grow economies. If Department of Educations this through advancing people skills and capabilities, positioning and creating business efficiencies. Despite the rapid penetration of mobile phones in rural areas, now sitting at 90%, the use of computers and the internet has been slow. However, Limpopo at 21.9%, compared to other provinces, has the lowest access to the internet, using all available means. About 41% of South African households have at least one member who has access to or use the internet at home, work, place of study or internet cafés. Although, not the only condition, it continues contributing towards slow and underdevelopment, especially in rural areas. Even worse, most people, especially the youth in rural area, struggle to get employed and unlock additional opportunities because of access and computer literacy handicap. The project is a ICT training and internet café business, in the Molekane community in Twickenham. The opportunity comes in three fold: providing connectivity and access –computers and internets, printing and value-added business services and training and skills development to unlock further opportunities. The business services is to ensure sustainability of the business and the training leg. to for skills development for learners and educators in Magela.									
BACKGROUND										
RESPONSIBILITY		DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME					
Social Performance Manager, GTM and Department of Education		Greater Sekhukhune	Greater Tlokoeng		2016	2017	2018	2019	2020	TOTAL BUDGET
1. Computers and internet-connectivity and access 2. Printing and value-added business services 3. Training and skills development		Greater Tlokoeng		Greater Tlokoeng	2016	2017	2018	2019	2020	1,500,000
OUTPUT		KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR						
1. Identification of site and land		Approvals and agreement with Community		Approvals and agreement with Community		950,000 400,000 150,000 1,500,000				
2. Purchase of equipment and appointment of contractors		Equipment, contracts and agreements		Equipment, contracts and agreements		Q1-Q2				
3. Construction and erection of café, sewing and equipping. Plus hand over to Community		Equipped and serviced structures, equipment and trained staff		Equipped and serviced structures, equipment and trained staff		Q3-Q4				
4. Access to computers and the internet plus value added assistance (Online job applications, University		Internet café, with 10 - 15 Internet Computers with WIFI plus reports and records of access		Internet café, with 10 - 15 Internet Computers with WIFI plus reports and records of access		Q4 Q1-Q4 Q1-Q4				
5. Value added business services (Copying, faxes, printing, scanning and binding, business cards, marketing materials, obituaries and invitations)		Printers -with multi-function modes, laminating and binding machines. Statement of accounts, book keeping records		Printers -with multi-function modes, laminating and binding machines. Statement of accounts, book keeping records		Q4 Q1-Q4 Q1-Q4				
6. General computer literacy and essentials of computing, Microsoft office courses, Internet and Email and Social media		10 - 20 Training Computers plus numbers of learners and youth trained		10 - 20 Training Computers plus numbers of learners and youth trained		Q4 Q1-Q4 Q1-Q4				
CLASSIFICATION OF JOBS		MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL				COMMENTS
SHORT TERM	2	1		2	1	6				Direct jobs, at the ICT training and internet café
MEDIUM TERM						0				
LONG TERM				2000 beneficiaries	2000 beneficiaries	0				School learners, teacher, youth and business community
COMPLETION AND EXIT STRATEGY		Sustainable business, at the very least to break-even basis with an upside for expansion and profit generation that can be ploughed back directly or into other community initiatives								

3.5.4 Health and Social Welfare

PROJECT NO. 1	Support to improving health services in schools		FOCUS AREA	Health						
PROJECT NAME										
	<p>One in three people in the Greater Tlhabatse Local Municipality 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 ineffective, sexual reproductive health and lifestyle diseases. This materialises in an above national average rate for childhood diarrhea and pneumonia, HIV infection as well as teenage pregnancy (Watersburg 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 Tlhabatse 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:</p> <ul style="list-style-type: none"> ○ Ensuring a healthy physical, learning environment, emphasizing safe water and sanitation. ○ Skills-based health education ○ School-based health and nutrition services <p>School health services is also considered to be a priority in a pond strategy, implying that in the process of engaging school-going children key messages cascade to teachers and guardians at home.</p> <p>Under the Re-Engineering of Primary Health Care, the Limpopo Department of Health established School Health Teams tasked with the responsibility to deliver 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</p>									
OUTPUT	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME	TOTAL BUDGET				
Plan signed off by Limpopo Department of Health	Social Performance Manager	Sekhukhune	Greater Tlhabatse	All	2016	2017	2018	2019	2020	2,800,000
1000 learners per annum 4 Yrs. – 50 000 total 500 learners tested per annum 4 Yrs. – 2 000 total 500 learners per annum 3 Yrs. – 1 800 total Project evaluation report <i>(Note output years out across financial years)</i>	KEY PERFORMANCE AREA Partnership Implementation Plan adopted by project steering committee	KEY PERFORMANCE INDICATOR Establishment of project steering committee with Limpopo Department of Health and implementing partners.	Q4	Q1	Q1-4	Q1-4	Q1-4	Q1-4	Q1-2	
	Agree on the standards, Specifications and equipment of the mobile clinic	Agreement in Place								
	Sourcing of the vehicle and the conversion	Vehicle purchased								
	Registrations and transfers to the Department assets register	Registrations and transfer to the Department								
	Hand over	Hand over report								
CLASSIFICATION OF JOBS	MALE ADULTS	FEMALE ADULTS	MALE YOUTH	FEMALE YOUTH	TOTAL	COMMENTS				
SHORT TERM	0	0	200	200	400					
MEDIUM TERM	0	0	300	350	650					
LONG TERM	0	0	400	400	800					
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	Supply of Emergency and planned patient transport (Ambulances)		Health							
PROJECT NAME	FOCUS AREA									
<p>The Limpopo Province has the highest Maternal Mortality Ratio in South Africa at 185 deaths per 100 000 live births (Health Systems Trust, 2015). This is well above the Millennium Development Goal of 4/100 000 and the national average of 133/ 100 000. One of the contributing causes of this significant health is the availability and timely transport of mothers requiring emergency care which cannot be offered at a primary care level. Similarly generic emergency care vehicles are not adequately equipped to provide sufficient care on route, therefore, the Department of Health has specialised vehicles which are stationed at clinics with Maternal and Obstetric Units.</p> <p>A significant challenge for health care users in poor communities is the cost of accessing care. While Primary Health Care is offered free of charge, it is not truly free in the sense that it still costs the user in other ways. In an investigation for Operation Phakisa it is estimated that the economic burden associated with accessing health care can be as much as R 1 140 per year for transport alone. Should the person require referral and regular follow-up at a district, regional or central facility this memorandum of Understanding multiplies exponentially, with some cited examples of R 1 400 per facility visit. Within poor community the affordability such expenses is beyond most people's means, resulting in them failing to attend facilities which impacts their long-term health. Linked to this problem is people then failing critically ill due to not receiving the required care, who then in turn require emergency transport. To address this challenge, Planned Patient Transport services are offered to patients that cannot afford the cost of accessing care or attend higher level facilities on referral.</p> <p>This project helps augment the limited resources of the Limpopo Department of Health to fund their fleet requirements in these two critical impact areas.</p>										
OUTPUT	RESPONSIBILITY	DISTRICT MUNICIPALITY	LOCAL MUNICIPALITY	VILLAGE NAME	TIMEFRAME	TOTAL BUDGET				
	Social Performance Manager	Greater Sekhukhune	Fetakgomo	Phasha Makgalanoto	2016	2017	2018	2019	2020	
		KEY PERFORMANCE AREA		KEY PERFORMANCE INDICATOR		R 1,000,000	R 500,000	R 0	R 0	R 1,500,000
Specific agreement	Signing of a specific agreement			This Limpopo Department of Health and Mine conclude a purchase-transfer agreement		Q2				
1 Obstetric Ambulance	Maternal health and emergency medical care			Procure ambulances based on department requirements.		Q2				
1 Patient transport (Ambulance)	Improving access to healthcare			Procure transport based on department requirements.		Q3-Q4	Q1-2			
				Delivery of the Ambulances to the Department.						
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										

3.6.1 Anglo American Platinum's Housing Strategy

The Anglo American Platinum's housing strategy is premised on five strategic pillars and 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 home-ownership programme and provision of decent rental tenure option amongst all employees.
- Converting Living-Out Allowance (LOA) into Rental Allowance which ultimately ensure that all employees stay in decent accommodation and there is natural attrition from informal settlement
- Phasing out the Single Accommodation Villages (SAV's) through the natural attrition and also the provision of decent rental accommodation in close proximity to the mines.
- Conducting financial literacy and debt rehabilitation programme, so that our employee 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 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 a residential property in locations within close proximity to the mines and be integrated into the existing communities.

With this scheme the company, AAP buys well-located residential land and then the company install bulk infrastructure in these stands with its own costs. Employees are then allocated these stands to build own houses. The building process is facilitated by 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. HOA assist employees to pay off their mortgage loans.

On the other hand, Group Housing Unit, then assist qualifying employees to apply for the government housing subsidy. Employees whose salary ranges from R3500-R1500 pm are assisted with an application to acquire a Finance Linked Individual Subsidy Programme (FLISP) grant from provincial government of both Limpopo and North West.

3.6.3 Interaction with local municipalities

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

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

3.6.4 Housing Forum

Anglo American Platinum in collaboration with its recognized unions has established a Housing Forum. This is a permanent structure which is comprised of both management and the employees. The employees are represented by their union leadership. This structure is enterprise wide and meets on monthly basis.

The main aim of the Housing Forum is to provide a platform in 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 of ensuring that the Company complies with both mining and housing legislations in this regard.

3.6.5 Key challenges in housing delivery for the mine workers

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

- The instability caused by the labour unrest and strikes which have in impact on all the housing project.
- The union rivalry and turf wars 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 long protracted strike.
- Employee indebtedness and scourge of garnishee order also add woes to the housing project

3.6.6 Plans for Twickenham Mine

- Purchase well located residential land parcels within the vicinity of the mine, for future housing developments' which will be based on employees housing needs and affordability.

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 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.

The process will be handled in collaboration with the Supplier Development programme to ensure that local supplier gaps identified are addressed through a dedicated training programme by external service providers.

The existing service provider, who will be providing mentorship, will ensure that the local suppliers are assisted technically to meet the requirements to perform in the area where they are appointed to supply or provide services.

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

Twickenham Mine Procurement Targets

Procurement					
	Targets				
Categories	2016	2017	2018	2019	2020
2.1.1 Procurement of capital goods	55%	57%	59%	62%	65%
2.1.2 Procurement of services	70%	72%	74%	74%	75%
2.1.3 Procurement of consumables	65%	67%	70%	70%	70%

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

SECTION 4

PROCESSES PERTAINING TO MANAGEMENT OF DOWNSCALING AND RETRENCHMENT

4 Downscaling and Retrenchment

4.1 Establishment of future forum

Date of Establishment	March 2015
No of planned meeting per annum	12

4.2 Mechanisms to save jobs, provide alternative solutions and procedures for creating job security where job losses cannot be avoided (Attach a Plan)

Legislative Requirements	SLP Commitments
Mechanisms to save jobs and avoid job losses and a decline in employment	<ul style="list-style-type: none"> • Implementing Section 189 of the Labour Relations Act. • Consultations – the consultation process in terms of Section 52 (1) of the Mineral and Petroleum Resources Development Act (MPRDA), 2002; and Section 189. • Notification to the Minerals and Mining Development Board – the notification process in terms of Section 52 (1) (a) of the MPRDA. • Complying with the Minister’s directive and confirming how corrective measures will be taken. • Internal transfers to other 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)

Legislative Requirements	SLP Commitments
Mechanisms to provide alternative solutions and procedures for creating job security where job losses cannot be avoided	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
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4.4 Mechanism to ameliorate the social and economic impact individuals, regions and economies where retrenchment or closure of the operation is certain

Legislative requirements	SLP commitments
Mechanisms to ameliorate social and economic impact on individuals, regions and economies	<ul style="list-style-type: none"> • 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.

4.4.1 (Provide the planned type of counselling)

Emotional	
Financial	Financial counselling and debt management.
Employment	It will be done in line with the Anglo American Platinum Re-deployment Policy.

Programmes		Time Frames
Self-employment training programmes	Portable skills training	Continuous
Placement opportunities	As the need arises	As the need arises
Portable Skills Development Plan	Train 120 employees per annum	Continuous

- 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 months 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 5 year period						
ITEM	2016	2017	2018	2019	2020	TOTAL
HRD	1,607,374	1,639,522	1,672,312	1,705,758	1,739,874	8,364,840
LED	-	9,489,000	21,014,000	13,485,000	9,159,700	53,147,700
TOTAL	1,607,374	11,128,522	22,686,312	15,190,758	10,899,574	61,512,540

SECTION 6 UNDERTAKING

I, _____ the undersigned and duly authorized 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:
