



PetraDiamonds

CULLINAN DIAMOND MINE (PTY) LTD

SOCIAL AND LABOUR PLAN

1 JULY 2023 – 30 JUNE 2028

REFERENCE NUMBER:

(GP) 30/5/1/1/2 (90) MR

DATE: 11 July 2025

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Abbreviations

ABBREVIATION	MEANING
ATD	Articulated Dump Trucks
AET	Adult Education and Training
AMC	Adult Matric Course
BEE	Black Economic Empowerment
CDM	Cullinan Diamond Mine (Pty) Ltd
CoT	City of Tshwane Metropolitan Municipality
CV	Curriculum Vitae
CTMM	City of Tshwane Metropolitan Municipality
DACE	Department of Agriculture, Conservation and Environment
DMRE	Department of Mineral Resources and Energy
DoL	Department of Labour
DTI	Department of Trade and Industry
ED	Enterprise Development
EE	Economic Empowering
EIA	Environmental Impact Assessment
FY	Financial Year
GET	General Education and Training
HDSAs	Historically Disadvantaged South Africans
HET	Higher Education and Training
HRD	Human Resources Development
HRDP	Human Resources Development Program
ICDP	Individual Career Development Plan
IDPs	Integrated Development Plans
JV	Joint Venture
LDP	Leadership Development Program
LED	Local Economic Development
LEDP	Local Economic Development Program
LHD	Load Haul Dump
LOM	Life of Mine
MCTS/Mcts	Million Carats
MDP	Management Development Program
MPRDA	Minerals and Petroleum Resources Development Act
MQA	Mining Qualifications Authority
NQF	National Qualifications Framework
NSDP	National Spatial Development Perspective
PDP	Personal Development Plan
PDSA	Petra Diamonds South Africa
PGDS	Provincial Growth and Development Strategy
RSA	Republic of South Africa
SETA	Sector Education and Training Authority
SD	Supplier Development
SDF	Skills Development Facilitator
SDL	Skills Development Levies
SLP	Social and Labour Plan
SMMEs	Small, Medium, and Micro Enterprises

ABBREVIATION	MEANING
TBC	To Be Confirmed
UIF	Unemployment Insurance Fund
VCT	Voluntary Counselling and Testing
WIM	Women in Mining
WSP	Workplace Skills Plan

SECTION 1: INTRODUCTION

1.1 Background

Cullinan Diamond Mine is located approximately 35 km northeast of Pretoria, in the town of Cullinan in the magisterial district of City of Tshwane, Gauteng. CDM continues to exploit the underground resource using mechanised mining methods and has since recovered several world-class diamonds, which contains a superlative resource of 152.5 Mcts including 17.2 Mcts in tailings.

Cullinan Diamond Mine (Pty) Ltd ("**CDM**"), a Petra Diamonds Group company, is renowned as a source of large, high-quality gem diamonds, as well as being the world's most important source of very rare blue diamonds.

CDM is fully committed to ensuring that its operation subscribes to the objectives of the Mineral and Petroleum Resources Development Act No. 28 of 2002, as amended ("**MPRDA**") and the Broad-based Black Economic Empowerment Act: Broad-Based Socio-Economic Empowerment Charter for the Mining and Minerals Industry, 2018, ("**Mining Charter**").

CDM is hereby undertaking the development of its fourth generation Social and Labour Plan (July 2023 - 30 June 2028) ("**SLP 4**"), noting the first submission dated 31 July 2023 to the regulator. In April 2024, CDM requested a review of the LED budget which was granted. The revised list of LED projects includes the revised budget of R20m in line with FY22 Financial Audited Statement from the initial R46m committed earlier.

1.2 Preamble

Table 1: Preamble

Name of the Company (Mine)	Cullinan Diamond Mine (Pty) Ltd
Name of the Mine/Production Operation	Cullinan Diamond Mine (Pty) Ltd
Mine's Physical Address:	Oak Avenue, Cullinan
Mine's Postal Address:	Private Bag X1015, Cullinan, 1000
Mine's Telephone Number:	(012) 305 2213
Mine's Fax Number:	(012) 305 2661
Location of Mine or Production Operation	See map below
Commodity	Diamonds
Mining Right	4 December 2007 until 3 December 2037
Life of mine	± 2030
Financial Year:	30 June each year
Period of Reporting: SLP	01 July 2023 to 30 June 2028
Responsible Person:	General Manager – Mr. Tumelo Matoba
Geographical origin of employees	Refer to Table 3 below <i>Summary Table: Labour Sending Areas (Employees)</i>

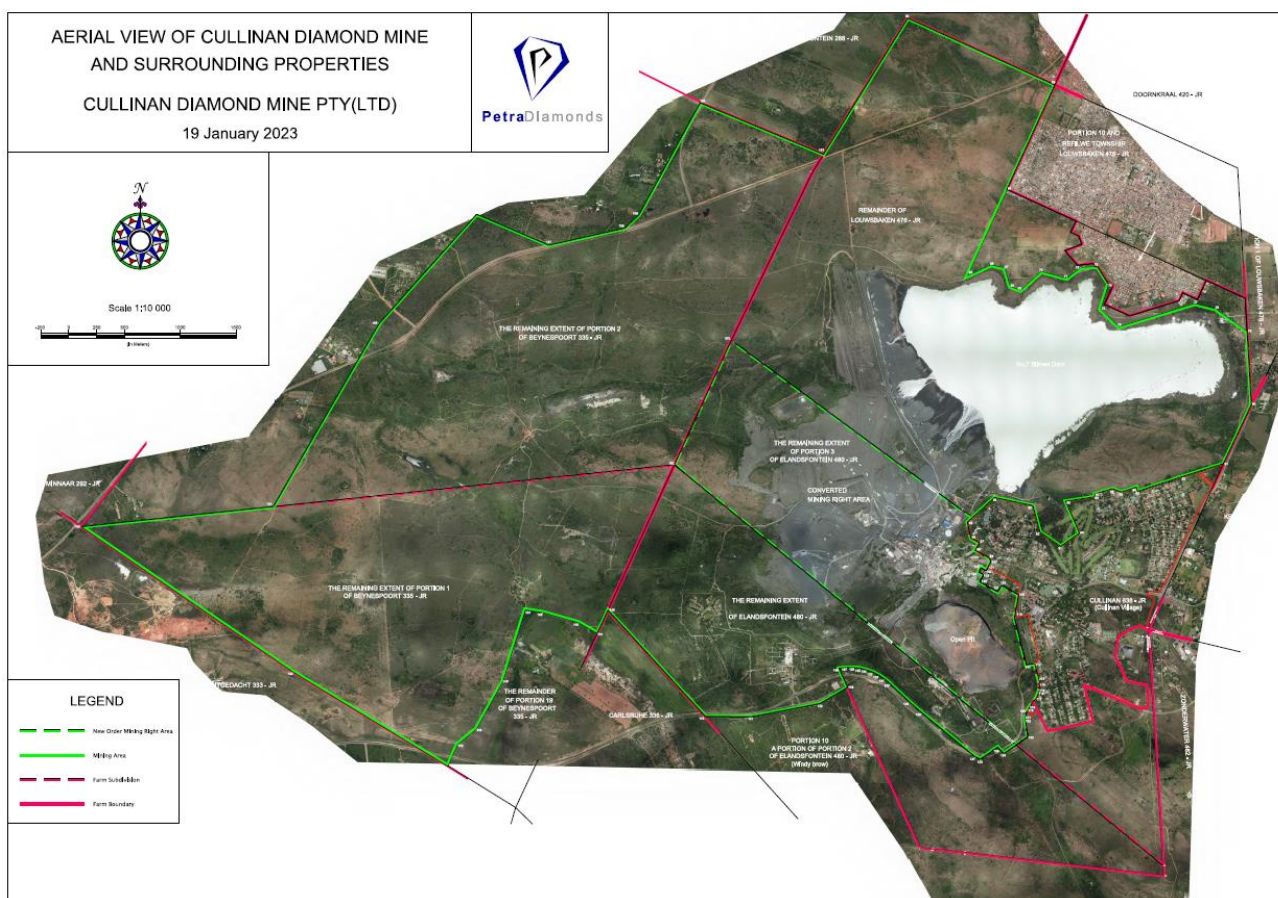


Figure 1: Map of Location - Cullinan

1.3 Mining Methodology

CDM processes ore from underground kimberlite mining as well as surface mining of coarse residue deposits or tailings dumps.

Underground mining comprises of mechanised block caving and sublevel caving mining methods to extract kimberlite ore from the orebody. These methods are well established in underground massive mining and the mining method selection depends on ground conditions and various safety considerations and economic factors. There are two active mining blocks at CDM. The C-Cut on the western side of the orebody is mined as a block cave and the CC1E on the eastern side of the orebody is mined as a sublevel cave.

Broken ore is loaded from the draw points with LHDs and hauled to the ore passes located along the outside of the orebody. The ore passes through the primary crushers onto conveyor belts, which transfer the ore to the underground silos from where it is discharged into skips via measuring flasks to be hoisted to surface with two rock winders.

Surface mining reclaims processed kimberlite from coarse residue deposits using excavation, dosing, load, and haul operations. Material is ripped or excavated by hydraulic excavator, loaded onto articulated dump trucks (ATD), and hauled to the processing plant.

Production is planned to deliver 1.4 to 1.8 million carats per annum from the treatment of roughly 5 Mtpa (ROM and Tailings) over the next 5 years at an average recovered mill plant ROM grade window of 30 to 40 cpht based on resource estimates and long-term production plans. CDM has a current, approved Life of Mine Plan to 2032 and the life of the operation is foreseen to extend well beyond this as the mine seeks to develop studies to exploit the remainder of the Diamond Resource to a depth of roughly 1 000 metres below surface.

1.4 Employee Profile

Table 2: Mine Employee Profile

Occupational Level	Actual status FY2023 (30 June 2023)
Top Management	2
Senior management (E)	4
Professionally qualified and experienced specialists and middle management (D)	51
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (C)	463
Semi-skilled and discretionary decisions making (B)	465
Unskilled and defined decision making (A)	316
TOTAL PERMANENT	1 301
Non-Permanent Employees	0
TOTAL	1 301

1.5 Labour Sending Area

Table 3: Labour sending area for Mine Employees

Labour Sending Area	Actual status FY2023	
	30 June 2023	
	Number	Percentage
Mine Community: City of Tshwane Metropolitan Municipality, Region 5 & 7	979	75.24%
Province	144	11.06%
National	178	13.68%
Foreign Migrants (Other)	0	0.00%
TOTAL	1301	100%

SECTION 2: HUMAN RESOURCE DEVELOPMENT PROGRAM: Regulation 46(b)

2.1 Introduction

CDM is committed to the development and transformation of its workforce and the affected communities within which we operate. To achieve the transformation and development objectives, CDM has a strong focus on the recruitment and development of its employees and economically active local community members.

Petra Diamonds training and development policy seeks to address the development of the employees and adhere to legislative requirements and commit itself to creating an environment in which employees will be developed to establish a competent workforce, enhance knowledge, and create career opportunities where possible. CDM's Human Resource Development ("**HRD**") strategy recognises the contribution that training, and development of employees can make towards achieving its strategic objectives and priorities will be directed at providing skills that can support its business imperatives.

As a result, the HRD approach is guided by our operational requirements, as well as national imperatives outlined in the MPRDA and the Mining Charter. The educational and developmental requirements of local populations were identified through social impact assessments, which were considered when HRD programs were being planned.

CDM will adhere to the guidelines of the Mining Qualification Authority ("**MQA**") with regards to the annual submission of the Workplace Skills Plan. CDM's Skills Development Facilitator ("**SDF**") is tasked with the effective implementation of the Skills Development Undertaking of the operation.

2.2 Compliance with Skills Development Legislation

CDM has appointed a Skills Development Facilitator (“**SDF**”) to assist with the effective implementation of skills development at the operation. CDM will adhere to the guidelines of the Mining Qualification Authority (“**MQA**”) regarding annual submission of the Workplace Skills Plan. Table 4 below provides confirmation of the relevant SETA registration.

Table 4: Compliance with Skills Development Legislation

Name of SETA	Mining Qualifications Authority
Registration number with the relevant SETA	L 530 769 159
Skills Development Facilitator	Johan Brits
Proof of submission of Workplace Skills Plan	Annual proof of submission available
Last submission date	29 May 2025

2.3 Skills Development Plan: Regulation 46 (b) (i) and Regulation 11 (1) (g)

Following a long-term approach to skills development planning that considers the total LoM, the SLP seeks to maximise the productive potential of people employed at CDM and to develop skills that can address the scarcity of skills through the implementation of the following training initiatives:

- AET (Adult Education & Training)
- Core and Business support training
- Development programs, including leadership, management, and supervisory development
- Learnerships
- Internships
- Portable Skills training
- Study Assistance
- Work Experience for Graduates
- Scholarships and Bursaries

Most of these initiatives focus on the development of employees, but several also provide development opportunities for the local community, for example, scholarships, bursaries, portable skills, and experiential training. Although legal training and job-required training will be a primary focus of the skills development plan, CDM is also committed to planning and providing personal development opportunities for employees to further their career progression. This process will be informed by the Employment Equity plans and initiatives, as well as critical skills required for business continuity. CDM will make use of internal training capacity as well as external training providers to deliver on its HRD strategy.

Table 5: Form Q - Functional Literacy amongst Operation's Employees as of 30 June 2023

Band	NQF Level	ORGANOGRAM	Male				Female				Total	
			African	Coloured	Indian	White	African	Coloured	Indian	White	M	F
General Education and Training (GET)		No Schooling	1	0	0	0	0	0	0	0	1	0
		Grade 0/Pre	0	0	0	0	0	0	0	0	0	0
		Grade 1/Sub A	0	0	0	0	0	0	0	0	0	0
		Grade 2/Sub B	0	0	0	0	0	0	0	0	0	0
		Grade 3/Std 1/ABET 1	2	0	0	0	0	0	0	0	2	0
		Grade 4/Std 2	1	0	0	0	0	0	0	0	1	0
		Grade 5/Std 3/ABET 2	11	0	0	0	1	0	0	0	11	1
		Grade 6/Std 4	3	0	0	1	0	0	0	0	4	0
		Grade 7/Std 5/ABET 3	9	0	0	1	0	0	0	0	10	0
		Grade 8/Std 6	4	0	0	0	0	0	0	0	4	0
	1	Grade 9/Std 7/ABET 4	37	0	0	2	2	0	0	0	39	2
Further Education and Training (FET)	2	Grade 10/Std 8/N1	79	0	0	7	9	0	0	1	86	10
	3	Grade 11/Std 9/N2	145	3	0	3	11	0	0	2	151	13
	4	Grade 12/Std 10/N3	478	15	0	146	109	9	0	12	639	130
Higher Education and Training (HET)	5	Higher Certificates/Advanced National Certificate Vocational	10	1	0	12	9	0	0	5	23	14
	6	Diplomas/Advanced Certificates	38	2	0	4	25	0	0	7	44	32
	7	Bachelor's degrees/Advanced Diplomas	32	0	1	13	20	0	0	5	46	25
	8	Postgraduate Degrees (Honours)/Professional Qualifications	6	0	0	1	3	0	0	1	7	4
	9	Master's Degrees	0	0	0	0	0	0	0	0	0	0
	10	Doctoral Degrees	0	0	0	0	0	0	0	0	0	0
		Total	856	21	1	190	189	9	0	33	1 068	231

Table 6: Form Q- Functional Literacy amongst Contractor Employees as of 30 March 2023

Band	NQF Level	ORGANOGRAM	Male				Female				Total	
			African	Coloured	Indian	White	African	Coloured	Indian	White	M	F
General Education and Training (GET)		No Schooling	0	0	0	0	0	0	0	0	0	0
		Grade 0/Pre	0	0	0	0	0	0	0	0	0	0
		Grade 1/Sub A	0	0	0	0	0	0	0	0	0	0
		Grade 2/Sub B	1	0	0	0	0	0	0	0	1	0
		Grade 3/Std 1/ABET 1	0	0	0	0	0	0	0	0	0	0
		Grade 4/Std 2	1	0	0	0	0	0	0	0	1	0
		Grade 5/Std 3/ABET 2	1	0	0	0	0	0	0	0	1	0
		Grade 6/Std 4	0	0	0	1	0	0	0	0	1	0
		Grade 7/Std 5/ABET 3	0	0	0	0	0	0	0	0	0	0
		Grade 8/Std 6	3	0	0	0	0	0	0	0	3	0
	1	Grade 9/Std 7/ABET 4	1	0	0	0	0	0	0	0	1	0
Further Education and Training (FET)	2	Grade 10/Std 8/N1	25	0	0	19	0	0	0	1	44	1
	3	Grade 11/Std 9/N2	36	0	0	4	0	0	0	0	40	0
	4	Grade 12/Std 10/N3	102	0	0	62	6	0	0	1	164	7
Higher Education and Training (HET)	5	Higher Certificates/Advanced National Certificate Vocational	1	0	0	2	0	0	0	5	3	5
	6	Diplomas/Advanced Certificates	3	0	0	2	0	0	0	2	5	2
	7	Bachelor's degrees/Advanced Diplomas	0	0	0	1	0	0	0	0	1	0
	8	Postgraduate Degrees (Honours)/Professional Qualifications	0	0	0	0	0	0	0	0	0	0
	9	Master's Degrees	0	0	0	0	0	0	0	0	0	0
	10	Doctoral Degrees	0	0	0	0	0	0	0	0	0	0
Total			174	0	0	91	6	0	0	9	256	15

2.4 Adult Education and Training

CDM is committed towards ensuring its workforce is given the opportunity to timeously and cost effectively access appropriate Adult Education and Training (AET) programs in order to promote further development.

AET is delivered on a voluntary basis to employees. Through AET, employees are provided with the opportunity to improve their numeracy and literacy skills, The AET plan strives to empower all CDM employees to become functionally literate.

For the period 2023 - 2028, AET will be presented on a part-time basis in-house. The program is open for both permanent and contract employees.

Table 7: Adult Education and Training

Category	Sub-category	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year total
AET	Pre-AET	0	0	0	0	0	0
AET	AET Level 1	1	0	0	0	0	1
AET	AET Level 2	2	3	0	0	0	5
AET	AET Level 3	3	3	3	2	0	11
AET	AET Level 4	5	5	5	3	3	20
AMC	-	0	0	0	0	10	10
Budget Allocation		R422 000	R427 000	R447 000	R447 000	R487 000	R2 230 000

Inclusive under the AET banner, CDM aims to investigate offering an Adult Matric Course (AMC) under the AET banner. This initiative can significantly benefit employees who don't have a Matric certificate, helping them to obtain this crucial qualification, also known as the Senior Certificate or Amended Senior Certificate. A Matric certificate is a fundamental requirement for many entry-level jobs and promotions. Obtaining it opens doors to new job opportunities and career growth within CDM and elsewhere.

Table 8: AET Implementation plan: July 2023- June 2028

Action	Time frame	Responsible person
Plan and budget for the maintenance for sufficient resources to present the required level of AET and AMC training. This includes physical and human resources.	Annually (FY)	Manager: Training
Ensure that the training centre or service provider is registered and accredited with the relevant regulators.	Annually (CY)	Training Officer (TO): Non-Technical
Annually review the need for AET and AMC based on Form Q information and engage with the affected employees to assess interest and entry level.	Annually (CY)	TO: Non-Technical
Agree to a training plan with the employee and supervisors for all enrolled employees.	Annually (CY)	TO: Non-Technical
Present AET and AMC in accordance with the training plan.	Continuous	TO: Non-Technical
Conduct grant administration according to grant policy.	Annually (FY-SETA)	TO: Non-Technical
Conduct learner administration according to MQA guidelines.	Annually (CY)	Facilitator: AET
Arrange examination opportunities as per IEB guidelines.	Continuous	Facilitator: AET
Market AET and AMC as a personal development opportunity.	Annually (CY)	Facilitator: AET

2.5 Core and Support Skills Training

In compliance with legal requirements, CDM differentiates between core occupation and support training. The core mining training and the support occupation training are reported annually to comply with the SLP requirements.

Core skills training entails all training related to production as well as health and safety training. Support skills include training in soft skills as well as training required for support functions.

These two types of training form an important component of the CDM training strategy as it is essential to ensure a safe, healthy, and productive workforce. Core and support skills training can take the form of accredited programs, learning programs and short course. Core and support skills training is prioritised based on its purpose, i.e.:

- Legal and mandatory training
- Job-related training
- Personal development opportunities

Table 9: Implementation plan for core and support skills

Action	Time frame	Responsible person
Review scarce and critical skills required for business continuity and take into consideration the Sector skills plans and National skills plan requirements.	Annually	Manager: Training
Annual training needs identified and be compiled in the Annual Training Plan after consultation with line management and the HRD committee. Training needs are prioritised in terms of its purpose: - Legal and mandatory training - Job-related training - Personal development opportunities	Annually	Senior Training Officer's
Facilitate the implementation of core skills and support skills training in accordance with the approved training plans and procedure.	Continuous	Senior Training Officer's
Conduct grant administration according to MQA grant policy, where applicable.	Annually	TO: Non-Technical
Ensure fair and equal access to core and support skills training opportunities, especially supervisory, leadership and management development programs.	Continuous	STO's

Table 10: Engineering Core Skills training

Entity	Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
CDM	Core skills training	Engineering – Operative development program. (Intake Employees)	6 – 12 months	7	7	2	2	2	23
	Core skills training	Engineering – Other, e.g. Lifting equipment (rigging), welding, MV, etc. (Nr of employees attending training)	2 - 5 days	90	190	120	120	120	640
Budget allocation				FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
Engineering Core skills training				R820 000	R3 445 000	R2 280 000	R2 380 000	R2 680 000	R11 605 000

Table 11: Metallurgy Core Skills training

Entity	Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
CDM	Core skills training	Metallurgy - Skills programs and skills training.)	5 -10 Days	20	15	15	15	15	80
	Core skills training	Metallurgy - Surface vehicle operator training – Novice. (Nr of employees attending training)	2 weeks	35	105	90	40	20	290
Budget Allocation				FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
Metallurgy Core skills training				R105 000	R545 000	R530 000	R540 000	R540 000	R2 260 000

Table 12: Mining Core Skills training

Entity	Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
CDM	Core skills training	Mining - learning programs (accredited) (Nr of employees attend training)	1 – 2 weeks	95	60	40	40	20	255
	Core skills training	Mining - skills training (Nr of employees attend training)	1 – 5 days	75	75	50	20	20	185
	Core skills training	Mining - UG vehicle operator training – Novice) (Nr of employees attend training)	2 weeks	225	225	140	45	45	680
Budget allocation		FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total		
Mining Core Skills training		R970 000.00	R3 150 000	R3 254 000	R2 654 000	R2 254 000	R12 282 000		

Table 13: DMRE Blasting Certificate Program – Section 18.1

Entity	Category	Sub-category	Maximum Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
				Target	Target	Target	Target	Target	Target
CDM	Miner Development Program	DMRE Blasting Certificate Program 18.1 Employees (Intake Employees)	2 years	2	2	0	2	2	8
CDM	Miner Development	DMRE Blasting Certificate Program 18.1 employees (SLP 3 roll over learners)	2 years	10	5	5	-	-	0

	Program (SLP3 roll over)								
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Table 14: DMRE Blasting Certificate Program – Section 18.2

Entity	Category	Sub-category	Maximum Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
				Target	Target	Target	Target	Target	Target
CDM	Miner Development Program	DMRE Blasting Certificate Program 18.2 employees (Intake community)	2 years	0	0	0	2	2	4
CDM	Miner Development Program (SLP 3 roll over)	DMRE Blasting Certificate Program 18.2 employees (SLP 3 roll over learners)	2 years	4	4	-	-	-	0

Budget allocation	FY2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
SLP 4 DMRE Blasting Certificate Program -18.1 & 18.2 (new intake)	R 207 850	R 2 066 000	R 2 908 000	R 4 708 000	R 4 108 000	R 13 997 850
SLP 3 Blasting Certificate program (18.1 & 18.2) learners (roll over)	R 2 745 000	R 2 724 000		-	-	R 5 469 000
Total Budget	R 2 952 850	R 4 790 000	R 2 708 000	R 4 028 000	R 3 427 000	R 17 905 850

Note: The cost for the DMRE Blasting certificate program includes tuition and remuneration costs. Learners that were recruited in SLP 3 will continue in SLP 4 as indicated above to complete their training programme.

Table 15: Safety Core Skills training

Entity	Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
CDM	Core skills training	Safety - skills training (excluding computer-based training induction). (Nr of employees attending training)	1 – 5 days	530	530	530	530	530	2 650
	Core skills training	Safety – learning programs (accredited). (Nr of employees attending training)	3 – 10 days	210	120	70	50	30	480
Budget allocation				FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total

Safety Core Skills Training	R 870 000	R 3 955 000	R 3 667 000	R 3 767 000	R 3 797 000	R 16 056 000
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Table 15: Support Skills training

Entity	Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY2027	FY 2028	5-year Intake total
CDM	Support skills training	General soft skills training (people and business management skills). (Nr of employees attending training)	Various	40	40	30	30	30	170
Budget allocation				FY2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2028
Support Skills training				R 125,000	R 118 000	R 215 000	R 260 000	R 284 000	R 1 002 000

2.6 Engineering & Metallurgy Learnerships

Learnership programs are aimed at providing employees with an opportunity to acquire skills through structured learning with a service provider coupled with practical exposure in the workplace, which will lead to a recognised qualification.

Learnerships are offered in the fields of Engineering and Metallurgy. CDM's Learnership programs are aligned to the business needs and aspire to address scarce skills, hard to fill vacancies and critical positions at both CDM, the industry and community.

Learners will be recruited either internally or externally into Learnerships as a mechanism to address the objectives of increasing the pool of available qualified labour and to provide career progression opportunities for employees. Female candidates will be deliberately targeted and included in learnership programs to support employment equity strategies.

Recruiting learners from local communities under clause 18.2 of the Skills Development Levies (SDL) Act will assist to address challenges of unemployment in mine communities whilst also improving the pool of skilled labour in the mine community to recruit from.

Where possible, learnerships will be partially funded by grants provided by the MQA (if these grants are made available). However, where such grants are unavailable, the provision of such Learnerships and the stipend to be paid to unemployed learners will be borne by CDM.

CDM promotes learnership opportunities by means of advertising as well as through career guidance during Career Exhibitions and Career Days at schools.

2.6.1 Engineering Learnerships

Table 16: Engineering Learnership Targets – Section 18.1

Entity	Category	Sub-category	Maximum Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
				Target	Target	Target	Target	Target	Target
CDM	Learnerships	Eng Artisan learnerships (Electricians, Blrm, D/Mechanic, Rigger, Fitter, Autotronic and C&I Mechanician) (Sec 18.1)	3-4 years	0	0	4	4	3	11
CDM	Learnership (SLP3 roll over)	Engineering Learners- 18.1 (SLP 3 roll over learners)	3-4 years	10	6	2	-	-	0

Table 17: Engineering Learnership Targets – Section 18.2

Entity	Category	Sub-category	Maximum Duration	FY 2024	FY 2025	FY2026	FY2027	FY 2028	5-year Intake total
				Target	Target	Target	Target	Target	
CDM	Learnerships	Eng Artisan learnerships (Electricians, Blrm, D/Mechanic, Rigger, Fitter, Autotronic and C&I Mechanician) (Sec 18.2)	3-4 years	0	0	0	2	2	4
CDM	Learnership (SLP3 roll over)	Engineering Learners- 18.2 (SLP 3 roll over learners)	3-4 years	8	7	4	-	-	0

Budget allocation	FY24	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
SLP 4 Engineering Learnerships -18.1 &18.2 (new intake)	-	-	R 1 560 000	R 5 215 000	R 5 215 000	R 11 990 000
SLP 3 Engineering Learnership (18.1 & 18.2) learners (SLP3 roll over)	R 5 168 000	R 5 463 437	R 2 831 366	-	-	R 13 462 803
Total Budget	R 5 168 000	R 5 463 437	R 4 391 366	R 5 215 000	R 5 215 000	R 25 452 803

Note: The cost for the Engineering Learnership includes tuition and remuneration costs¹. Learners that were recruited in SLP 3 is still in the progress of complete their training program.

Table 18: Implementation Plan for Engineering Learnerships

Action	Time frame	Responsible person
Annually determine the operational need for training artisans, miners, and plant shift supervisors. Long-term requirements to support changes in technology in operations as well as relative scarce skills will also be considered.	Annually	Manager: Training
Market learnerships as career development vehicles and advertise learning opportunities.	Annually	STO: Non – Mining
Select learners with Employment Equity requirements in mind.	Annually	Manager: Training
Facilitate the implementation of learnership training in accordance with the qualification guidelines, including mentoring and workplace coaching.	Continuous	STO: Non – Mining
Conduct grant administration according to MQA grant policy.	Annually	TO: Non-Tech
Conduct learner administration according to MQA guidelines.	Continuous	STO: Non – Mining
Where applicable, provide opportunity for employees to obtain the minimum required skills or training to gain access to learnerships.	Continuous	STO: Non – Mining
Ensure fair and equal access to core and support skills training opportunities.	Continuous	STO: Non – Mining

¹ Remuneration costs pertain to 18.1 and 18.2 learners received a stipend.

2.6.2 Metallurgy Learnerships

Table 19: Metallurgy Learnership targets – Section 18.1

Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
			Target	Target	Target	Target	Target	
Learnerships	Metallurgy - Lump Ore Beneficiation Level 2 (Sec 18.1)	1 year	0	0	0	1	2	3
Learnerships (SLP3 roll over)	Metallurgy - Lump Ore Beneficiation Level 2 -Sec 18.1 (SLP3 roll over learners)	1 year	7	-	-	-	-	0

Table 20: Metallurgy Learnership targets – Section 18.2

Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
			Target	Target	Target	Target	Target	
Learnerships	Metallurgy - Lump Ore Beneficiation Level 2 (Sec 18.2)	1 year	0	0	0	1	1	2

Table 21: Budget Allocation for Metallurgy Learnerships

Budget allocation	FY24	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
SLP 4 Metallurgy Learnerships - 18.1 &18.2(new intake)	-	-	-	R 385 071	R 378 000	R 763 071
SLP 3 Metallurgy learners in the program -18.1 (SLP3 roll over)	R 171 000	-	-	-	-	R 171 000
Total Budget	R 171 000	-	-	R 385 071	R 378 000	R 934 071

Note: The cost for the Metallurgy learnerships included tuition, accommodation, and remuneration costs. ² The cost for the Metallurgy includes tuition and remuneration costs³. Learners that were recruited in SLP 3 is still in the progress of complete their training program

Table 22: Implementation plan for Metallurgy Learnerships

Action	Time frame	Responsible person
Annually determine the operational need for training artisans, miners, and plant shift supervisors. Long-term requirements to support changes in technology in operations as well as relative scarce skills will also be considered.	Annually	Manager: Training
Market learnerships as career development vehicles and advertise learning opportunities.	Annually	STO: Non – Mining
Select learners with Employment Equity requirements in mind.	Annually	Manager: Training
Facilitate the implementation of learnership training in accordance with the qualification guidelines, including mentoring and workplace coaching.	Continuous	STO: Non – Mining
Conduct grant administration according to MQA grant policy.	Annually	TO: Non-Tech
Conduct learner administration according to MQA guidelines.	Continuous	STO: Non – Mining
Where applicable, provide opportunity for employees to obtain the minimum required skills or training to gain access to learnerships.	Continuous	STO: Non – Mining
Ensure fair and equal access to core and support skills training opportunities.	Continuous	STO: Non – Mining

² Ibid.

³ Remuneration costs pertain to 18.1 and 18.2 learners received a stipend.

2.7 Internships – Regulation 46 (b) (iv)

CDM has well-established graduate development programs, which we refer to as internships. The purpose of these programs is to develop graduates to the required levels of competency to be appointed as professionals. These programs (where required) include the preparation for and achievement of the relevant DMRE certificates of competence.

The primary source of interns is the Young Graduate program, where feasible CDM will also recruit external graduates based on the operational needs. Internships are primarily provided in the disciplines of engineering, mining engineering, geology and geotechnical engineering but selected supporting disciplines may be targeted based on availability of skills to recruit into the workforce.

Mentors play an important role in the intern development program and each intern will be allocated a mentor upon appointment. Considering that the Young Graduate Work Experience scheme is the feeder system for the internship program, recruitment of Young Graduates will be aligned with both operational and Employment Equity needs.

Table 23: Intake targets and budgets for Internships/Graduate

Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	Total
			Target	Target	Target	Target	Target	
Internships	In the field of Electrical/ Mechanical Engineering, Mining Engineering, Metallurgy engineering, Geology, Geotechnical and other	Duration various per programme	1	1	0	1	2	5
Internships (SLP3 roll over Interns)	SLP 3 Interns/Graduates	Duration various per programme	8	5	-	-	-	0

Budget allocation	FY24	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
SLP 4 Interns/Graduates (new intake)	R 464 000	R 464 000	-	R 320 000	R 820 000	R 2 068 000
SLP 3 Interns/Graduates in the program (SLP3 roll over)	R 2 695 000	R 720 000	-	-	-	R 3 415 000
Total Budget	R 3 159 000	R1 184 000	-	R 320 000	R 820 000	R 5 483 000

Note: The cost for the Interns/Graduates tuition, accommodation, and remuneration costs. Interns/Graduates that were recruited in SLP 3 is still in the progress of complete their training program.

Table 24: Implementation plan for Internships

Action	Time frame	Responsible person
Taking a long-term perspective and considering the throughput of the Young Graduate Work Experience scheme, determine the disciplines for which internships will be offered to meet operational needs.	Ongoing	HRD – Lead and Manager-Training
Where necessary advertise opportunity for internships in local communities and labour sending areas by placement of advertisements on websites, at municipalities and at universities.	Annually	Manager: Training
Select interns with Employment Equity requirements in mind.	Ongoing	Manager: Training
Facilitate the implementation of internships in accordance with the program guidelines, including mentoring and workplace coaching.	Ongoing	Manager: Training
Conduct grant administration according to MQA grant policy.	Annually	Manager: Training
Administrate internships and corresponding service obligation in accordance with company policies.	Annually	Manager: Training

2.8 Community School Support Program

Although school support is not a requirement in the SLP Guidelines, CDM recognises that the development and improvement of education requires corporate partnerships with the private sector to strengthen the education system in our communities with the Department of Education both at local, district provincial and national level. The quality of education at school plays an important role in the recruitment of future employees and in the development of career pipeline for possible study assistance programs, have direct impact in the access of employment, skills development, and general improvement of skills availability within the communities.

CDM will adopt programs and activities that strengthens the quality of mathematics, science, and technology, as these subjects are considered entry subjects into many careers, including the mining industry.

School support will be provided in the form of projects that support learning and teaching in mathematics and science as well as ad hoc interventions that can enable career decisions and performance in mathematics. School support project will aim to bring sustainable improvement of mathematics and science teaching in the schools within our communities.

Table 25: Implementation Plan for Community School Support

Action	Time frame	Responsible person
Select schools in local communities for inclusion in the support program, based on: <ul style="list-style-type: none"> • The number of learners taking mathematics and science in the FET phase. • Past performance in matric exams. • The general level of functionality and management. 	Annually	Training Manager/-TO – Non-Technical
Annually determine the need for <i>ad hoc</i> support activities in conjunction with service providers, school, and other stakeholders.	Annually	Training Manager/TO – Non Technical
Implement <i>ad hoc</i> support activities according to the annual plan.	Annually	Training Manager/-TO – Non Technical

Table 26: Community School Support – 5-year plan

Entity	Category	Sub-category	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year total (annual instances of support)
Community	School Support	School Support interventions	No interventions	Maths Buddy Program -(x 1 intervention)	-	-	-	X 1 interventions Maths Buddy Programs
Budget Allocation			R0	R 125 000	R0	R0	R0	R 125 000

2.8.1 Community Scholarship program

The scholarship is a financial support provided to selected high potential and best performing learners from participating schools within CDM’s communities. The program will include provision of financial support and other interventions targeting the learners to alleviate pressure thus creating conducive environment for better performance. The main focus is aimed at sponsoring learnings taking mathematics and science as subjects, this scheme will create a system paving a link to the Petra group bursary scheme or learnership program and then finally career progression into the internship program and employment at the Mine.

Table 27: Intake targets for Community Scholarships

Entity	Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
				Target	Target	Target	Target	Target	
Community	Scholarships	Annual Scholarship (Grade 8 - 12)	1 year	10	16	16	16	16	74
Budget Allocation				R 100 000	R 100 000	R 100 000	R 150 000	R 190 000	R 640 000

Table 28: Implementation Plan for Community Scholarships

Action	Time frame	Responsible person
Advertise opportunities for scholarships in all schools in the mine community annually. Ensure that stakeholders are informed of the terms, benefits, and process of the scholarships	Annually	TO -Non-technical
Implement a fair screening/interviewing process to allocate scholarships according to the guidelines of the policy.	Annually	TO – Non-technical
Support scholars as per the terms of the scholarship program for the duration of the year.	Annually	TO- Non-technical
Where possible, scholars will be included in career decision making activities and opportunities.	Annually	Training Manager

2.8.2 Bursaries – Regulation 46 (b) (iv).

CDM has a well-established bursary scheme aimed at the development of suitable students whom, upon completion of their studies, may be afforded professional career opportunities within the broader group. Bursaries are offered to qualifying degree undergraduate students in recognised tertiary institutions.

CDM will promote bursary opportunities at the local schools and universities frequented by the local community members. The priority would be to provide bursary opportunities in accordance with the host, local community and labour sending area commitments – community members within a 30 km radius of the Mine. If there are no sufficient qualifying candidates, then recruitment will be extended to community members within City of Tshwane areas (Region 7) and thereafter greater City of Tshwane areas.

In line with this and in terms of the Petra Diamonds SA (Pty) Ltd (“**PDSA**”) Bursary policy, the biological children of employees living in the local community will receive preference. Fields of study may include the following:

- Geology
- Metallurgical Engineering
- Electrical and Mechanical Engineering
- Mining Engineering
- Survey
- Human Resource Management
- Financial Management
- Accounting

A study assistance scheme is offered as an internal bursary scheme for CDM employees mostly pursuing post – graduate qualification on a part time basis. Assistance is provided in the form of financial support as well as study leave. Employees are encouraged to study programs related to their current positions as well as programs in support of positions that they are considering as part of future career progression.

Bursaries for non-mining related disciplines will also be implemented. Selection will be based on the need for skills in local communities and beneficiaries will be expected to work in the community for a specified period after graduation.

The tables below show intake targets per category:

Table 29: Full-time External Bursaries intake targets

Entity	Category	Sub-category	Maximum Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
Community	Bursaries	Mining-related disciplines	3 - 4 years	1	0	0	1	1	3
Community	Bursaries	Non-mining related disciplines	3 - 4 years	1	0	0	1	1	3
Community (SLP3 roll over)	Bursaries	Mining and Non -mining disciplines	3-4 years	3	1	1	-	-	0
SLP 4 Bursars Budget Allocation (new intake)				R350 000	R180 000	R180 000	R610 000	R665 000	R1985 000
SLP 3 Bursars Budget Allocation (roll over)				R400 000	R180 000	R180 000	-	-	R760 000
Total				R750 000	R360 000	R360 000	R610 000	R665 000	R2 745 000

- Note: *SLP 3 bursars' intake will continue in SLP 4 as indicated above.*

Table 30: Part-time Internal Bursaries intake targets

Entity	Category	Sub-category	Maximum Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
Employees	Bursaries	Mining-related disciplines	2 – 4 years	8	6	6	6	6	32
Employees	Bursaries	Non-mining-related disciplines	2 – 4 years	5	5	5	5	5	25
Budget Allocation				R 333 000	R 239 150	R 245 608	R 252 388	R 269 507	R1 339 653

Table 31: Implementation plan for Bursars

Action	Time frame	Responsible person
Taking a long-term perspective determines the disciplines for which bursaries will be offered to meet operational needs and address scarcity of skills in professional disciplines.	Annually	HRD lead/Training Manager
Advertise opportunities for bursaries in local communities and labour sending areas by placement of advertisements on websites, at municipalities and at universities.	Annually	Training Manager/TO- Non-technical
Direct engagement with schools in local communities as well as scholars to promote the take-up of bursary opportunities.	Annually	TO Non – technical
Where applicable, select bursars with Employment Equity requirements in mind as well as priority for area of origin.	Annually	Training Manager
Support the implementation of bursaries in accordance with the policy guidelines.	Annually	Training Manager/STO
Administrate bursaries and corresponding services obligations in accordance with company policies.	Annually	Training Manager/TO Non-Technical

2.9 Portable skills

Portable skills training equips employees with skills that promote their employability and possible employment into alternative sectors of the economy outside the mining sector in the event of retrenchments because of downscaling, mine closure and injuries. CDM will consider the skills requirement in the local municipality (the socio-economic activities of the labour sending area), Local Economic Development (“LED”) projects in the Integrated Development Plans (“IDPs”) of the local municipality and other sector skills plans to inform the selection of portable skills training interventions. Employees’ input will also inform this decision.

Portable skills training which is non-mining related will be provided throughout the Life of Mine and will ensure that the most vulnerable members of the workforce acquire portable skills which are aligned to the socio-economic activities of the Labour Sending Area. Employee portable skills training can include engineering skills programs, entrepreneurship, computer literacy training and more.

Portable skills training will also be offered to community members and may be mining or non-mining related. Candidates will be sourced by means of the CDM recruitment process (advertising in identified communities adjacent to the operation) and shortlisting according to specified criteria).

Table 32: Intake targets for Portable Skills training

Entity	Category	Sub-category	Duration	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Intake total
Community	Portable Skills	Mining and non-mining related portable skills e.g. Agriculture, ADT, plumbing, operator licences, engineering, installation of solar systems, bricklaying, upholstery, etc.	As per course requirements	0	-	0	25	25	50
Mine	Portable Skills	Mining and non-mining related portable skills e.g., agriculture, hospitality, plumbing, operator licences, engineering, installation of solar systems, bricklaying, upholstery, etc.	As per course requirements	0	-	15	15	20	50
Budget Allocation				R1 038 037	R1 810 492	R1 723 000	R775 000	R815 000	R6 161 529

Table 33: Implementation plan for Portable Skills

Action	Time frame	Responsible person
Scan the economic climate and activities in the mining community to determine the type of skills in demand in the area.	Every 5 years	TO: Non-Technical
Survey the preferences of employees regarding portable skills.	Annually	TO – non-technical
Engage with stakeholders to consult on planning, selection, and implementation of portable skills training for employees and community members.	Annually	TO: Non-Technical
Opportunities for portable skills training for employees will be advertised through recognised communication channels on the mine. If the demand exceeds the opportunities, fair and transparent selection of candidates in accordance with criteria will take place. Focus on employees that are the most vulnerable for portable skills opportunities.	Annually	TO- non-technical
Opportunities for portable skills training for community members will be advertised widely in local communities using the recognised liaison structures. If the demand exceeds the opportunities, fair and transparent selection of candidates in accordance with criteria will take place.	Annually	TO – non-technical

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

CDM supports mentorship programs and believes that it is a progressive means of achieving the expected outcomes of the career progression program. Mentorship is a key process in the execution of people development and employment equity. It forms a component of the developmental programs and each participant in a development program will be mentored.

Mentorship is a formalised relationship between a mentor and a mentee, established to enhance the mentee's career progression capabilities by means of transferring and building skills and knowledge.

The mentoring process at CDM will be implemented by experienced managers and supervisors who will provide guidance and training to the junior employees. It is expected that each employee will drive and facilitate their personal development as an ongoing program. External specialist coaches will be considered to support the development of identified mentees.

2.10.1 Mentoring of Employees

Mentoring is an integral part of the following development programs:

Figure 1: Mentoring of Employees



Learnerships



Internships



Development program



Bursaries vacation work periods)

Table 35: Mentorship plan

Mentoring Program	Career Deliverables	Duration	Target		Gender	
			HDSA	NON- HDSA	Female	Male
Mentees	Young Graduates	1 – 2 years	10	0	6	4
Mentors	Young Graduates	1 – 2 years	7	3	3	7
Mentees	Learnerships	2 – 4 years	18	0	7	11
Mentors	Learnerships	2 – 4 years	4	3	1	6

Allocation	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year Total
Formal training for selected mentors and mentees		-	10	-	10	20
Budget allocation mentorship	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year total
	-	-	R70 000	-	R35 000	R105 000

Table 34: Implementation plan for mentorship

Action	Time frame	Responsible person
Potential mentors will be identified and trained.	As per the requirement of the program	Training Manager
All successors will be linked up with a mentor for the duration of the development plan.	As per the requirement of the program	Training Manager
All employees on structured development programs such as internships and learnerships, will be linked up with a mentor for the duration of the development programs.	As per the requirements of the program	Training Manager
Mentorship agreements will be entered into by the mentor and mentee.	As per the requirement of the program	STO

2.11 Career Progression Plan & Career Path

2.11.1 Career Progression Plan – Regulation 46(b)(ii)

A career path intends to demonstrate potential routes to progress from one role or position to another within a specified discipline through defining competencies, such as knowledge, skills and experience required by the various job categories. The move or change could be either to a position on the same level or a position on a higher level of employment.

The Career Development Plan provides the individual path for career development against which training planning is done and competencies are developed. CDM implements various initiatives that can lead to career progression. These include:

- Learnerships
- Internships
- Other full-time learning programs e.g. occupational hygiene, safety officers and junior surveyors
- Leadership and Management Development Programs

The succession planning process will be the main method used to identify candidates for career progression, in line with the Employment Equity Plan. The annual training planning process will identify additional requirements for career progression planning. An important purpose of succession planning and career development plans is to support business continuity by ensuring that employees with the required skills level are available to fill vacancies, especially in core and critical positions.

Table 35: Intake targets for Career Progression Plan

Core Mining Occupation (Discipline)	Starting / Feeder position(s)	Target position	Relevant Career Progression program	Duration	Does it include mentorship?	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	5-year intake total
Engineering	Engineering Assistant	Engineering Operative	Engineering Semi-skilled development program	9 Months	No	2	2	2	2	2	10
	Apprentice	Artisan	Engineering Learnerships	3 - 4 years	Yes	1	1	2	3	3	10
	Artisan	Engineering Foreman	Relevant Development Program	2 Years	No	0	0	0	0	0	0
	Artisan	Engineering Maintenance Planner	Engineering Planner Program	1 year	No	2	1	2	1	0	6
	Bursar/Graduate	Engineering Foreman/Engineering Overseer	Engineering Internship	4 years	Yes	1	1	0	0	0	2
Mining	Operator: Mining	Miner	DMRE Blasting certificate program	18 months	Yes	1	2	2	2	2	9
	Miner	Shift boss	Relevant Development Program	1 year	Yes	1	1	0	0	0	2
	Mine Overseer	Manager: Mining	Mine Manager Certificate of Competence Relevant Development Program	1 year	No	1	0	0	0	0	1
	Manager: Mining	General Manager	Relevant Development Program	1 year	No	1	0	0	0	0	1
	Bursar/Graduate	Shift boss/Mine Overseer	Mining Engineering Internship	4 years	Yes	0	1	0	1	0	2
Metallurgy	Operator: Plant	Section Foreman	Relevant development program	2 years	Yes	1	2	2	2	2	9
	Bursar/Graduate/ Young Graduate	Metallurgist	Metallurgy Internship	2 years	Yes	2	0	0	0	0	2
	Metallurgist	Superintendent: Technical Services, Process control and Quality Control	Relevant Development Program	1 year	No	0	0	1	0	0	1
Other	Bursar / Graduate	Business improvement facilitator	Internship	18 months	Yes	1	0	0	0	0	1

Table 36: Implementation Plan for Succession Planning

Action	Time frame	Responsible person
The succession planning process will be conducted in accordance with company guidelines and procedures.	Annual - Jan	HR and TO Non-Tech
Career progression planning will also be informed by the identification of scarce skills.	Annual - Jan	HR and Training Manager
Career development plans will be drafted for employees identified as successors after conducting a gap analysis on skills required.	Annual - April	Training Manager
The implementation of CDPs will be monitored and reported on to management, regularly.	Continuous	TO Non-Tech

2.11.2 Career Paths – Regulation 46(b)(ii)

Career paths are set out to indicate the progression route within specific disciplines, indicating the competencies, qualifications and training required before one can be appointed in such a position. In Talent Management, the career path, along with its corresponding competencies, training, and qualification requirements, can be utilized to:

- Identify the position(s) from which to select and develop potential talent for appointment in higher-level positions (feeder positions)
- Identify the nature and scope of management or leadership development that must be done
- Identify the nature and scope of technical development that must be done

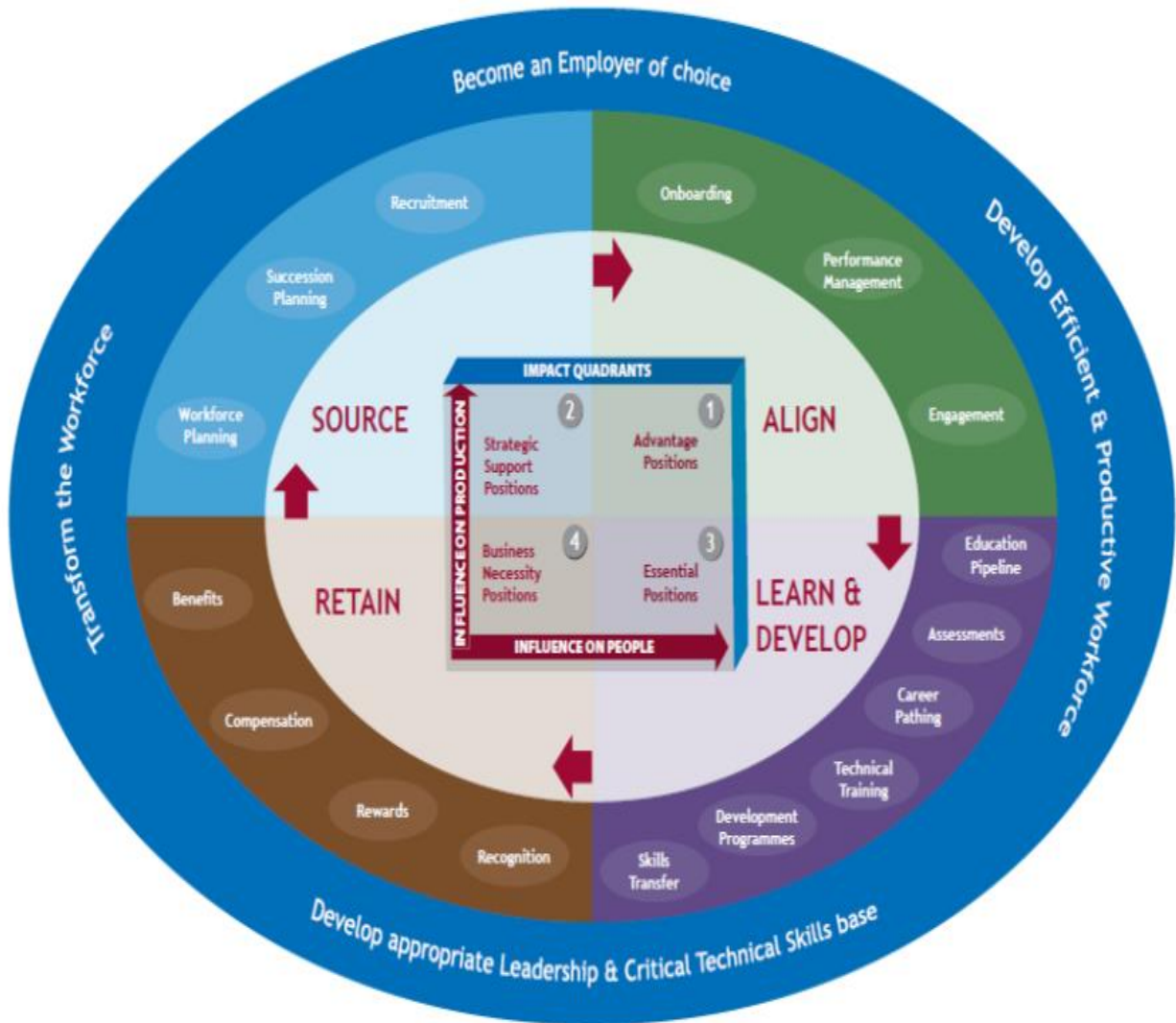
CDM has aligned the succession plans with EE plans for developing HDSA's into higher positions. The plan seeks to cover mentorship and coaching, aligned with individual's career development plans.

The succession plan is the basis of CDM's organisational culture of accountability and trust, consistent with its values, which establishes the environment necessary for the achievement of business objectives and enables employees to deliver on their full potential.

There are career paths in place for all the major disciplines, which service as a map for employees on how to progress to the next level. The demand for succession will be based on the positions (within the Paterson bands) where the mobility of the incumbent is rated as high. Mobility is the product of factors such as age, the market demand for similar talent and number of years in the position. Succession planning then focuses on selecting and developing the internal supply of talent to meet the said demand.

The diagram below illustrates our Talent Management model:

Figure 2: PDSA Talent Management Model



2.12 Hard to fill vacancies – Regulation 46 (b) (i) (bb)

Training and development interventions will be prioritised in terms of positions regarded as mission critical and high impact and those that are hard-to-fill. The table below reflects the hard-to-fill positions of CDM as identified by the Human Resources Management section.

Table 37: Hard-to-Fill vacancies (FY2023)

Level	New-Occupational Level	Job Title Vacancy	Main Reason for being unable to fill vacancy
Top Management	Board	None	
Senior Management	Executive Management	None	
Professionally qualified and experienced specialists and mid-management	Senior Management	None	
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	Skilled Technical	C & I Technician	Limited experiences /skills
Semi-skilled and discretionary decision making	Semi-skilled	None	
Unskilled and defined decision making	Unskilled	None	

Table 38: Hard-to-fill vacancies (Form R)

Occupational Level	Job Title Vacancy	The main reason for being unable to fill the vacancy	Strategies to address identified challenges
Skilled technical and academically qualified workers, junior management, supervisors, foreman, and superintendents (C)	C & I Technicians	<ul style="list-style-type: none"> • There is a general shortage in the country as the demand for people who can fill these positions exceeds the supply. • High staff turnover in positions as market demand is high. • Positions are being re-advertised more than once due to candidates declining offers made by CDM. Although Petra Diamonds' salary scales compare relatively well to the industry (after the market survey), the salary demands within these fields from HDSA candidates are exorbitant and practical experience is limited. 	Several programs linked to the Education Pipeline shall assist in addressing future shortages.

2.13 Employment Equity: Regulation 46(b)(v)

2.13.1 Introduction

CDM's Employment Equity policy aims to establish a broad framework for the company's approach to Employment Equity. CDM recognises the history of South Africa which resulted in the exclusion of designated groups, mining communities, and women in the mainstream of the economy and the mining industry.

CDM is committed to the process of employment equity as a mechanism to eliminate discrimination within the organization and to promote equal opportunities. CDM believes that Employment Equity is an integral part of building an effective and representative workforce and ensuring equality for all employees. CDM will therefore develop an Employment Equity implementation plan to ensure that HDSA employees are developed and that targets can be met at all levels.

Effort will be directed at identifying HDSAs with talent and providing accelerated training and development initiatives to assist their progression through the various employment equity strategies, to further comply with the provisions of the Employment Equity Act No. 55 of 1998 and the Mining Charter.

2.13.2 Employment Equity Plans and Statistics

The table below indicates the current Employment Equity Statistics (Form S) at CDM as of 30 June 2023.

Table 39: Form S: Employment Equity Status

Occupational Levels	Male				Female			Grand Total	Disabled	
	African	Coloured	Indian	White	African	Coloured	White		Male	Female
Top Management (Board)	1	0	0	1	0	0	0	2	0	0
Senior Management	1	0	0	3	0	0	0	4	0	0
Professional	14	1	1	16	11	1	4	48	0	0
Skilled	251	14	2	111	75	2	4	459	2	0
Unskilled	276	1	0	6	41	1	0	325	0	0
Other (Semi-skilled)	384	3	0	14	54	3	5	463	0	0
Non-permanent employees	0	0	0	0	0	0	0	0	0	0
Grand Total	927	19	3	151	181	7	13	1301	2	0

Table 42: HDSA in Management

Element	Description	Measure	Actual FY24	Target				
				FY24	FY25	FY26	FY27	FY28
Employment Equity	Diversification of the workplace to reflect the countries demographics to attain competitiveness	Top Management (Board)	50%	40%	40%	40%	40%	40%
		Senior Management	25%	40%	40%	40%	40%	40%
		Professional Management	67%	66%	66%	66%	66%	66%
		Skilled Management	76%	76%	76%	76%	76%	76%
		Unskilled	98%	90%	90%	90%	90%	90%
		Other (Semi-Skilled)	97%					

SECTION 3: LOCAL ECONOMIC DEVELOPMENT

3.1 Social and Economic Background Information Regulation 46(c)(i)

3.1.1 Social and Economic Baseline Information of the Mining Community

Table 43: Social and Economic Background Information – Baseline

Brief Analysis as per SLP and STATS SA / e.g., CENSUS 2016 - and other current data if applicable								
1. Socio-Economic Profile of Surrounding Region – Population								
Analysis: The Tshwane population grew by 0, 4% in 2016 and makes up 24, 2% of the Gauteng population. The average size of households within the City of Tshwane Municipality is 3. The number of households has been steadily growing over the past 15 years. Most of the households are found to be in Gauteng and KZN.								
Socio-Economic Indicators	Gauteng Province			City of Tshwane Metropolitan Municipality				
Total Number of People	13 399 724			3 275 152				
Total Number of Households	3909022			1 136 877				
Average Size of Households	2.9			2.9				
2. Socio-Economic Profile of Surrounding Region – City of Tshwane								
Race and Gender	African/Black		Coloured		Indian /Asian		White	
	M	F	M	F	M	F	M	F
HDSA	50,8%	49,8%	47, 9%	52,1%	50,7%	49,3%	48,6%	51,4%
Representation of Working Age Demographic	40,3%	33,8%	5,9%	5,2%	1,8%	1,1%	6,6%	5,3%
Male Representation	54,6% of the working-age demographic							
Female Representation	45,4% of the working-age demographic							
3. Socio-Economic Profile of Surrounding Region – Housing								
Analysis: It is increasingly evident that the living conditions in the city are well on their way to being the best in the country as 72.2% of the households have electricity connections and 84,6% are benefiting from formal refuse removal.								
Household Dynamics and Services (%)								
	Province			City of Tshwane Municipality				
Female Headed Households	0,00			35,8%				
Brick dwelling on a separate stand (Formal Dwelling)	79,8			70,8%				
Housing Owned/Paying off	44,3			52%				
Flush toilet with sewerage system	86,5			76,6%				
Waste removed by local municipality once a week	89,8			80,7%				
Piped water in dwelling	89,4			64,2%				
Electricity for light	87,4			88,6%				

4. Socio-Economic Profile of Surrounding Region – Education

Analysis: As per the 2016 census estimates, 25% of Tshwane’s population are matriculated, whilst 3,7% of the population has no education.

Educational profile of adults	Gauteng	City of Tshwane Metropolitan Municipality
No or limited primary education	3,7%	3,1 %
Completed primary education	8%	4,9%
Completed some secondary education	31%	29, 2%
Completed secondary education	17%	20,2%
Completed tertiary education	6%	6,1%

5. Socio-Economic Profile of Surrounding Region – Employment

Analysis: Although unemployment is below the provincial and national averages, and it continues to be the cities major issue, and it is also highlighted by the city’s annual household income profile. According to census 2016 data, nearly 15% of households have no source of income and approximately 46% of households in the city earn an annual income of less than R76 401.

Employment of Working Age Population

Socio-Economic Indicators	Gauteng Province	City of Tshwane Metropolitan Municipality
Working age (15 to 64 years)	70,9%	67,9%
Employment rate	71,8%	75,6%
Unemployment rate	26,3%	24,2%
Economically not active	29,1%	32,1%

6. Socio-Economic Profile of Surrounding Region - Household Income

Analysis: The average annual household income in the city is around R60 642 and only 0, 65% of households in the city earn more than R457 600 per annum. Individual monthly income varies greatly amongst population groups and over 44% of individuals in the city have no source of income.

Annual Household Income (Including income derived from government grants, pensions, and informal employment)

Income Category	City of Tshwane Metropolitan Municipality
No income	15%
R1 to R4 800	2,9%
R4 801 to R9 600	4,2%
R9 601 to R19 600	10,6%

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

3.2.1 Key Economic Activities of the Mining Community

Table 44: Key Economic Activities of the mining community

KEY ECONOMIC ACTIVITIES: REGULATION 46 (C) (ii)			
1 Sectorial Employment within the Surrounding Region			
Analysis: Tshwane has a large government sector (community services), reflecting the presence of national and provincial. Departments and parastatals. This sector recorded a 30.4% contribution to Tshwane's gross value added.			
Sectorial Employers	Gauteng	City of Tshwane Metropolitan Municipality	
Agriculture	0,5%	28,6%	
Community Services	16,5%	35,4%	
Construction	4,5%	30,2%	
Financial and Business services	22,8%	26,3%	
Manufacturing	16,5%	22,5%	
Mining	3,3%	10,8%	
Transport and Communication	7,8%	36,5%	
Wholesale and Retail Trade	12,6%	26,7%	
2 Other Mining Companies that operate in the area of operation			
Provide names of other mining companies that operate around your area of operation.			
Name of Mining Company	Regions provided by the CoT	Commodity being mined (as provided by the City of Tshwane)	Distance from Mine (approximate)
Vergenoeg Mine	Region 5	Fluorspar	30 km
Donkerhoek Quartzite	Region 5	Silica & Aggregate Sand	30 km
B & E Silica- Bronx Mine/ B & E Silica-Quartz	Region 7	Silica & Aggregate Sand	15.2 km
Brikor Bronkhorstspuit	Region 7	Clay	56.8 km
Refractory Minerals (Pty) Ltd	Region 7	Flint clay & Fireclay	22.6 km
Mamelodi Quarries (Pty) Ltd	Region 5	Aggregate Sand	20.1 km
Brandbach Sand Cc	Region 5	Sand	17 km
Crushco (Pty) Ltd	Region 7	Sand	15 km
Krokodilspruit Sand mine	Region 5	Sand	57 km
Richter Sandwerke (Pty) Ltd	Region 5	Sand	15 km
Labucon Resource (Pty) Ltd	Region 5	Sand	30.7
Nova Bricks (Pty)Ltd	Region 5	Bricks	19.3 km
Afrisam (Pty)Ltd	Region 7	Cement	22.6 km
Sephaku Fluoride Limited	Region 5	Fluoride chemical	52.7 km

3.3 Impact of the Mining Operation

3.3.1 Socio-Economic Impact of the Mining Operation

Table 45: Positive and Negative Socio-Economic Impact of the Mining Operation

Negative Socio-economic Impact of the Mining Operation			
Impact (As applicable)	Yes	No	If YES, how will you address it?
The influx of people	X		The company is working on a housing strategy and land swap process after completion housing challenges will be addressed.
Increase the rate of housing problems in local areas	X		The company is working on a housing strategy and land swap process after completion housing challenges will be addressed.

3.4 Local Economic Development Projects

3.4.1 IDP Priority Issues and Objectives for the Local Municipality

Table 46: IDP Priority Issues and Objectives for the Local Municipality

No	STRATEGIC OBJECTIVES AND KEY PRIORITY AREAS
1.	<p>Prioritise the electrical grid and water infrastructure. Focus to be directed towards the upgrading, provision, and maintenance of the City's infrastructure. This includes substations, electrical networks, reservoirs, waste-water treatment plans, sewer, and water reticulation networks.</p>
2.	<p>Provide stringent financial management and oversight. Ensure that the residents need inform the formulation of the budget, allocation of resources, and procuring of goods and services. This encompasses an accurate system of billing residents for services and an efficient way of managing finances.</p>
3.	<p>Be a business-friendly city that promotes employment and economic growth. Prioritise job creation and development programs that activate economic growth and skills development for adults and the youth. Support tourism, informal traders, and small-scale farmers in our efforts to stimulate economic growth and ensure access to information in marginalized areas such as townships.</p>
4	<p>Enhance the City's safety security and emergency services. This mainly focuses on strengthening partnerships with Tshwane Metro Police Department (TMPD) and the City's response to requests for emergency services, including the fire brigade and ambulances. Other strategic interventions include the management of illegal dumping, illegal immigrations, personal training, and cable theft.</p>
5.	<p>Maintain a clean and protected environment. This prioritizes the promotion and development of waste recycling initiatives, facilities, and approaches to sort waste at source to reduce waste at landfill sites. Furthermore, it encompasses maintenance and protection of the water bodies, parks, and public spaces and partnerships with the communities to safeguard natural spaces.</p>
6.	<p>Maintain and expand road infrastructure and public participation. The overall objective is to ensure that the City is accessible and interconnected concerning quality road infrastructure and the provision of affordable public transport such as buses. This also entails supporting the taxi industry.</p>
7.	<p>Be a caring city that supports the vulnerable and provides social relief.</p>

No	STRATEGIC OBJECTIVES AND KEY PRIORITY AREAS
	Form partnerships with the NGOs and businesses to introduce projects and programs that will support vulnerable communities such as rural areas, townships, informal settlements, and gender-based shelters. This entails access to basic services and food.
8.	<p>Modernise and digitize the city processes.</p> <p>Introduce new technologies to advance the City's response to the residents' needs, such as planning applications, public participation meetings, management of accounts for services, and overall access to the internet for communities.</p>
9.	<p>Provide a professional public service that drives accountability and transparency.</p> <p>The city's processes and projects must be handled openly with increased community engagement and improved accountability from government officials. Immediate action should be taken against misconduct and poor performance. This must inform all tendering processes and recruitments to mitigate issues such as fraud and corruption to maintain the trust in the government.</p>
10.	<p>Create a healthy and vibrant city.</p> <p>Enhance the living environment for residents with the provision of health care, recreational areas, and libraries to create a holistic sense of wellness for residents.</p>

3.4.2 Local Economic Development Projects

Table 47: LED Projects Summary

Proposed commitments as per SLP 4							
No	Name of Identified Project	Focus Area e.g. Infrastructure / Poverty Alleviation (Income generating)	Start Date	End Date	Location	Actual	Budget
1.	Clinic Infrastructure Enhancement Program	Infrastructure	Phase 1: July 2026	June 2027	Refilwe	R0	R 2 m
			Phase 2: July 2027	June 2028	Lethabong	R0	R 2 m
2.	Agricultural Project	Income Generating Project	Phase 1: July 2026	June 2027	Onverwacht	R 305 361	R 2.5 m
			Phase 2: July 2027	June 2028		R0	R 2.5 m
3.	Extension and resourcing of workshops for the conversion of Chipa Tabane into a School of Specialisation	Infrastructure	Phase 1: Oct 2026	June 2027	Refilwe	R0	R 3.250 m
			Phase 2: July 2027	June 2028		R0	R 3.250 m
4.	Construction of Grade R classes at Cullinan Primary School	Infrastructure	July 2026	June 2027	Cullinan	R0	R 4.5 m
Total Planned Contribution for all projects							R 20 m
<p>NB: To allow for cash flow, some of the costs have been split into two phases.</p>							

Project: 01

Table 48: Clinics Infrastructure Enhancement Program.

Project Name		Clinics Infrastructure Enhancement Program			Infrastructure Development Project			
Background		The community health centres in the host communities face significant infrastructure challenges, limiting their ability to accommodate the community and deliver quality services, particularly in diagnostics and treatment. In response, the Gauteng Department of Health sought assistance from the Department of Mineral Resources and Energy (DMRE) through Cullinan Diamond Mine (CDM), submitting a list of specific needs, which was endorsed by clinic management. As a result, the proposed project aims to improve the clinics by adding consulting rooms and waiting areas , as well as equipping these spaces with necessary medical equipment. This initiative focuses on strengthening the healthcare systems at Refilwe and Ubuntu (Lethabong) Clinics.						
Geographical Location of Project	District Municipality	Local Municipality	Responsible Entities (Inclusive of all role players)	Village Name	Project Start Date	Estimated Project End Date	Budget	
City of Tshwane Region 5	City of Tshwane Metropolitan Municipality	City of Tshwane Metropolitan Municipality	<ol style="list-style-type: none"> 1. Gauteng Department of Health – Owner & Stakeholder 2. Cullinan Diamond Mine - Funder 3. Respective Clinics – Beneficiary and Stakeholders 4. Consultants – Infrastructure Design and Implementation 5. Appointed Contractor - to physical infrastructure 	Lethabong and Refilwe.	July 2026	June 2028	R4 m	
Output	Key Performance Area	Key Performance Indicator			Timelines and year (start)	Timelines and year (End)		

1. Memorandum of Understanding (MOU)	Enter into an agreement between Gauteng Department of Health and CDM	Signed MoU between Department of Health and CDM			To be confirmed	To be confirmed	
Output	Key Performance Area	Key Performance Indicator			Timelines and year (start)	Timelines and year (End)	
2. Appointment of Consultants	Professional services – Design and Project Management	Signed contract and appointment letter Sign off project plans			To be confirmed	To be confirmed	
3. Procurement and Appointment of contractor	Approval from CDM Tender Board	Signed contract and appointment letter Sign off project plans			To be confirmed	To be confirmed	
4. Recruitment	Recruitment of local labour	ID Copies Proof of Residence			To be confirmed	To be confirmed	
5. Construction	Construction of consulting rooms and clinic infrastructure	Site Establishment Progress Reports Complete execution of equipped clinics			To be confirmed	To be confirmed	
Classification of Jobs (Estimated pending finalisation of studies)	Male Adults To be confirmed	Female Adults To be confirmed	Male Youth To be confirmed	Female Youth To be confirmed	Total To be confirmed	Comments:	
Short Term	Short term employment and business opportunity for sub-contracting for local community						
Medium Term	Additional consulting rooms, waiting areas and necessary equipment for providing health services to the communities						
Long Term	Aligned to CoT's objective number 10: Increased access to health facilities, promotion of efficient diagnosis, treatments and prevention of illnesses thus contributing to the health and well-being of the community. Assistant in decreasing the health gap inequality based on one's location or income.						
Completion Date and Exit Strategy: Upon completion the facilities added will be handed over to the Gauteng Department of Health							

Project: 02

Table 49: Agricultural Project: Income Generation Project.

Project Name	Agricultural Project			Income generating Project			
<p>Background</p>	<p>Refilwe/Onverwacht and Cullinan have been identified as areas with optimal soil and climate conditions for crop and livestock farming. However, past attempts to implement cooperative models have failed due to uncoordinated and delayed skills transfer, as well as difficulties in connecting produce with established markets. To address these challenges, Cullinan Diamond Mine (CDM) has conducted thorough groundwork and benchmarking to identify the most effective community model to support local farmers and link them to both domestic and international markets, ensuring reliable income and growth. This approach is reinforced by findings from the Social Impact Assessment on sustainable food security, which highlighted the need to tackle poverty and promote job creation. Currently, farmers face challenges such as unreliable networks, substandard produce, and the inability to meet market demand in terms of tonnage and quality.</p> <p>The program aims to address food security, poverty, and unemployment by leveraging agriculture to stimulate economic growth and job creation. It plans to provide necessary infrastructure and inputs, supported by extension officers, to enable communities to produce high-quality food for both personal consumption and market sale. The program will also engage institutions of higher learning and registered raining academies to transfer skills through partnerships established during its execution phase.</p> <p>The farm is owned by 200 members of the community who chose to forgo their government-provided RDP housing in order to pool their resources and collectively purchase a farm. The original founders, some of whom have since passed away or aged, have been succeeded by their children or family members. A working committee, elected by the community, is responsible for managing the farm’s operations. At the end of each year, profits are distributed among the members. The Co-operative is supplying various vegetable crops to Tshwane and Witbank vegetable markets.</p>						
Geographical Location of Project	District Municipality	Local Municipality	Responsible Entities (Inclusive of all role players)	Village Name	Project Start Date	Estimated Project End Date	Budget
City of Tshwane Region 5	City of Tshwane Metropolitan Municipality.	City of Tshwane Metropolitan Municipality.	<ol style="list-style-type: none"> 1. City of Tshwane - Stakeholder 2. Cullinan Diamond Mine – Funder 3. Contractor– to build the physical infrastructure 	All host communities in region 5.	July 2026	June 2028	R5m

			4 Consultant – Design and manage construction 5 Operating Entity –Program management post-construction.				
Output	Key Performance Area	Key Performance Indicator			Timelines and year (start)	Timelines and year (End)	
1. Community buy-in	Approval of Agriculture Program by Community	Signed minutes of the established CDM Multistakeholder Forum made up of community representatives, the community and municipality.			To be confirmed	To be confirmed	
2. Appointment of Program Managers	Professional services - Program Management	Signed contract and appointment letter Sign off project plans			To be confirmed	To be confirmed	
3. Procurement and Appointment of contractor	Approval from CDM Tender Board	Signed contract and appointment letter Sign off project plans			To be confirmed	To be confirmed	
4. Recruitment	Recruitment of local labour	ID Copies Proof of Residence			To be confirmed	To be confirmed	
5. Construction	Physical Infrastructure, Equipment and machinery on site	Site Establishment Fully equipped aggregator, resource Hub and all planned infrastructure			To be confirmed	To be confirmed	
6. Handover and Ongoing Operations	Handover to Program Management Entity to operate the Agriculture Program	Training provided to local labour and SMMEs Project generating revenue for SMMEs and labour Program self-sustaining Provide food to selected poor households			To be confirmed	To be confirmed	
Classification of Jobs	Male Adults	Female Adults	Male Youth	Female Youth	Total	Comments:	

	To be confirmed	To be confirmed	To be confirmed	To be confirmed	To be confirmed	There is a possible partnership with Spur and Spar for the offtake of the produce.
Short Term	<p>In the short term (0–2 years), a community-owned and funded agricultural farm in Onverwacht can quickly create essential entry-level job opportunities. These general worker positions will primarily support initial setup, early-stage crop production, basic operations, and infrastructure development. During the Setup & Infrastructure Phase, the following roles can be established:</p> <p>Land Preparation & Clearing Crew: Responsible for ploughing fields, clearing vegetation, installing fences, preparing planting beds, and shaping land for effective water drainage.</p> <p>Irrigation Installation Assistants: Support the installation of drip or sprinkler systems, including laying main lines, connecting water tanks, and setting up pumps.</p> <p>Construction Laborers: Provide short-term yet vital labour for building shade-net structures, compost pits, and low-cost greenhouses essential for protected cultivation.</p>					
Medium Term	<p>Over the medium term (2–5 years), a funded, community-owned agricultural farm in Onverwacht can create a variety of jobs that build on early progress and support the transition toward long-term growth and self-sufficiency. These positions focus on expanding production capacity, improving infrastructure, and diversifying income. The following roles are likely to emerge:</p> <p>Nursery & Propagation Specialists: As the farm introduces more diverse and high-value crops, skilled workers will be needed to manage seedling nurseries, perform grafting, and handle plant propagation, particularly for indigenous or climate-resilient varieties.</p> <p>Irrigation System Technicians: Tasked with maintaining and expanding water systems, ensuring efficient irrigation as farm operations scale up.</p> <p>Support & Infrastructure Crew: Involved in ongoing upgrades and expansions such as building new tunnels, storage facilities, or access roads.</p> <p>Equipment Leasing & Workshop Assistants: Maintain and operate farm machinery, while potentially managing a small-scale community tool and equipment leasing service.</p> <p>Cold Chain & Packhouse Expansion Staff: Supports increased production by handling post-harvest processing, cold storage management, and packaging to meet the demands of larger or more distant markets.</p>					
Long Term	<p>The model has the potential to generate and sustain over 30 permanent jobs spanning farming, production, administration, and technical areas. Additional seasonal or temporary positions will arise during peak planting and harvesting periods. It also opens doors for future growth in areas such as Agro processing, agritourism, and training. By prioritizing local hiring, skills development, and reinvestment of profits, the model ensures that economic value remains within the community.</p>					

Completion Date and Exit Strategy: The established aggregator and resource hub will be leased to a group of youth business unit leaders post-training, and they will be supported by the service provider for the duration of the program. As part of the exit strategy, it is proposed to have a group of youth constituted legally into a private company in partnership with an agricultural agency.

Project: 03

Table 50: Extension and resourcing of workshops for the conversion of Chipa Tabane into a School of Specialisation.

Project Name	Extension and resourcing of workshops for the conversion of Chipa Tabane into a School of Specialisation									
<p>Background</p>	<p>The Gauteng Department of Education has embarked on a drive to improve the landscape of education in the province. In the last few years, the Provincial department has opened several Schools of Specialisation(SOS) in Gauteng to bridge the technical skills gap in the province and the country. District Gauteng North has only one of those, the Ekangala Engineering School of Specialisation in Mining, in Region 7.</p> <p>District Gauteng North has two regions, Regions 5 and 7 of the City of Tshwane. The district Department of Education believes there is a need to establish a second school of specialisation, to enhance the technical skills of the learners in region 5 and create employment opportunities. To that end, the Gauteng Department of Education has approved the request to convert Chipa Tabane High School into a School of Specialisation, specializing in manufacturing and automotive.</p> <p>The process of conversion of Chipa Tabane into an SOS will need the support of partners in particular Petra Diamonds. The project plan looks at the school's immediate needs, which Petra Diamonds can assist with the achievement of.</p> <ol style="list-style-type: none"> 1. The support needed is : Extension of 3 workshops for size and practical usage <ol style="list-style-type: none"> 1.1 The automotive workshop 1.2 The Electronics workshop 1.3 The woodwork workshop <p>The conversion and resourcing of the Computer room into a Computer Applications Technology(CAT) centre</p>									
Geographical Location of Project	District Municipality	Local Municipality	Responsible Entities (Inclusive of all role players)	Village Name	Project Date	Start	Estimated Project Date	End	Budget	

Refilwe, Cullinan	City of Tshwane Metropolitan Municipality	City of Tshwane Metropolitan Municipality	<ol style="list-style-type: none"> 1. Chipa Tabane High School 2. Gauteng Department of Education (Gauteng North District) 3. School Governing Body 4. Cullinan Diamond Mine (funder) 5. Quantity surveyor 6. Appointed Contractor 7. City of Tshwane 	Refilwe	July 2027	June 2028	R6.5m
Output and Recruitment	Key Performance Area	Key Performance Indicator			Timelines and year (start)	Timelines and year (End)	
1. Contractor Appointment	<ul style="list-style-type: none"> • Appoint a contractor (preferably local) to construct the classrooms at Cullinan Primary School premises. 	<ul style="list-style-type: none"> • An appointment letter and a signed contract 			To be confirmed	To be confirmed	
2. Consultant Appointment	<ul style="list-style-type: none"> • Appoint a consultant to review the designs and supervise construction • Beneficiary Entity • Site-establishment by the contractor 	<ul style="list-style-type: none"> • ID Copies • Proof of residence 			To be confirmed	To be confirmed	

<p>3. Recruitment</p> <p>4. Site-establishment Quantity surveyor</p> <p>5. Construction</p> <p>6. Completion of the project</p>	<ul style="list-style-type: none"> Construction of 2 Grade R classrooms at Cullinan Primary Handing over the completed classrooms to the school and the Department of Education. 	<ul style="list-style-type: none"> Approved scope & Project plan. Completed Classroom Completed Classrooms Completed Classrooms 	<p>To be confirmed</p> <p>To be confirmed</p> <p>To be confirmed</p> <p>To be confirmed</p>	<p>To be confirmed</p> <p>To be confirmed</p> <p>To be confirmed</p> <p>To be confirmed</p>		
Classification of Jobs	Male Adults	Female Adults	Male Youth	Female Youth	Total	Comments:
Short Term	The number of short-term jobs to be created during the construction phase will be confirmed once the project commences, and the specific details and deliverables of the development will be defined in due course.					
Medium Term	<p>Medium-term jobs that can be created through the conversion of a school into a specialized School of Automotive and Engineering may include roles across education, support services, and local enterprise development. These jobs typically arise during and after the initial establishment phase and could include:</p> <p>Specialist Educators/Lecturers in automotive technology, electrical engineering, mechanical engineering and Workshop Technicians</p>					

	<p>Administrative and Support Staff - ICT Support Staff to manage specialized software and digital learning tools & Lab/Workshop Assistants to support educators and learners in practical sessions.</p> <p>Enterprise and Community-Based Roles - Local SMME Support: Businesses supplying tools, equipment, or uniforms may see increased demand.</p> <p>Internship/Apprenticeship Supervisors - in local garages, workshops, or industries.</p> <p>Youth Entrepreneurs/Start-up Mentors to guide learners in starting their own technical ventures.</p>
Long Term	CDM would have provided approximately 1600 learners with well-equipped, specialized classrooms, creating an environment that supports academic excellence in the critical skills areas of engineering and automotive studies. The school's conversion will empower learners to pursue further education or acquire artisan skills, enabling them to establish businesses within their local communities and contribute to the area's economic development.
<p>Completion Date and Exit Strategy: Once completed, the project will be handed over to the Department of Education and the School Governing Body for ongoing management and future maintenance.</p>	

Project: 4

Table 51: Construction of three (03) grade R classrooms at Cullinan Primary School.

Project Name	Cullinan Primary School – Grade R Centre	Infrastructure Project
Background	<p>Cullinan Primary School falls under the Gauteng North District and was officially established as a primary school in April 2021. It was previously known as Cullinan Combined School. The school takes pride in fostering a caring and inclusive environment, committed to meeting the needs of its learners through structured, targeted, and effective teaching methods.</p> <p>The majority of learners come from surrounding feeder areas such as Cullinan, Refilwe, Rayton Nkangala, Mahube Valley, and Mamelodi—communities that reflect a vibrant and diverse demographic. The school has also started attracting learners from areas as far as Montana, particularly children of parents working in nearby institutions such as Petra Diamonds Mine, Correctional Services, the City of Tshwane, and Magalies Water, among others. Since its transition to a primary school, Cullinan Primary has experienced steady learner growth and improved academic performance, leading to increased interest and enrolment from parents seeking quality education for their children.</p>	

The school operates across three separate premises: the **Grade R section**, the **Foundation Phase (Grades 1–3)**, and the **Intersen Phase (Grades 4–7)**. Administrative operations are currently housed within the Intersen Phase, posing challenges in managing all three sites effectively. Notably, the Grade R facility has been adapted from a residential property, where two bedrooms have been repurposed into classrooms, each accommodating approximately 30 -39 learners—highlighting the pressing need for expanded infrastructure.

Since 2022, the School Governing Body (SGB) of Cullinan Primary has been engaging with Cullinan Diamond Mine (CDM), requesting support for infrastructure development—specifically the construction of two Grade R classrooms. This request is in response to the growing demand for early childhood education and the need to integrate Grade R learners into the mainstream of teaching and learning. Approval and support for this initiative would not only address pressing infrastructure needs but also strengthen the relationship between the school and its surrounding community. It would further empower learners to serve as ambassadors, positively influencing community perceptions and reinforcing the value of collaborative development.

Proposed Classroom Specifications:

Structure & Layout: Construction of two Grade R classrooms, each measuring 102m². Each classroom should feature clearly defined zones for different learning and play activities, such as a reading corner, art and craft area, play zone, rest/quiet space, a group activity area, and junior male and female toilets. Each area must be equipped with appropriate learning materials and furniture.

Flexibility & Comfort: Classrooms should allow for flexible furniture arrangements to accommodate both individual and group activities. The environment must be well-lit, properly ventilated, and temperature-controlled to ensure learner comfort.

Hygiene: Given the age group, hygiene is paramount. Each classroom should include handwashing stations and surfaces that are easy to clean and disinfect.

Accessibility: Resources such as toys, learning materials, and storage units should be placed at child-friendly heights to promote independence and self-directed learning.

Geographical Location of Project	District Municipality	Local Municipality	Responsible Entities (Inclusive of all role players)	Village Name	Project Start Date	Estimated Project End Date	Budget
City of Tshwane Region 5	City of Tshwane Metropolitan Municipality	City of Tshwane Metropolitan Municipality	1. Project Funder: Cullinan Diamond Mine 2. Gauteng Department of Education (Gauteng North)	Cullinan	01 July 2027	31 June 2028	R4m

			<p>3. Cullinan Primary School</p> <p>4. City of Tshwane – Region 5</p> <p>5. City of Tshwane – Department of Economic Development, Tourism and Mining.</p> <p>6. Appointed Contractor – 7. Consultant – Quantity Surveyor – to manage and supervise the construction works of the classrooms.</p>			
Output and Recruitment	Key Performance Area	Key Performance Indicator		Timelines and year (start)	Timelines and year (End)	
1. Contractor Appointment	Appoint a contractor (preferably local) to construct the classrooms at Cullinan Primary School premises.	<ul style="list-style-type: none"> ▪ An appointment letter and a signed contract. 		To be confirmed	To be confirmed	
2. Consultant Appointment	Appoint a consultant to review the designs and supervise construction	<ul style="list-style-type: none"> ▪ Appointment letter ▪ Signed contract. 		To be confirmed	To be confirmed	
3. Recruitment	Recruitment of local general labourers	<ul style="list-style-type: none"> ▪ ID Copies ▪ Proof of residence 		To be confirmed	To be confirmed	

4. Site-establishment	Site establishment by the contractor	<ul style="list-style-type: none"> Contractor's office Issuing of PPE to employees 			To be confirmed	To be confirmed	
5. Construction	Construction of 2 Grade R classrooms at Cullinan Primary	<ul style="list-style-type: none"> Completed Classroom 			To be confirmed	To be confirmed	
6. Completion of the project	Handing over the completed classrooms to the school and the Department of Education.	<ul style="list-style-type: none"> Completed Classrooms Department of Education Gauteng North School Governing Body. 			To be confirmed	To be confirmed	
Classification of Jobs	Male Adults	Female Adults	Male Youth	Female Youth	Total	Comments:	
	To be confirmed	To be confirmed	To be confirmed	To be confirmed	To be confirmed	Project milestones to be determined once the project has been approved.	
Short Term	A range of short-term construction jobs—including positions for general labourers, carpenters, electricians, tilers, plumbers, and more—will be made available to residents. The final number is to be determined by the appointed contractor.						
Medium Term	To be determined by the contractor after appointment. All labour will be sourced from the local community to ensure employment and subcontracting benefits.						
Long Term	Upon the completion of the designated Grade R centre, long-term employment opportunities — including roles for Grade R teachers, assistants, and administrative staff — will be secured and maintained, providing ongoing jobs for members of the local community						
Completion Date and Exit Strategy: Upon project completion, the infrastructure will be handed over to the Department of Education and the Schools' Governing Bodies for all future maintenance and management.							

5.1 Housing and Living Conditions – Regulation 46(c)(iv)

Currently, CDM provides a Housing Subsidy, Rental Accommodation, Assisted Home Ownership Scheme (AHOS) with FLISP and Housing Allowance. Parties are currently in discussion regarding barriers that may hinder employees from accessing funding through financial institutions, as well as interventions that could be put in place to assist in the elimination or reduction of these barriers. Furthermore, parties are also discussing revision of the AHOS.

5.1.1 Objective

CDM will implement the housing and living conditions standard over the next five (5) years to ensure that all employees stay in adequate accommodation.

5.1.2 Implementation plan

The table below illustrates CDM's Housing Plan for the five (5) year period.

Table 52: CDM Housing Plan from July 2023 – June 2028

#	Item	Planned Action	Responsible	Deadline
1	Decent Living Condition	The company and organized labor will engage on a criteria of how to determine decent living conditions for employees as per Form 12 A. <ul style="list-style-type: none"> The results will inform the business needs to achieve the housing objectives for CDM. 	Management	December 2023
2	Housing Survey	The exercise of determining the employees housing demands will follow the completion of the decent living conditions exercise and or combine the two exercises. <ul style="list-style-type: none"> The results will inform the business needs to do to achieve the housing objectives for CDM. 	Management	October 2024
3	Collaboration with Coalition, OOBA and Remax on housing opportunities	The company after consultation with organized labor has already partnered with NUM property, OOBA and Remax with engaged with organized labor. <ul style="list-style-type: none"> The purpose of such a partnership is to assist the qualifying employees to buy bond property and or build houses as well as accessing the government subsidy (FLIPS). <p>There will be continuous information sharing to influence the employees to take advantage of the FLIPS subsidy</p>	Management	July 23 - June 2028
4	Housing Subsidy	The company will increase the housing subsidy to employees in category A & B to R3300.00 a month. <ul style="list-style-type: none"> The objective of such an allowance is to assist employees with acquiring houses i.e., bond payments and or buying stands etc. 	Management	July 2023
5	Housing Subsidy review	The company will engage with organize labor from July 2024 during the wage negotiations as requested by organize labour	Management	December 2024
6	Phasing out of company accommodation in favor of home ownership	Gradually phasing out the current company accommodation (currently there are 13 employees staying in company property – family units at Chris Hani Flats) as per the figures below: Family Units Status = 13 <ul style="list-style-type: none"> Y1: FY 24 = 13 Y2: FY 25 = 12 Y3: FY 26 = 12 Y4: FY 27 = 11 Y5: FY 28 = 10 <p>Should there be any opportunity, e.g., resignations, the company will not replace or add any other employees.</p> <ul style="list-style-type: none"> The objective is to have 10 employees by the end of the SLP4 period also aligned with end of service period (pension) 	Management	July 23 - June 2028
8	Renovate company accommodation (Chris Hani)	The company to embark on renovations of the current 13 rooms in order to promote good living standards	Management	July 2023

5.2 Nutrition and Wellness

5.2.1 Measures to Address Nutrition and Wellness

CDM will through the Social and Labour Plan, contribute to the positive conditions of health of employees by means of focussing on the following:

- Implement Comprehensive Wellness program inclusive of health awareness, education, and monitoring of compliance to chronic disease medication.
- Access to health services to promote awareness, prevent infection, encourage early diagnosis and treatment and provide ongoing continuity of care and support optimal health for them to remain as productive members of the mining workforce and their communities.
- Continue utilising the services of a health practitioner, dietician and on-mine peer educators to distribute information to employees and family members on appropriate diets, food preparation methods and eating habits to achieve the objectives.
- Encourage the reporting on HIV/TB programs, to promote HCT campaigns (incl. TB screening); conduct audits to evaluate effectiveness programs.
- Monitoring results and applying changes/updates to programs where required
- Close collaboration and coordination with the public sector in the promotion of community healthcare services and education.

The following programs will be implemented on annual basis, July 2023- June 2028.

Table 53: Wellness Programs

Program	Activity	Period
Careways Diseases Management Program	<p>The purpose of the program is to assist the individuals living with HIV in the most efficient and cost-effectively way to ensure that the individual remains healthy and productive. Individuals living with HIV needs to be assured that the correct drugs are prescribed for their stage of infection and more importantly that antiretroviral drugs are not over or under-prescribed:</p> <p>The benefits include:</p> <ul style="list-style-type: none"> • Pre and post-test counselling. • Monthly delivery of medication by Medipost Courier Pharmacy authorized medicine to the enrolled employee to any address requested by the employee. • Continuous monitoring to establish the employee’s response to the drugs prescribed. • Continuous support. 	Annually

Program	Activity	Period
Careways Counselling	<p>This is an employee wellness program for all employees and their immediate families whereby they can access counselling, legal and financial advice. Participants have the choice to consult with a counsellor on-site or at the site of their choice (available within the Careways sites) free of charge. The employee can refer himself or can be formally referred by the supervisor. The on-mine Wellness official can also assist and refer employees to the call-centre for further intervention. Quarterly updated reports are received from Careways, and this has assisted in identifying the problem areas and trends.</p>	
Wellness Awareness Campaigns	<p>The wellness co-ordinator to publish monthly health related topics for wider distribution to all employees and contractors. Peer-educators will make use of these published topics in-depth in the section's toolbox talks of each shift.</p>	Monthly
Employee Wellness Days	<p>A wellness day(s) will be linked to national health calendar to ensure alignment with government program of action. CDMs will also link some key health awareness campaigns from internal case assessment in response to needs of employees from wellness clinic data.</p> <p>Various service providers will be targeted to promote other related health issues to benefit employees and contractors: eg Medical Aid service providers, Careways.</p> <p>Participation will be voluntary whilst incentives will be provided to participants.</p>	Calendar based-annually
Flu Vaccine	<p>A flu vaccine campaign will be rolled out by CDM on a yearly basis. All employees and contractors who qualifies for vaccination are assisted. The campaign will be coordinated by on mine Wellness officials, nurses, and peer educators.</p> <p>The objective of this campaign is to encourage all employees to vaccinate and thereby reducing the impacts and spreading of the flu virus within the mine's area of operations. The Campaign is run annually over 2 days.</p>	Annually
Communication	<p>Posters and email communications will be used as medium platform to inform and educate employees and contractors on various health / hygiene / safety information to CDM attains zero harm to its employees and contractors.</p> <p>Posters will be placed in all strategic areas in the mine, both surface and underground.</p>	Weekly / monthly

SECTION 4: PROCESSES RE MANAGEMENT OF DOWNSCALING AND RETRENCHMENT

CDM acknowledges the need to ensure compliance and ethical conduct where retrenchments and downscaling are concerned. As such, the mine complies with all Labour Relations and Mining Legislation where such may be required. As per the MPRDA, a Future Forum must be established for the purpose of communication between the CDM Management and employees and must consist of representatives from both levels of the organisation.

In the event of unplanned downscaling and retrenchment, CDM will comply with the relevant legislations in terms of:

- Section 52 (1) of the MPRDA and Section 189 of the LRA.

To meet the requirements of Regulation 46 (d) (i), (ii), (iii), and (iv), the following process will be implemented at CDM.

4.1 Establishment of a Future Forum

4.1.1 Objectives

The following are the objectives (among the others) for the Future Forum as agreed by management and organised labour in the Future Forum constitution:

- To evaluate trading condonations periodically in order to identify looming threats and opportunities.
- To actively and jointly discuss incentive programs that encourages productivity and business transformation.
- To promote ongoing discussions and collaboration between the Mine Management, Support Staff and Worker's representatives about the future of the mine
- In the event of the mine decline or distress, to debate and recommend possible turnaround or redeployment solutions aimed at increasing Mine profitability and sustainability and prevent or minimise job losses.
- In the event of the mine distress, to advocate for turnaround solutions and actively participate in its implementation to prevent or minimise job losses.
- To facilitate the communication of Mine strategy, productivity, and other relevant issues widely and throughout the rest of the Mine.

4.1.2 Constituency and frequency of the meetings

The CDM future forum is comprised of management and organised labour and meetings will be convened on a quarterly basis for the duration of this Social Labour Plan.

Table 54: The CDM Future Forum and its effective implementation

Establishment of Future Forum Strategic Action Plan	Responsible Department/ Forum	Due date
Mine Management has communicated with employees, Reportable Contractors, and Trade Unions to inform them regarding the role of the Future Forum as well as representation on the Forum.	Mine Management	Ongoing
The training of the Forum members to ensure they all understand their roles and responsibilities in the forum.	Mine Management	On-going
Review the constitution of the forum and signed it off	Mine Management & Forum Member	November 2023
Ensure that all relevant constituencies are represented in the Future Forum	Mine Management	December 2023
Ensure that regular meetings are held, and that correct procedure are followed in the Future Forum Meetings	Future Forum Committee	On-going
Initiate, consult and implement productivity measures in order to improve the productivity	Mine Management	July 23- June 2024

4.2 Mechanisms to Avoid Job Losses

Table 55: Strategic Action Plan to save jobs and avoid job losses

Strategic Action Plan to Save Jobs and Avoid Job Losses	Responsible Position/ Department/ Forum	Date to be completed
A reduction in working hours as well as a change in shifts. This will result in a reduction in remuneration for the employees, but it will save jobs for some time.	HR Department and Future Forum	When retrenchment or closure occurs
To use available leave if possible and if not, unpaid leave for a specified period.	HR Department and Future Forum	When retrenchment or closure occurs
Encourage natural attrition to facilitate the redeployment of employees throughout the operation.	HR Department and Future Forum	When retrenchment or closure occurs
Continuous consultation with Trade Unions (through the Future Forum) to identify and implement initiatives to avoid job losses and a decline in employment such as: <ul style="list-style-type: none"> • job sharing. • eliminate or reduce overtime • moratorium on recruitment • and termination of non-core contracts 	HR Department and Future Forum	When retrenchment or closure occurs
Ramp up on various training and development initiatives to provide: <ul style="list-style-type: none"> • Numeracy and literacy training • The training which is in line with the National Qualifications Framework • Portable skills training to the economic requirements identified in the local labour sending area; and • Skills training for industry and market requirements. 	HR Department and Future Forum	When retrenchment or closure occurs

4.3 Alternative solutions & procedures - creating job security where job losses cannot be avoided.

Table 56: Strategic Action Plan for Provision of Alternate Solutions

Strategic Action Plan for Provision of Alternate Solutions			
Provision of Alternate Solutions Strategic Action Plan	Responsible Party	Date to be completed	Progress update if applicable
Establish a retrenchment database including information regarding existing skills, experience, and expertise. This database will be used to identify potential employment opportunities within or outside of the company.	HR Department and Future Forum	When retrenchment or closure occurs	N/A
Identify appropriate people from the retrenched pool to be considered for potential SMME opportunities.	HR Department and Future Forum	When retrenchment or closure occurs	N/A
Multi-skill employees to maximise re-employment opportunities after closure.	HR Department and Future Forum	When retrenchment or closure occurs	N/A
Establish a “job-help” facility to assist employees in locating alternative employment after decommissioning: <ul style="list-style-type: none"> • Compile employee CVs • Interaction with potential employers and other opportunities • Training in interview techniques, etc. 	HR Department and Future Forum	When retrenchment or closure occurs	N/A
Capacity building with employee households in major labour-sending areas to establish a sustainable livelihood network that can absorb retrenches after mine closure or downscaling.	HR Department and Future Forum	On-going	N/A

4.4 Mechanisms to Ameliorate the Social and Economic Impact

Table 57: Mechanisms to Ameliorate the Social and Economic Impact Strategic Plan

Mechanisms to Ameliorate Socio-Economic Impact Strategic Action Plan	Responsible Position/ Department/ Forum	Date to be completed		
<p>Stimulate job creation for local and provincial areas:</p> <ul style="list-style-type: none"> • Stimulate job creation throughout the life of mine (i.e., procurement and enterprise development). • Provision of psychological counselling and financial advisory services on retrenchment/closure. • Portable skills training interventions. • Comprehensive self-employment programs. • In conjunction with the Department of Labour (DoL) facilitate the completion of UIF claim forms at the Mine premises. • Assistance with registering employees at DoL and employment agencies in the area. • Assist retrenches to find alternative employment with other companies through the compilation of a database stating the skills and contact numbers of all available employees; and • Distribution of compiled database to community forums, SMME's in the area, other existing mines, and other industry players. 	<p>HR Department and Future Forum</p>	<p>When retrenchment or closure occurs</p>		
<p>Ensure that sufficient financial provisioning is in place for the implementation of all plans relating to the process of downscaling and retrenchments.</p>				
<p>The plan will be submitted to the DMRE two (2) years before possible downscaling and retrenchments</p>				

4.5 Social and Labour Plan (SLP) Communication

Table 58: Strategic Action Plan to Communicate the Social and Labour Plan (SLP)

Strategic Action Plan to Communicate the Social and Labour Plan			
SLP Communication Strategic Action Plan	Responsible Position/ Department/ Forum	Date to be completed	Progress if applicable
CDM and the reportable contractors will communicate with its employees at the Mine separately. Reportable Contractor(s) will hold dedicated meetings annually to provide feedback to employees on the progress made within the SLP	Mine Management, HR Department, SLP Committee	Quarterly commencing in September 2023 or upon approval of the plan.	Quarterly commencing in September 2023 or upon approval of the plan
Copies of the SLP will be posted on shared drive and on Petra website for public consumption.	Mine Management, HR Department, SLP Committee	Upon approval	On-going
The Reportable Contractor will hold dedicated meetings on an annual basis to provide feedback to its employees on the progress made within the SLP	Mine Management, HR Department, SLP Committee	Quarterly: FY24-FY28	On-going
SLP Communication will be presented in an appropriate format to be understood by all employees and may be communicated verbally, face to face, and with the help of interpreters	Mine Management, HR Department, SLP Committee	Quarterly: FY24-FY28	On-going
As expectations with regards to Learnerships, skills programs, and socially responsible retrenchments may arise, timeframes will need to be carefully considered and shared	Mine Management, HR Department, SLP Committee, and On-Mine Contractors	On-going	On-going
City of Tshwane Municipality endeavours to also communicate the content of the Cullinan Diamond Mine SLP to community stakeholders and the broader community within their constitutional mandate	The Office of the Speaker (Public Participation), Regional Councillors Forum, Regional Executive Director, CoT Economic Development Department, and Ward Councillors	31 August 2023 or upon approval.	On-going

SECTION 5: FINANCIAL PROVISION - Regulation 46 (e) (i), (ii), (iii)

5.1 Summary of Key Elements of the SLP

In line with the commitments included in the in SLP4, CDM will provide financially for the following programs:

- Human Resources Development Program
- Local Economic Development Program and
- Process to Manage Downscaling and Retrenchments.

The total spent reflected below for the period 2024-2028 is estimated figures; several variables and/or socio-economic factors will determine the year-on-year implementation of all SLP.

Table 59: Summary of SLP Financial Provision

Summary of SLP Financial Provision (FY 2024 – 2028)						
Category	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	Total Financial Provision 2024 - 2028
Human Resource Development Programs	R 16 983 887	R 25 712 079	R 19 990 974	R 21 783 459	R 21 856 507	R 106 326 906
Mine Community Development Programs	R0	R305 361	R0	R10 694 639	R9 000 000	R20 000 000
Financial Provision for Housing Program	R738 012	R870 176	R946 459	R1 010 819	R1 090 673	R4 656 139
Management of Downscaling and Retrenchment Programs	R14 500 000	R14 500 000	R14 500 000	R14 500 000	R14 500 000	R72 500 000
Total Provision for SLP	R32 221 899	R41 387 616	R35 437 433	R47 988 917	R46 447 180	R203 483 045

5.2 Summary of Human Resources Development Programs

Table 60: Summary of Financial Provision for Human Resource Development Programs

HRD Financial Provision						
HRD elements	FY 24	FY 25	FY 26	FY 27	FY 28	Total
AET	R 422 000.00	R 427 000.00	R 447 000.00	R 447 000.00	R 487 000.00	R 2 230 000.00
SHE Core training	R 820 000.00	R 3 445 000.00	R 2 280 000.00	R 2 380 000.00	R 2 680 000.00	R 11 605 000.00
Mining Core Training	R 105 000.00	R 545 000.00	R 530 000.00	R 540 000.00	R 540 000.00	R 2 260 000.00
Miner Development Programme	R 970 000.00	R 3 150 000.00	R 3 254 000.00	R 2 654 000.00	R 2 254 000.00	R 12 282 000.00
Engineering Core Training	R 2 952 850.00	R 4 790 000.00	R 2 708 000.00	R 4 028 000.00	R 3 427 000.00	R 17 905 850.00
Metallurgy Core Training	R 870 000.00	R 3 955 000.00	R 3 667 000.00	R 3 767 000.00	R 3 797 000.00	R 16 056 000.00
Support Training	R 125 000.00	R 118 000.00	R 215 000.00	R 260 000.00	R 284 000.00	R 1 002 000.00
Engineering learners	R 5 168 000.00	R 5 463 437.00	R 4 391 366.00	R 5 215 000.00	R 5 215 000.00	R 25 452 803.00
Metallurgy Learners	R 171 000.00	-	-	R 385 071.00	R 378 000.00	R 934 071.00
Internship	R 3 159 000.00	R 1 184 000.00	-	R 320 000.00	R 820 000.00	R 5 483 000.00
School support	R -	R 125 000.00	-	-		R 125 000.00
Scholarship	R 100 000.00	R 100 000.00	R 100 000.00	R 150 000.00	R 190 000.00	R 640 000.00
Bursars	R 750 000.00	R 360 000.00	R 360 000.00	R 610 000.00	R 665 000.00	R 2 745 000.00
Study assistances	R 333 000.00	R 239 150.00	R 245 608.00	R 252 388.00	R 269 507.00	R 1 339 653.00
Portable skills	R 1 038 037.00	R 1 810 492.00	R 1 723 000.00	R 775 000.00	R 815 000.00	R 6 161 529.00
Mentorship	-	-	R 70 000.00	-	R 35 000.00	R 105 000.00
Total	R 16 983 887.00	R 25 712 079.00	R 19 990 974	R 21 783 459.00	R 21 856 507.00	R 106 326 906.00

SECTION 6: PROCUREMENT

6.1. Procurement Progression Plan

CDM commits to contributing and promoting economic growth by developing or nurturing local SMMEs and suppliers of mining goods and services. CDM's procurement policies will align with the prescribed Mining Charter criteria for local spending to achieve an inclusive procurement objective.

Spend data will be analysed regularly to measure the effectiveness of CDM's spending in achieving the set targets.

6.1.1. Strategic Action Plan - Preferential Local Procurement (Positive Socio-Economic Impact)

Table 61: Inclusive Procurement Targets.

BEE Entities Procurement – all Goods & Services	SLP Targets (2024-2028 plan)
Capital Goods Procurement from BEE entities	40%
Services Procurement from BEE entities	70%
Consumable Goods Procurement from BEE entities	50%

Table 62: Inclusive Procurement Strategic Action Plan

	Responsible Department	Timelines
Stakeholder Engagement	Supply-Chain / Procurement supported by Social Performance	Ongoing
Training; Mentoring and Coaching	Procurement Section & Social Performance	Ongoing
Identification of Opportunities for Local Suppliers	Procurement / Supply Chain	Ongoing
Facilitation of Local Supplier's Linkages	Procurement section/	Ongoing
Funding Assistance	Enterprise Development	July 2023 – June 2026
Additional strategies involve setting favourable terms of payment for HDSA joint ventures and/or SMMEs.	Procurement / Finance	July 2023 - June 2028

SECTION 7: SUMMARY OF MANAGEMENT OF DOWNSCALING AND RETRENCHMENT PROGRAMS

CDM acknowledges the need to ensure compliance and ethical conduct where retrenchments and downscaling are concerned. As such, the mine complies with all Labour Relations and Mining Legislation where such may be required. As per the MPRDA, a Future Forum must be established for communication between the CDM Management and employees and must consist of representatives from both levels of the organisation.

In the event of unplanned downscaling and retrenchment, CDM will comply with the relevant legislations in terms of:

Section 52 (1) of the MPRDA and Section 189 of the LRA.

To meet the requirements of Regulation 46 (d) (i), (ii), (iii), and (iv), the following process will be implemented at CDM.

7.1 Establishment of a Future Forum

7.1.1 Objectives

The following are the objectives (among the others) for the Future Forum as agreed by management and organised labour in the Future Forum constitution:

- To evaluate trading condonations periodically in order to identify looming threats and opportunities.
- To actively and jointly discuss incentive programs that encourage productivity and business transformation.
- To promote ongoing discussions and collaboration between the Mine Management, Support Staff and Worker's representatives about the future of the mine
- In the event of the mine decline or distress, to debate and recommend possible turnaround or redeployment solutions aimed at increasing Mine profitability and sustainability and preventing or minimise job losses.
- In the event of the mine distress, to advocate for turnaround solutions and actively participate in its implementation to prevent or minimise job losses.
- To facilitate the communication of Mine strategy, productivity, and other relevant issues widely and throughout the rest of the Mine.
- To do all such other things that are incidental to and conducive to the attainment of the foregoing objectives.

SECTION 8: UNDERTAKINGS

This represents an undertaking by the holder of the mining right to ensure compliance with the SLP and to make it known to employees and for further contacts on follow-ups, requests, reports, queries, enquiries and discussions.

Cullinan Diamond Mine (PTY) LTD , herein represented by **Tumelo Matoba** duly authorized thereto, hereby undertakes to adhere to the information, requirements, commitments and conditions as set out in the Social and Labour Plan.

Signed at Cullinan on this 11th day of July 2025

Signature of the responsible person.



Designation – General Manager

Tumelo Matoba