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| DEPARTMENT OF MINERAL<br>RESOURCES & ENERGY |
| MINERAL & PETROLEUM REGULATION              |
| 2026 -05- 13                                |
| SOCIAL AND LABOUR PLAN APPROVED             |
| REGIONAL MANAGER<br>KWAZULU NATAL           |

## SOCIAL AND LABOUR PLAN 2024 - 2028

Mining Right Number:  
KZN30/5/1/2/2/297MR

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| PRIVATE BAG X 54307<br>DURBAN 4000          |
| 2026 -07- 01                                |
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## 1.1 Introduction

This Social and Labour Plan (SLP) document has been prepared in accordance with the Minerals and Petroleum Resources Development Act (MPRDA) and the Mining Charter (2018). It outlines Ikwezi Mining's commitment to sustainable mining practices, socio-economic development, and transformation in the KwaZulu-Natal province, particularly within the Dannhauser Local Municipality.

The purpose of this document is to:

1. Outline the company's operational profile and strategic approach to mining.
2. Detail the Social and Labour Plan initiatives, including Local Economic Development (LED), Human Resource Development (HRD), and Mine Community Development Projects.
3. Demonstrate alignment with national imperatives for economic transformation, skills development, and community upliftment.
4. Provide a framework for monitoring and reporting progress against SLP objectives, ensuring accountability and transparency.

This SLP reflects Ikwezi Mining's commitment to being a responsible and developmental mining company, ensuring that its operations generate sustainable benefits for employees, host communities, and broader society while maintaining full compliance with legislative and regulatory requirements.

## 1.2 Company Background

Ikwezi Mining (Pty) Ltd is a coal mining company operating in KwaZulu-Natal, South Africa. The company manages key assets, including:

- **Kliprand Colliery**
- **Shepstone Lake Colliery**
- **Emoyeni Coal Beneficiation Plant** in Dannhauser

Expansion is underway through the Ikwezi Ngagane Rail Siding, located near the Ngagane Power Station in Newcastle. Strategically situated approximately 350 kilometres from port, Ikwezi Mining supplies high-quality coal to domestic and international markets, contributing to provincial and national economic growth.

The corporate head office is based in Midrand, Gauteng, while operational activities are concentrated within the Dannhauser Local Municipality (DLM) in the Amajuba District. This region



is rich in coal reserves but faces socio-economic challenges, including historical inequalities, limited access to basic services, and underdevelopment in rural communities.

Ikwezi Mining approaches its operations with a responsible, forward-looking philosophy, recognising that sustainable business success is closely linked to the socio-economic development of host and labour-sending communities. The company's guiding principles include environmental stewardship, workplace health and safety, community development, and economic transformation.

### 1.3 SLP Commitment and Strategic Focus

In compliance with the MPRDA and the Mining Charter (2018), Ikwezi Mining fully implements its Social and Labour Plan (SLP), ensuring that its operations contribute to:

- **Local Economic Development (LED)** initiatives
- **Human Resource Development (HRD)** programmes
- **Mine Community Development Projects**, aligned with the Integrated Development Plans (IDPs) of affected municipalities

The third-generation SLP emphasises strategic priorities, including:

1. **Water Access:** Drilling and commissioning boreholes in 14 rural villages to improve access to clean water, sanitation, and health outcomes.
2. **Education Infrastructure:** Construction of ablution facilities at under-served primary schools, including inclusive designs for learners with disabilities.
3. **Economic Empowerment:** Procurement and enterprise development aligned with Broad-Based Black Economic Empowerment (BBBEE) frameworks, supporting black-owned, women-owned, and community-based enterprises.

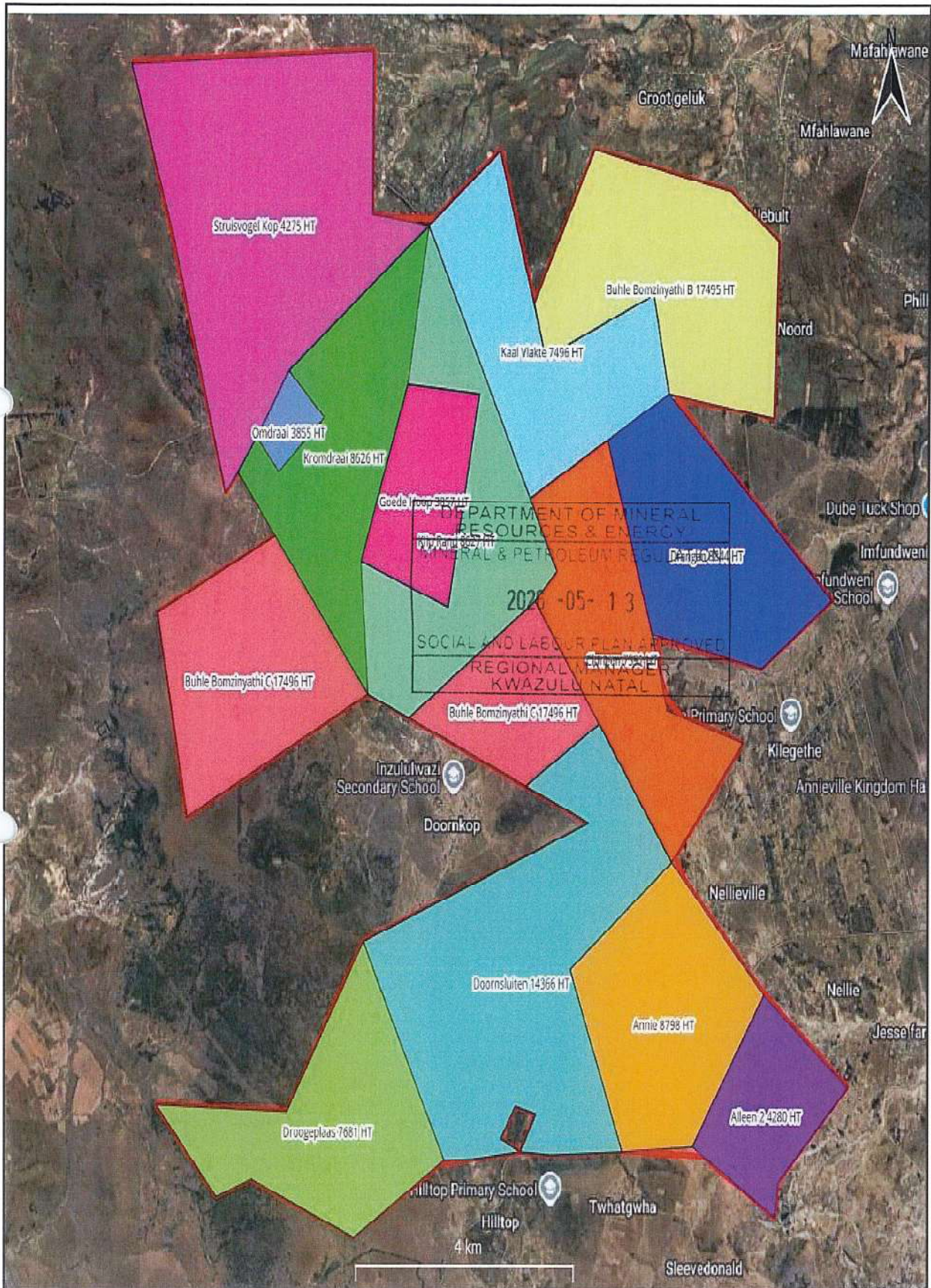
Ikwezi Mining's governance framework is underpinned by integrity, transparency, ethical conduct, and accountability, ensuring full compliance with all legislative and regulatory requirements.

### 1.4 Commitment to Shared Development

Ikwezi Mining views its SLP as more than a compliance requirement. It represents a commitment to equity, partnership, and sustainable transformation, reflecting the company's ethos that mining prosperity is intrinsically linked to the well-being of surrounding communities. Through initiatives in water, education, and local economic development, Ikwezi Mining contributes to the structural upliftment of the Dannhauser region—one project at a time.

*(Mining Right attached in Annexure 1.)*







## SECTION 2: INCLUSIVE PROCUREMENT AND SUPPLIER & ENTERPRISE DEVELOPMENT

|                                             |
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### 2. OVERVIEW

Ikwezi Mining is fully committed to aligning its procurement practices with the principles outlined in the 2018 Mining Charter, particularly those related to inclusive procurement and enterprise development. These elements are essential not only for regulatory compliance but also for promoting sustainable and inclusive growth within South Africa's mining sector. At Ikwezi, we recognize that empowering historically disadvantaged South Africans (HDSAs) through meaningful participation in the supply chain is critical to driving socio-economic development and transformation. Inclusive procurement at Ikwezi Mining involves actively sourcing goods and services from local suppliers, particularly enterprises that are black-owned, women-owned, youth-owned, or owned by people with disabilities. We prioritize doing business with Broad-Based Black Economic Empowerment (BBBEE)-compliant vendors and strive to meet and exceed the relevant Mining Charter's targets in this regard. By promoting procurement from such suppliers, Ikwezi Mining not only contributes to local economic development but also plays a key role in job creation and poverty alleviation within surrounding communities.

To further this commitment, Ikwezi Mining has implemented a robust strategy that supports the growth of Black Economic Empowerment (BEE) enterprises and Small and Medium Enterprises (SMEs). The company has created multiple opportunities for these businesses to participate in the supply of mining-related goods and services. Additionally, Ikwezi Mining is dedicated to developing local enterprises through targeted training and mentorship initiatives aimed at building capacity, improving competitiveness, and ensuring long-term sustainability. In support of these efforts, Ikwezi Mining has the Ikwezi Mining Community Forum that consists of members from within the mine-hosting community. This forum serves as a platform for engagement, skills development, and collaboration between the mine and emerging local suppliers. A training and mentorship program is currently in the planning phase and will focus on business management, compliance, health and safety, and procurement readiness. This initiative underscores Ikwezi Mining's long-term vision of fostering a resilient and inclusive supply chain that benefits both the company and the communities in which it operates.

## SECTION 3: HUMAN RESOURCE DEVELOPMENT

### 3. Overview

Ikwezi Mining is committed to empowering its employees and surrounding communities through a comprehensive Skills Development Plan focused on long-term sustainability and socio-economic upliftment. The plan includes portable skills training in areas such as Cyber security, agriculture, welding, and entrepreneurship, aimed at equipping employees with practical, transferable skills beyond the mining sector. The Adult Education and Training (AET) program provides literacy, numeracy, and life skills classes from AET Level 1 to 4, enabling both employees and community members to strengthen their educational foundation and pursue further opportunities. These programs are delivered in partnership with the Department of Basic Education and/or the Independent Examinations Board (IEB) to ensure quality and relevance.

In support of academic advancement and workplace readiness, Ikwezi Mining also offers bursaries to students pursuing studies in critical fields such as Mining Engineering, Geology, and Environmental Science, covering tuition, accommodation, and living expenses. Learnerships registered with the Mining Qualifications Authority (MQA) provide structured, accredited training that combines theory with practical workplace experience. Additionally, internship and graduate development programs offer hands-on exposure for students and recent graduates across key departments. These initiatives are continuously monitored to assess participation, track progress, and ensure alignment with regulatory standards and the company's Social and Labour Plan (SLP) commitments.

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### 3.1 LEVEL OF COMPLIANCE WITH SKILLS DEVELOPMENT LEGISLATION

Ikwezi Mining demonstrates a strong commitment to the principles and requirements of South Africa's Skills Development legislation, as outlined in the Skills Development Act, the Skills Development Levies Act, and the policies of the Mining Qualifications Authority ("MQA"). The company complies with the Skills Development Levies Act by paying the required levies and claims mandatory grants through the timely submission of its Workplace Skills Plan ("WSP") and Annual Training Report ("ATR") to the MQA. This commitment is reflected in Ikwezi Mining's structured and well-governed training initiatives, alignment with national transformation and employment equity goals, and its investment in mentorship and long-term workforce development. The company is revising its training committee to ensure full compliance with its training initiatives. These efforts not only ensure legal compliance but also contribute to the sustainability and competitiveness of the mining sector. *(WSP/ATR Approval and EMPISA are found in Annexure2)*

#### 3.1.1. Structured Training Programmes and Governance

A key aspect of Ikwezi Mining's compliance is the implementation of structured training programmes, supported by the appointment of workplace coaches. These coaches are responsible for overseeing internship, learnership, work experience, and vacation work programmes, ensuring that all training is delivered in a consistent, professional, and compliant manner. These programmes are developed in line with MQA guidelines and are tailored to build critical skills in the mining sector.

#### 3.1.2. Focus on Critical and Scarce Skills

Ikwezi Mining offers learnerships, internships, and practical training in high-demand fields such as Mine Surveying, Mining Engineering, Diesel Mechanics, Geology, and Environmental Health. By investing in these scarce and critical skills, the Company

supports national skills development objectives while addressing hard-to-fill vacancies within its operations. These programmes are aligned with the MQA framework, ensuring quality and industry relevance. Please refer to section 3.6 on career progression.

#### 3.1.3. **Compliance Reporting and SETA Engagement**

To ensure full compliance, Ikwezi Mining regularly submits its WSP and ATR to the MQA SETA. These reports reflect detailed planning, budgeting, and implementation of training initiatives, and are key indicators of the Company's commitment to continuous learning and workforce development. Participation in MQA-regulated skills and literacy programmes further reinforces compliance, especially in supporting employees with foundational learning needs such as numeracy and basic communication skills.

#### 3.1.4. **Support for Transformation and Local Empowerment**

Ikwezi Mining's training and development programmes are designed with inclusivity in mind. The company prioritizes previously disadvantaged individuals and members of the local community, in alignment with the BEE and Employment Equity objectives. This targeted support helps to uplift local talent, reduce unemployment, and foster socio-economic development in the regions where the company operates.

#### 3.1.5. **Intra-Company Transfer and Mentorship Initiatives**

Another notable initiative is Ikwezi Mining's Intra-Company Transfer ("ICT") and mentorship programme, which involves technical experts from outside the country sharing their knowledge and experience with local employees. This initiative serves as a valuable knowledge transfer mechanism and contributes to skills upgrading and capacity building within the local

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| N4, N5 or N6<br>(NATED 4, 5 or 6)<br>or NTC 4, 5 or 6 | 4   | 4  | 0 | 0 | 0 | 0 | 0  | 0 | 0  | 0  | 0 | 0 | 0  | 0  | 0 | 0 | 0   |
|-------------------------------------------------------|-----|----|---|---|---|---|----|---|----|----|---|---|----|----|---|---|-----|
| Total                                                 | 61  | 35 | 4 | 0 | 2 | 4 | 16 | 5 | 83 | 45 | 0 | 4 | 72 | 47 | 9 |   |     |
| Grand Total                                           | 128 |    |   |   |   |   |    |   |    |    |   |   |    |    |   |   | 128 |

### 3.2.2 FORM Q - EDUCATION LEVEL OF THE WORKFORCE – Contractor (Emoyeni)

| Highest<br>Qualification<br>Type / Band /<br>NQF                                  | AFRICAN |        | COLOURED |        | INDIAN |        | WHITE |        | TOTAL |        | AGE GROUPS   |         |     |       |     |
|-----------------------------------------------------------------------------------|---------|--------|----------|--------|--------|--------|-------|--------|-------|--------|--------------|---------|-----|-------|-----|
|                                                                                   | Male    | Female | Male     | Female | Male   | Female | Male  | Female | Male  | Female | Disabl<br>ed | Non- SA | <35 | 35-55 | >55 |
| Artisanal/Trade<br>Certificate                                                    | 3       | 0      | 0        | 0      | 3      | 0      | 1     | 0      | 7     | 0      | 0            | 0       | 4   | 2     | 1   |
| Bachelor's<br>Degree/Higher<br>Diploma/B-<br>Tech<br>Diploma/Adva<br>nced Diploma | 0       | 0      | 0        | 0      | 0      | 0      | 0     | 0      | 0     | 0      | 0            | 0       | 0   | 0     | 0   |

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|             |     |     |   |   |     |
|-------------|-----|-----|---|---|-----|
| Grand Total | 151 | 151 | 0 | 0 | 151 |
|-------------|-----|-----|---|---|-----|

### 3.2.3 FORM Q - EDUCATION LEVEL OF THE WORKFORCE – Contractor (Sinethuba)

| Highest Qualification Type / Band / NQF           | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Disabled | Non-SA | <35 | 35-55 | >55 |
|---------------------------------------------------|------|--------|------|--------|------|--------|------|--------|------|--------|------|--------|----------|--------|-----|-------|-----|
| Artisanal Trade Certificate                       | 24   | 1      | 0    | 0      | 0    | 6      | 0    | 0      | 0    | 0      | 3    | 0      | 0        | 3      | 14  | 19    | 1   |
| Bachelor's Degree / Higher Diploma / B-Tech       | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0        | 0      | 0   | 0     | 0   |
| Diploma / Advanced Diploma                        | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0        | 0      | 0   | 0     | 0   |
| Diploma / National Diploma / Advanced Certificate | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0    | 0      | 0        | 0      | 0   | 0     | 0   |

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| Grade                                                                                                                                                          | 38 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 38 | 4 | 0 | 0 | 25 | 16 | 1 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|---|---|---|---|----|---|---|---|----|----|---|
| 12/Standard 10/Form 5/National Senior Certificate/Matric/ National Certificate Vocational (NCV Level 4)/ Level 4 Occupational Certificate / N3 (NATED Level 3) |    |   |   |   |   |   |   |   |    |   |   |   |    |    |   |
| Grade 9/ Std 9                                                                                                                                                 | 2  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2  | 0 | 0 | 0 | 0  | 2  | 0 |
| Higher Certificate                                                                                                                                             | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0 |
| None on File                                                                                                                                                   | 0  | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1  | 0 | 0 | 0 | 0  | 1  | 0 |
| Master's Degree                                                                                                                                                | 0  | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1  | 0 | 0 | 0 | 0  | 0  | 1 |
| N4, N5 or N6 (NATED 4, 5 or 6) or NTC 4, 5 or 6                                                                                                                | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0 |
| <b>Total</b>                                                                                                                                                   | 64 | 4 | 0 | 0 | 6 | 0 | 5 | 1 | 75 | 5 | 0 | 3 | 39 | 38 | 3 |
| <b>Grand Total</b>                                                                                                                                             | 80 |   |   |   |   |   |   |   | 80 |   | 0 | 3 | 80 |    |   |

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### 3.2.4 FORM Q - EDUCATION LEVEL OF THE WORKFORCE – Contractor (Ukumba)

| Highest Qualification Type/<br>Band / NQF                                                                                                                            | AFRICAN |            | COLOURED |        | INDIAN |            | WHITE |        | TOTAL |        |              | AGE GROUPS |                                                                                                                                                                    |           |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------|----------|--------|--------|------------|-------|--------|-------|--------|--------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|
|                                                                                                                                                                      | Male    | Fema<br>le | Male     | Female | Male   | Fema<br>le | Male  | Female | Male  | Female | Disab<br>led | Non-<br>SA | <35                                                                                                                                                                | 35-<br>55 | >55 |
| Artisanal Trade Certificate                                                                                                                                          | 0       | 1          | 0        | 0      | 0      | 0          | 0     | 0      | 0     | 1      | 0            | 0          | 1                                                                                                                                                                  | 0         | 0   |
| Bachelor's Degree/Higher Diploma/B-Tech Diploma/Advanced Diploma                                                                                                     | 0       | 0          | 0        | 0      | 0      | 1          | 0     | 0      | 0     | 1      | 0            | 0          | 1                                                                                                                                                                  | 0         | 0   |
| Diploma /National Diploma/N Diploma/Advanced Certificate                                                                                                             | 1       | 0          | 0        | 0      | 0      | 0          | 1     | 0      | 2     | 0      | 0            | 0          | 0                                                                                                                                                                  | 2         | 0   |
| Grade 12/Standard 10/Form 5/National Senior Certificate/Matric/ National Certificate Vocational (NCV Level 4)/ Level 4 Occupational Certificate / N3 (NATED Level 3) | 111     | 20         | 1        | 0      | 0      | 1          | 1     | 0      | 113   | 21     | 0            | 0          | 58                                                                                                                                                                 | 75        | 1   |
|                                                                                                                                                                      |         |            |          |        |        |            |       |        |       |        |              |            | DEPARTMENT OF MINERAL RESOURCES & ENERGY<br>MINERAL & PETROLEUM REGULATION<br>2026 -05- 13<br>SOCIAL AND LABOUR PLAN APPROVED<br>REGIONAL MANAGER<br>KWAZULU NATAL |           |     |
| Grade 9/ Std 9                                                                                                                                                       | 9       | 0          | 0        | 0      | 0      | 0          | 0     | 0      | 9     | 0      | 0            | 0          | 0                                                                                                                                                                  | 9         | 0   |
| Higher Certificate                                                                                                                                                   | 3       | 0          | 0        | 0      | 0      | 0          | 3     | 0      | 6     | 0      | 0            | 0          | 4                                                                                                                                                                  | 0         | 2   |
| None on File                                                                                                                                                         | 13      | 0          | 0        | 0      | 0      | 0          | 0     | 0      | 13    | 0      | 0            | 0          | 1                                                                                                                                                                  | 1         | 11  |
| Master's Degree                                                                                                                                                      | 0       | 0          | 0        | 0      | 0      | 0          | 0     | 0      | 0     | 0      | 0            | 0          | 0                                                                                                                                                                  | 0         | 0   |
| N4, N5 or N6 (NATED 4, 5 or 6) or NTC 4, 5 or 6                                                                                                                      | 0       | 0          | 0        | 0      | 0      | 0          | 0     | 0      | 0     | 0      | 0            | 0          | 0                                                                                                                                                                  | 0         | 0   |
| Total                                                                                                                                                                | 137     | 21         | 1        | 0      | 0      | 2          | 5     | 0      | 143   | 23     | 0            | 0          | 65                                                                                                                                                                 | 87        | 14  |

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|-------------|-----|-----|---|---|-----|
| Grand Total | 166 | 166 | 0 | 0 | 166 |
|-------------|-----|-----|---|---|-----|

### 3.2.5 FORM Q - EDUCATION LEVEL OF THE WORKFORCE – Contractor (Amaminerali)

| Highest Qualification Type / Band / NQF                          | AFRICAN |        | COLOURED |        | INDIAN |        | WHITE |        | TOTAL |        | AGE GROUPS |        |     |       |     |
|------------------------------------------------------------------|---------|--------|----------|--------|--------|--------|-------|--------|-------|--------|------------|--------|-----|-------|-----|
|                                                                  | Male    | Female | Male     | Female | Male   | Female | Male  | Female | Male  | Female | Disabled   | Non-SA | <35 | 35-55 | >55 |
|                                                                  |         |        |          |        |        |        |       |        |       |        |            |        |     |       |     |
| Artisanal Trade Certificate                                      | 0       | 0      | 0        | 0      | 0      | 0      | 0     | 0      | 0     | 0      | 0          | 0      | 0   | 0     | 0   |
| Bachelor's Degree/Higher Diploma/B-Tech Diploma/Advanced Diploma | 0       | 0      | 0        | 0      | 0      | 0      | 0     | 0      | 0     | 0      | 0          | 0      | 0   | 0     | 0   |
| Diploma /National Diploma/N Diploma/Advanced Certificate         | 2       | 0      | 0        | 0      | 0      | 0      | 2     | 0      | 4     | 0      | 0          | 0      | 1   | 2     | 1   |

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|----------------------------------------------------------------------------------------------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|-----------|----------|
| Grade 12/Standard 10/Form                                                                    | 37        | 11        | 0        | 0        | 0        | 0        | 0        | 1        | 1        | 38        | 12        | 0        | 0        | 21        | 29        | 0        |
| 5/National Senior Certificate/Matric/National Certificate                                    |           |           |          |          |          |          |          |          |          |           |           |          |          |           |           |          |
| Vocational (NCV Level 4) / Level 4 Occupational Certificate / N3 Certificate (NATED Level 3) |           |           |          |          |          |          |          |          |          |           |           |          |          |           |           |          |
| Grade 9/ Std 9                                                                               | 2         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 2         | 0         | 0        | 0        | 0         | 2         | 0        |
| Higher Certificate                                                                           | 0         | 0         | 1        | 0        | 0        | 0        | 0        | 1        | 0        | 2         | 0         | 0        | 0        | 0         | 2         | 0        |
| Master's Degree                                                                              | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        |           | 0         | 0        | 0        | 0         | 0         | 0        |
| N4, N5 or N6 (NATED 4, 5 or 6) or NTC 4, 5 or 6                                              | 0         | 0         | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         | 0         | 0        | 0        | 0         | 0         | 0        |
| <b>Total</b>                                                                                 | <b>41</b> | <b>11</b> | <b>1</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>4</b> | <b>1</b> | <b>46</b> | <b>12</b> | <b>0</b> | <b>0</b> | <b>22</b> | <b>35</b> | <b>1</b> |
| <b>Grand Total</b>                                                                           | <b>58</b> |           |          |          |          |          |          |          |          | <b>58</b> |           | <b>0</b> | <b>0</b> | <b>58</b> |           |          |

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3.2.6 FORM Q - EDUCATION LEVEL OF THE WORKFORCE – Contractor (S.E.M.R)

| SUMMARY OF EDUCATION LEVEL OF THE WORKFORCE                      |         |        |          |        |        |        |       |        |       |        |          |            |     |         |
|------------------------------------------------------------------|---------|--------|----------|--------|--------|--------|-------|--------|-------|--------|----------|------------|-----|---------|
| Highest Qualification Type/<br>Band / NQF                        | AFRICAN |        | COLOURED |        | INDIAN |        | WHITE |        | TOTAL |        |          | AGE GROUPS |     |         |
|                                                                  | Male    | Female | Male     | Female | Male   | Female | Male  | Female | Male  | Female | Disabled | Non-SA     | <35 | 35- >55 |
|                                                                  | 0       | 0      | 0        | 0      | 0      | 0      | 0     | 0      | 0     | 0      | 0        | 0          | 0   | 0       |
| Artisanal Trade Certificate                                      |         |        |          |        |        |        |       |        |       |        |          |            |     |         |
| Bachelor's Degree/Higher Diploma/B-Tech Diploma/Advanced Diploma | 0       | 0      | 0        | 0      | 0      | 0      | 0     | 0      | 0     | 0      | 0        | 0          | 0   | 0       |
| Diploma /National Diploma/N Diploma/Advanced Certificate         | 0       | 0      | 0        | 0      | 0      | 0      | 0     | 0      | 0     | 0      | 0        | 0          | 0   | 0       |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|---|---|---|---|----|---|---|---|----|----|---|
| Grade 12/Standard 10/Form 5/National Senior Certificate/Matric/National Certificate Vocational (NCV Level 4)/ Level 4 Occupational Certificate / N3 (NATED Level 3) | 24 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 4 | 0 | 0 | 16 | 8  | 0 |
| Higher Certificate                                                                                                                                                  | 10 | 2 |   |   |   |   |   |   | 10 | 2 | 0 | 0 | 5  | 8  | 0 |
| Master's Degree                                                                                                                                                     | 0  | 0 |   |   |   |   |   |   | 0  | 0 | 0 | 0 | 0  | 0  | 0 |
| N4, N5 or N6 (NATED 4, 5 or 6) or NTC 4, 5 or 6                                                                                                                     | 3  | 1 |   |   |   |   |   |   | 3  | 1 | 0 | 0 | 0  | 0  | 0 |
| <b>Total</b>                                                                                                                                                        | 37 | 7 |   |   |   |   |   |   | 37 | 7 | 0 | 0 | 21 | 16 | 0 |
| <b>Grand Total</b>                                                                                                                                                  | 44 |   |   |   |   |   |   |   | 44 |   | 0 | 0 | 37 |    |   |

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### 3.3. ADULT EDUCATION AND FURTHER TRAINING ("AET") PROGRAMME

Ikwezi Mining is committed to promoting foundational education by ensuring that all employees in need of basic numeracy and literacy training have access to accredited Adult Education and Training (AET) facilities. As part of this commitment, the Company will provide on-site training facilities and qualified facilitators at its operations to create a supportive and accessible learning environment. Ikwezi Mining recognizes that literacy is a critical component of both personal and professional development and is dedicated to offering training opportunities to all employees, regardless of their current skill levels.

In response to previous challenges, Ikwezi Mining has revised its approach to prioritise training that is both meaningful and adds tangible value to employees' lives and career growth. As part of this shift, the Company has moved away from the previously unsuccessful AET programme and introduced portable skills training as a replacement.

Furthermore, all employees already hold a Grade 12 qualification, which reduces the necessity for AET and reinforces the need to focus on training that is more relevant to their current roles and career progression.

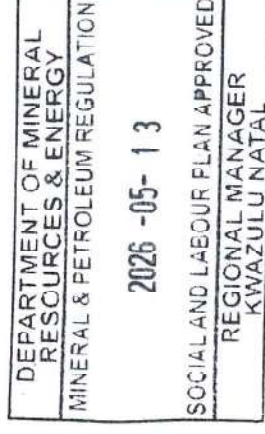
The identified training needs now form part of the portable skills training initiative, which aims not only to address specific employee development gaps but also to equip employees with additional competencies that enable them to be multi-skilled. By aligning training programmes with clearly identified needs, the Company ensures that the learning provided is relevant, practical, and directly applicable in the workplace.

Table 3.3.1A outlines the proposed training budget and targets for foundational learning and portable skills programmes, reflecting Ikwezi Mining's ongoing commitment to skills development and employee empowerment.

### 3.3.1 Monitoring, Evaluation and Reporting

A dedicated Skills Development Facilitator ("SDF") will oversee implementation, track learner progress, and ensure alignment with the approved WSP. Annual programme performance will be measured against:

- a) Enrolment numbers and completion rates
- b) Improvement in literacy/numeracy scores
- c) Learner transition to higher training or internal promotion
- d) Satisfaction and feedback surveys



### 3.3.2 Alignment with National and Strategic Frameworks

This AET programme is directly aligned with:

- a) Mining Charter 2018, which emphasises skills development as a transformation pillar
- b) Skills Development Act (No. 97 of 1998)
- c) National Skills Development Strategy (NSDS III)
- d) United Nations Sustainable Development Goals (SDG 4 – Quality Education and SDG 8 – Decent Work)

By empowering adult learners with foundational knowledge, Ikwezi Mining is not only strengthening workplace competencies, but also contributing to the broader national vision of reducing illiteracy, enhancing employability, and supporting inclusive growth.

3.3.1A Planned training budget and targets for foundational learning and portable skills programmes

|                        | 2024 |  | 2025           | 2026           | 2027           | 2028           | Total |
|------------------------|------|--|----------------|----------------|----------------|----------------|-------|
| Artisan Aide           |      |  | 2 (New intake) | 1 (New Intake) | 2 (New Intake) |                | 5     |
| Front End Loader       |      |  | 1 (New Intake) |                | 2 (New Intake) | 3 (New intake) | 6     |
| Articulated Dump Truck |      |  | 3 (New Intake) | 2(New Intake)  | 1 (New Intake) | 3 (New Intake) | 9     |
| SAMTRAC                |      |  |                | 3 (New intake) |                |                | 3     |
| Blasting Assistant     |      |  | 1 (New Intake) | 1 (New Intake) | 1 (New Intake) |                | 3     |

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| Total  | 7 |             |             |             |             |              | 26 |
|--------|---|-------------|-------------|-------------|-------------|--------------|----|
| Budget |   | R 56 000.00 | R 56 000.00 | R 56 000.00 | R 64 000.00 | R 232 000.00 |    |

### 3.4 LEARNERSHIP PROGRAMME -TECHNICAL AND PRACTICAL SKILL DEVELOPMENT

**Objective** - The aim is to develop NQF-aligned occupational skills that support both Ikwezi Mining's operational needs and the socio-economic development of surrounding communities.

The programme is structured to provide meaningful learning opportunities through accredited learnerships, which are registered with the Mining Qualifications Authority (MQA) and the Quality Council for Trades and Occupations (QCTO). Participants are required to have a Grade 12 or N3 certificate, or a minimum of three years of relevant experience. The learnerships follow a blended learning model that combines theoretical instruction with workplace integration, ensuring that learners gain both academic knowledge and practical experience. In line with regulatory requirements, a stipend is provided to 18.2 learners to support their participation throughout the training period.

#### 3.4.1 The table below outlines the supported learnership types:

| Department             | Learnership Programme                                   |  |
|------------------------|---------------------------------------------------------|--|
| Engineering            | Electrical, Mechanical - Artisan Development programme. |  |
| Mining & Blasting      | Blasting (MQA Accredited)                               |  |
| Environmental & Safety | Environmental Management, SHE Rep Learnership           |  |
| HR & HRD               | Training Practitioner / Assesor Learnership             |  |

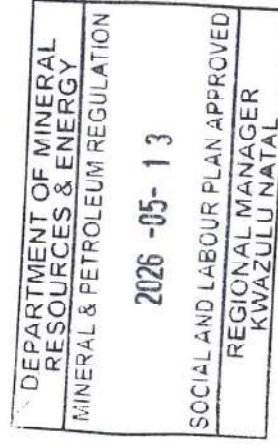
|            |                                              |
|------------|----------------------------------------------|
| Finance    | Accounting Technician (NQF Level 5)          |
| Metallurgy | Mineral Processing Learnership (Coal prep)   |
| Geology    | Sampling and Core Logging (Field Technician) |
| Logistics  | Procurement & Supply Chain NQF 4             |

### 3.4.2 Artisan Development Programme- Training Schedule and Action Plan

A comprehensive Training Schedule and Action Plan tailored for a 3-Year Artisan Development Programme specifically designed for Ikwezi Mining general workers or artisan aides. This programme focuses on upskilling existing workers into semi-skilled and fully qualified artisans through a phased, structured learning journey that blends technical training, workplace application, and personal development.

**Target Group** - General Workers / Artisan Aides

**Objective** - To develop competent, certified artisans from within the general worker pool, improving technical capacity, employability, and operational safety.



### 3.4.3 LEARNERSHIP INTAKE PLAN FOR THE YEAR 2024 – 2028

|                                      | 2024     | 2025                      | 2026                      | 2027                      | 2028                | Total                 |
|--------------------------------------|----------|---------------------------|---------------------------|---------------------------|---------------------|-----------------------|
| Electrician (2 years)                |          |                           |                           | 2 (New Intake - Internal) | 2(Continued Intake) | 4                     |
| Diesel Mechanic (2 years)            |          | 1 (New Intake - External) | 1(Continued Intake)       |                           |                     | 2                     |
| Fitting (2 years)                    |          | 1 (New Intake - External) | 1(Continued Intake)       | 1(New Intake - External)  | 1(Continued Intake) | 4                     |
| Blasting ticket (1 year)             |          | 1 (New Intake - External) | 1 (New Intake - Internal) | 1(New Intake - External)  |                     | 3                     |
| Mine Surveyor GCC (1 year)           |          | 1 (New Intake - internal) |                           |                           |                     | 1                     |
| <b>Total</b>                         | <b>4</b> | <b>3</b>                  | <b>4</b>                  | <b>3</b>                  | <b>3</b>            | <b>14</b>             |
| <b>Budget (R90 000/learner/year)</b> |          | <b>R 360 000.00</b>       | <b>R 270 000.00</b>       | <b>R 360 000.00</b>       | <b>R 270 000.00</b> | <b>R 1 260 000.00</b> |

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3.5 PORTABLE SKILLS PLAN FOR THE YEAR 2024 – 2028

|                   | 2024 | 2025               | 2026               | 2027               | 2028               | Total Budget        |
|-------------------|------|--------------------|--------------------|--------------------|--------------------|---------------------|
| Agriculture       |      | 10                 | 15                 | 15                 | 15                 | 55                  |
| Entrepreneurship  |      | 12                 | 12                 | 12                 | 12                 | 48                  |
| Computer Literacy |      | 4                  | 4                  | 4                  | 4                  | 16                  |
| <b>Total</b>      |      | <b>26</b>          | <b>31</b>          | <b>31</b>          | <b>31</b>          | <b>119</b>          |
| <b>Budget</b>     |      | <b>R 37 000.00</b> | <b>R 39 000.00</b> | <b>R 32 000.00</b> | <b>R 44 000.00</b> | <b>R 152 000.00</b> |

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### 3.6

#### CAREER PROGRESSION

Ikwezi Mining is deeply committed to employee growth and workforce development through its structured and impactful Career Progression Plan. This comprehensive approach is implemented through a variety of programmes, including internships, work experience, mentorships, learnerships, and bursaries. These initiatives are strategically aligned to address hard-to-fill vacancies within the mining sector and form a key component of the company's broader succession planning and talent management strategy. By focusing on critical technical fields such as Mine Surveying, Mining Engineering, Diesel Mechanics, Geology, and Environmental Health, Ikwezi Mining ensures it is equipping its workforce with the necessary skills to meet both current operational demands and future industry needs.

Beyond addressing technical skills shortages, these programmes demonstrate Ikwezi Mining's commitment to transformation, inclusivity, and community development. The company places particular emphasis on supporting previously disadvantaged individuals and local community members, offering them access to quality education, practical training, and career advancement opportunities. This inclusive approach not only supports national development priorities but also builds a sustainable talent pipeline that strengthens the company's resilience. By integrating skills development into its core business objectives, Ikwezi Mining continues to foster a capable, empowered, and future-ready workforce. The Career Progression Plan is structured to support talent development from foundational education through to professional readiness. It combines academic learning with practical exposure, structured on-the-job training, and

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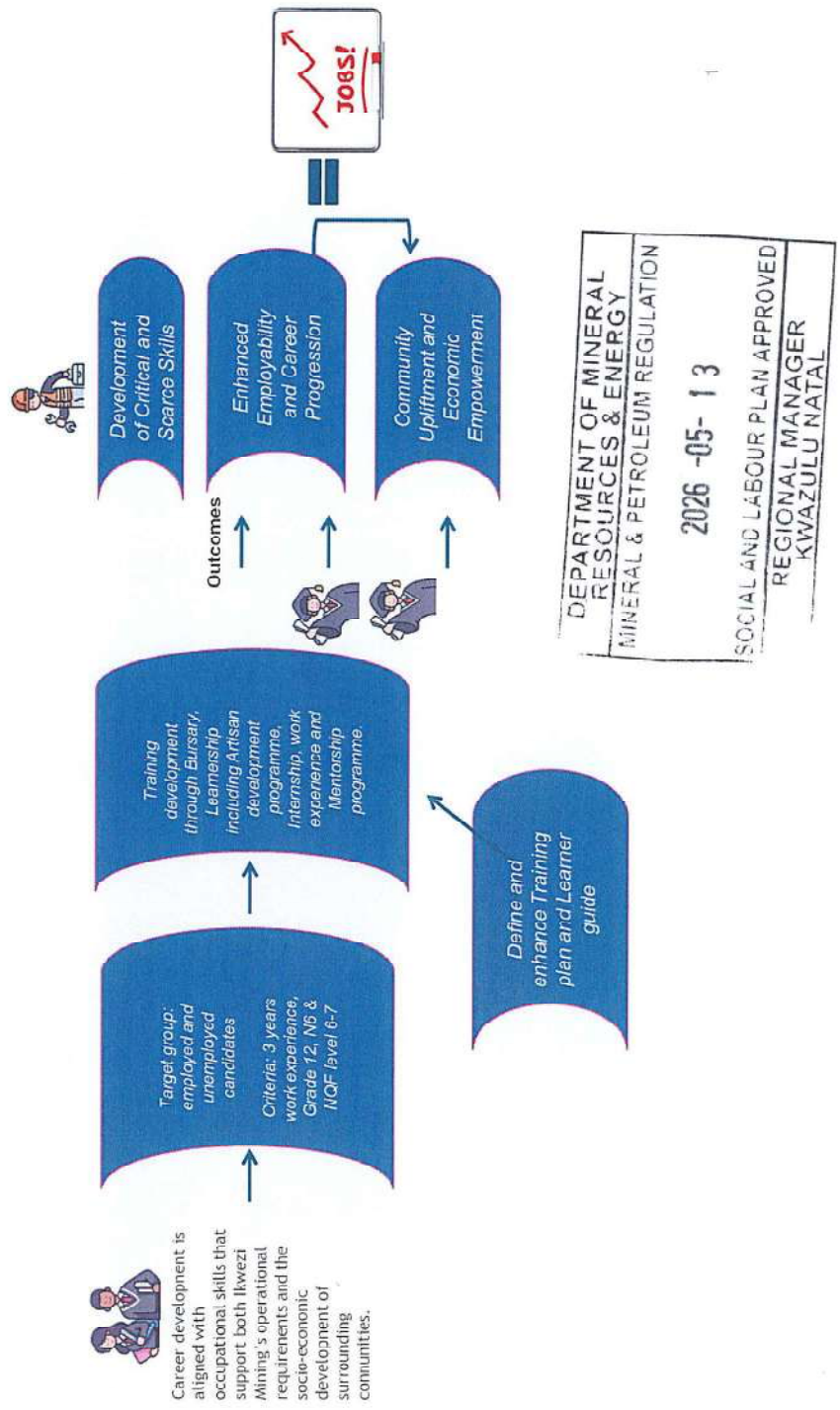
mentorship, effectively bridging the gap between theory and practice. These efforts support both students entering the workforce and existing employees looking to grow within the company.

The framework is segmented by department to meet the specific technical and professional requirements of each operational area. Key departments such as Engineering, Mining & Blasting, Environmental & Safety, HR & HRD, Finance, Metallurgy/Coal Processing, Geology, and Logistics/Procurement have tailored development paths designed to support growth from entry-level to advanced roles. This targeted and strategic approach not only supports internal promotions and succession planning but also contributes to local community upliftment by prioritizing local candidates. Ultimately, Ikwezi Mining's Career Progression Plan underscores its commitment to investing in people and ensuring the long-term success and sustainability of its operations. The following outlines the career progression pathways for individuals in each department:





### 3.6.1 Career Progression Paths

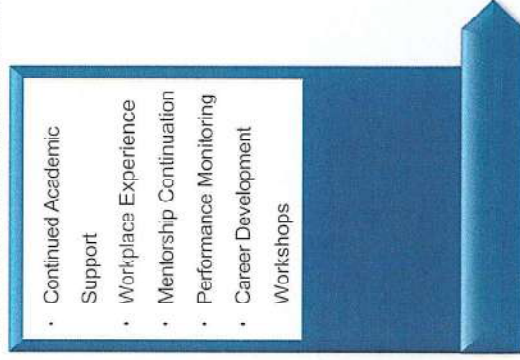


### 3.6.2 3-Year Bursary - Programme Breakdown

#### Year 1: Onboarding and Foundation



#### Year 2: Academic Progression and Practical Integration



#### Year 3: Final Year and Transition to Employment



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3.6.3 2-year Internship Programme management Breakdown

Year 1: Orientation and Skill Development

- **Onboarding:** Formal induction of new graduates, including orientation about the company culture, values, and internship objectives.
- **Training Needs Assessment:** Identify each intern's strengths and areas for development to tailor their learning plan.
- **Workplace Rotation:** Graduates rotate through different departments or roles relevant to their field to gain broad exposure and practical experience.
- **Mentorship:** Each intern is paired with an experienced mentor to guide their professional growth and provide ongoing support.
- **Skill Building:** Focus on developing both technical skills and soft skills through on-the-job training, workshops, and seminars.
- **Performance Monitoring:** Regular progress reviews and feedback sessions to track development and address any challenges early.

Year 2: Specialization and Transition to Employment

- **Focused Work Assignments:** Interns take on more specialized roles or projects that align with their career interests and company needs.
- **Advanced Training:** Additional targeted training to deepen expertise and prepare for full-time responsibilities.
- **Professional Development:** Continued mentorship and coaching, including career guidance and preparation for permanent employment.
- **Performance Evaluation:** Formal mid-year and year-end evaluations to assess readiness for employment and identify areas for improvement.
- **Job Placement Support:** Assistance with internal job applications, interview preparation, and potential permanent role placement within Ikwazi Mining.
- **Programme Completion:** Successful interns may be offered permanent positions, contributing to the company's success on planning and talent pipeline.





### 3.6.4 2-year Learnership Programme management Breakdown

#### Year 1: Foundation and Practical Training

- **Learner Enrollment:** Formal registration and onboarding of learners, including signing learnership agreements and introduction to programme objectives.
- **Theoretical Training:** Learners attend accredited training aligned with the National Qualifications Framework (NQF) standards.
- **Workplace Integration:** Learners begin practical workplace training under the supervision of workplace coaches to apply theory in real work environments.
- **Mentorship and Support:** Assignment of workplace mentors who provide guidance, monitor progress, and support learner development.
- **Progress Monitoring:** Regular assessments and feedback sessions between training providers, workplace coaches, and learners to ensure academic and practical learning targets are met.

#### Year 2: Advanced Learning and Competency Development

- **Continued Theoretical Instruction:** Learners complete remaining modules and assessments required for qualification completion.
- **Increased Workplace Exposure:** Greater focus on hands-on experience, taking on more complex tasks and responsibilities to develop competency in their trade or profession.
- **Skills Assessment:** Continuous practical evaluations to measure skills acquisition and readiness for qualification finalization.
- **Career Development:** Workshops on workplace behavior, communication skills, and career planning to prepare learners for full-time employment.
- **Final Assessment and Certification:** Completion of final assessments and submission of portfolios of evidence to the relevant accreditation body (e.g., MQA or QCTO).
- **Transition Support:** Assistance with job placement or further development opportunities within Ikwezi Mining or the broader industry.

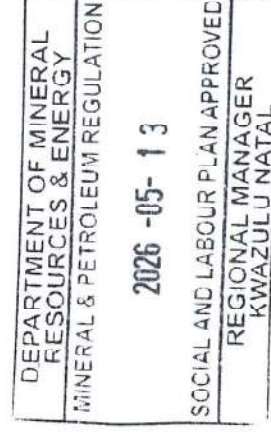
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### 3.5.5

#### Expected Outcomes

Ikwezi Mining's Training programmes are designed to produce a highly skilled and competent workforce equipped to meet the company's operational demands and contribute to the broader mining sector. Through these programmes, learners and graduates gain a solid foundation of theoretical knowledge combined with practical workplace experience, enabling them to develop critical technical skills in fields such as mining engineering, geology, metallurgy, and environmental health. This holistic approach ensures that participants are not only academically qualified but also job-ready, capable of contributing effectively to the Company's productivity and safety standards from day one.

In addition to technical skills development, these programmes support Ikwezi Mining's commitment to transformation and community development by prioritizing previously disadvantaged individuals and members of the local community. By offering mentorship, structured training, and career development opportunities, the Company promotes an inclusive and diverse talent pipeline that supports equal opportunity and economic empowerment. Ultimately, these training initiatives strengthen the Company's succession planning and talent management strategies, ensuring a sustainable workforce that supports both current operational needs and future growth.



### 3.7 MENTORSHIP PROGRAMME

Ikwezi Mining has made significant strides in strengthening its workforce development strategy by appointing dedicated workplace coaches to support its internship, work experience, and learnership programmes. These coaches play a critical role in ensuring that learners and interns receive the necessary on-the-job training, practical exposure, and professional guidance needed to succeed. By providing continuous mentorship, monitoring progress, and offering constructive feedback, the workplace coaches help bridge the gap between theory and practice, ensuring that participants gain relevant, hands-on experience aligned with industry standards. As part of its broader mentorship and capacity-building efforts, Ikwezi Mining is also implementing a Mentorship initiative. This initiative involves the strategic transfer of experienced professionals from Ikwezi Mining's operations in other countries to its South African sites. These experts bring valuable international experience and technical knowledge, which they share with local employees through on-site training, mentorship, and knowledge exchange sessions. The Mentorship programme serves as a platform for the effective transfer of expertise while promoting collaboration across the Company's global operations.

The skills transfer enabled by the Mentorship programme significantly enhances the technical capabilities of the local workforce. Employees benefit from exposure to advanced practices, problem-solving techniques, and new technologies, which improve productivity and operational efficiency. Additionally, the presence of international experts contributes to a more diverse learning environment, encouraging cross-cultural understanding and innovative thinking within teams. Together, these initiatives reflect Ikwezi Mining's commitment to continuous learning, employee development, and sustainable talent growth. By combining structured internal support with global knowledge-sharing efforts, the Company is actively cultivating a workforce that is well-equipped to meet both present and future operational challenges. These programmes not only contribute to individual career growth but also align with national transformation goals and long-term business sustainability.



### 3.8 BURSARY PROGRAMME

The objective of this programme is to identify high-potential students and support them through tertiary education to build a future talent pipeline. Key features include requirements of matriculants with university entrance, from local communities. The support provided will include tuition fees, accommodation, textbooks and a stipend. Once successfully graduated, it is envisaged that the prospective candidates will be absorbed for vacation work experience, amongst other additional programs and be assigned Company mentor.

#### 3.8.1 Supported fields of study

| Department                                                                                                                                                                                                                                 | Qualification Supported                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Engineering                                                                                                                                                                                                                                | BEng/BSc in Mechanical, Electrical, or Mining Engineering |
| Mining & Blasting                                                                                                                                                                                                                          | BTech/BSc in Mining Engineering                           |
| Environmental & Safety                                                                                                                                                                                                                     | BSc in Environmental Science / Safety Management          |
| HR & HRD                                                                                                                                                                                                                                   | BCom in Human Resource Management / Industrial Psychology |
| Finance                                                                                                                                                                                                                                    | BCom in Accounting / Financial Management                 |
| Metallurgy/Coal Processing                                                                                                                                                                                                                 | BSc in Metallurgy / Chemical Engineering                  |
| Geology                                                                                                                                                                                                                                    | BSc in Geology                                            |
| Logistics/Procurement                                                                                                                                                                                                                      | BCom in Supply Chain / Logistics                          |
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### 3.8.2 Bursary Intake Plan (Year 2024 – 2028)

|                                         | 2024 | 2025                | 2026                   | 2027                                                                                              | 2028                    | Total               |
|-----------------------------------------|------|---------------------|------------------------|---------------------------------------------------------------------------------------------------|-------------------------|---------------------|
| Mining Engineering (3years)             |      |                     | 1(New External Intake) | 1 (Continued intake)                                                                              | 1 (New External intake) | 2                   |
| Mine Surveying (3years)                 |      |                     | 1(New External Intake) | 1 (New External intake)                                                                           | 1 (Continued intake)    | 2                   |
| <b>Total</b>                            |      | <b>0</b>            | <b>2</b>               | <b>2</b>                                                                                          | <b>2</b>                | <b>4</b>            |
| <b>Budget (R100 000/ Learner/ Year)</b> |      | <b>R 200 000.00</b> | <b>R 200 000.00</b>    | <b>R 200 000.00</b>                                                                               | <b>R 200 000.00</b>     | <b>R 400 000.00</b> |
| Metallurgy (1 year)                     |      |                     | 1(New Internal Intake) | <div> DEPARTMENT OF MINERAL RESOURCES &amp; ENERGY<br/> MINERAL &amp; PETROLEUM REGULATION </div> |                         | 1                   |
| Business Administration (1year)         |      |                     | 1(New Internal Intake) | 2026 -05- 13                                                                                      |                         | 1                   |
| <b>Total</b>                            |      | <b>0</b>            | <b>2</b>               | <div> SOCIAL AND LABOUR PLAN APPROVED<br/> REGIONAL MANAGER<br/> KWAZULU NATAL </div>             |                         | <b>2</b>            |
| <b>Budget (R100 000/ Learner/ Year)</b> |      |                     | <b>R 400 000.00</b>    |                                                                                                   |                         | <b>R 400 000.00</b> |

Since we are approaching last quarter of 2025 Bursaries of 2025 may get allocated in first quarter of 2026.

### 3.9 INTERNSHIP / WORK EXPERIENCE INTAKE PLAN (YEAR 2024 – 2028)

|                       | 2024                        | 2025                       | 2026                       | 2027                       | 2028                        | Total                |
|-----------------------|-----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|----------------------|
| Environmental Science | 1 (New Intake – for 1 year) |                            |                            | 1(New intake - for 1 year) |                             | 2                    |
| Safety Management     | 1(New Intake - for 1 year)  |                            | 1(New intake - for 1 year) |                            |                             | 2                    |
| Chemical Engineering  |                             |                            |                            |                            | 1(New intake - for 1 year)) | 1                    |
| Finance               | 1(New Intake - for 1 year)  |                            |                            | 1(New intake - for 1 year) |                             | 2                    |
| Geology               |                             | 1(New Intake - for 1 year) |                            | 1(New intake - for 1 year) |                             | 2                    |
| IT                    |                             | (New Intake for 1 year)    | 1(New intake - for 1 year) |                            |                             | 2                    |
| Legal                 |                             | 1(New intake - for 1 year) |                            |                            |                             | 1                    |
| <b>Total</b>          | <b>3</b>                    | <b>3</b>                   | <b>2</b>                   | <b>3</b>                   | <b>1</b>                    | <b>12</b>            |
| <b>Budget</b>         | <b>R324 000.00</b>          | <b>R324 000.00</b>         | <b>R216 000.00</b>         | <b>R324 000.00</b>         | <b>R108 000.00</b>          | <b>R1 296 000.00</b> |

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### 3.10 Hard to Fill Vacancies

Ikwezi Mining is actively addressing its hard-to-fill vacancies through a comprehensive set of development programmes aimed at building internal capacity and attracting new talent. These initiatives include mentorship, bursaries, internships, portable skills training, and learnerships, all of which are aligned with the company's broader talent management and workforce planning strategy. By investing in these structured programmes, Ikwezi Mining is working to close critical skills gaps and ensure a sustainable supply of qualified professionals for key technical and leadership roles within its operations.

The company has specifically targeted high-priority fields where talent shortages have been identified, including roles such as Mine Manager, Plant Manager, Environmental Health Officer, Chemical Laboratory Technician/Analyst, Diesel Mechanic, Electrician, and Blaster. Through these targeted interventions, Ikwezi Mining not only supports the development of scarce skills but also creates career opportunities for both internal employees and individuals from surrounding communities. This approach enhances workforce stability, promotes transformation, and ensures that the company can meet both its operational and regulatory requirements.

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3.10.1 Form R

| Hard-To-Fill Vacancy (HTFV)              |                                                                                                                                               |                                                           |                                                           |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|
| Occupation                               | Primary reason why occupation is regarded as Hard to Fill                                                                                     | Further reason why occupation is regarded as Hard to Fill | Further reason why occupation is regarded as Hard to Fill |
| Mine manager                             | Lack of relevant qualifications (desired level of study not attained or inappropriate field of study or inappropriate subject specialisation) | Lack of relevant experience                               | Equity considerations                                     |
| Plant Manager                            | Lack of relevant qualifications (desired level of study not attained or inappropriate field of study or inappropriate subject specialisation) | Lack of relevant experience                               | Unsuitable job location                                   |
| Chemical Laboratory Technician / Analyst | Lack of relevant qualifications (desired level of study not attained or inappropriate field of study or inappropriate subject specialisation) | Lack of relevant experience                               | Equity considerations                                     |
| Diesel Mechanic                          | Equity considerations                                                                                                                         | Unsuitable job location                                   | Lack of relevant experience                               |
| Electrician                              | Equity considerations                                                                                                                         | Lack of relevant experience                               | Unsuitable job location                                   |



|         |                                                                                                                                               |                       |                         |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|
| Blaster | Lack of relevant qualifications (desired level of study not attained or inappropriate field of study or inappropriate subject specialisation) | Equity considerations | Unsuitable job location |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|

### 3.11. HOUSING AND LIVING CONDITIONS

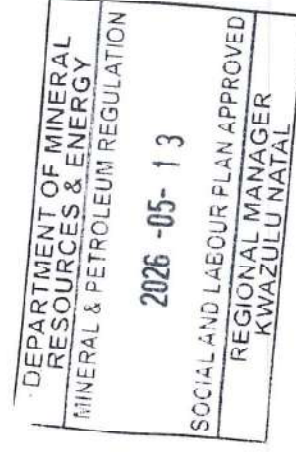
Ikwezi actively encourages homeownership by offering support to help employees achieve the goal of owning their own homes. By promoting both family-friendly living conditions and homeownership, we strive to create a stable, supportive environment that contributes to the long-term prosperity and well-being of our workforce. The Company recognises that access to information and understanding of financial matters is essential for employees who wish to improve their housing and living conditions. In line with this, the Company will facilitate awareness and information sessions (such as short workshops or camps) on topics including:

- understanding and accessing housing loans and subsidies.
- Personal finance management and savings
- Responsible credit use and household budgeting.

These initiatives will be offered in collaboration with external institutions (Human Settlements) or specialists where appropriate.

The Company's role will be to facilitate and coordinate such sessions and provide employees with opportunities to attend on a voluntary basis.

Ikwezi Mining's employees do not live in any hostel units.





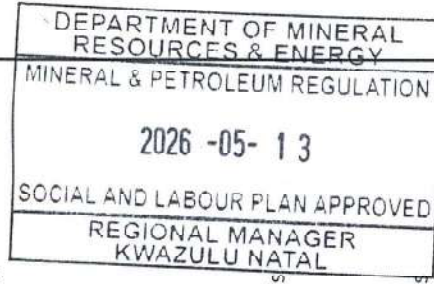
### 3.12. FUTURE FORUM

Ikwezi Mining has established a Future Forum comprising representatives from both mine management and the contractors, serving as a structured platform for open dialogue and collaboration. Through regular engagements, the Future Forum ensures transparency, builds trust between stakeholders, and promotes inclusive decision-making, ultimately contributing to sustainable development and social cohesion around Ikwezi Mining's operations.

### 3.13. MEASURES TO AVOID JOB LOSSES AT IKWEZI MINING

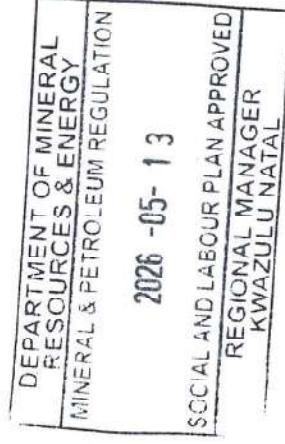
To promote job security and minimize the risk of retrenchments, Ikwezi Mining will implement the following proactive measures:

- a) **Multi-skilling and Cross-training** - Equip employees with multiple skills so they can perform various roles within the operation. This increases workforce flexibility and allows the company to reassign staff to different departments during operational changes.
- b) **Internal Re-deployment** - Before considering job cuts, identify opportunities to redeploy employees to other areas of the business where there may be vacancies or increased demand, especially within new projects, maintenance, or rehabilitation teams.
- c) **Operational Efficiency and Cost Management** - Continuously review and optimize operational processes to reduce unnecessary costs without affecting employment. This includes energy savings, equipment optimization, and waste reduction, allowing more resources to be directed toward employee retention.
- d) **Engagement with Unions and Employee Forums** - Maintain open communication with employee representatives, unions, and Future Forums to collaboratively explore alternatives to retrenchment, such as reduced work hours, voluntary separation packages, or temporary lay-offs.



- e) **Upskilling and Reskilling** - Invest in ongoing skills development through learnerships, portable skills programmes, and AET training, enabling employees to remain relevant and adaptable in a changing work environment.
- f) **Local Procurement and Community Projects** - Encourage local economic development by involving employees in community development projects or enterprise initiatives, creating alternative work opportunities and promoting income diversification.
- g) **Succession and Talent Planning** - Plan ahead by aligning succession planning with workforce transitions, ensuring that natural attrition (like retirements) can absorb staffing changes instead of forced retrenchments.

By adopting these measures and utilizing the budget of **R152 000.00** in the implementation of portable skills contemplated in 3.5 above, Ikwezi Mining not only protects jobs but also strengthens workforce resilience, enhances productivity, and contributes to long-term business sustainability and community stability.



## SECTION 4: Employment Equity

### 4.1 DEMOGRAPHIC PROFILE OF WORKFORCE

| Occupational Levels                                                     | Male |   |   |   | Female |   |   |   | Foreign Nationals |        | Total |
|-------------------------------------------------------------------------|------|---|---|---|--------|---|---|---|-------------------|--------|-------|
|                                                                         | A    | C | I | W | A      | C | I | W | Male              | Female |       |
| Top management                                                          | 1    | 0 | 0 | 0 | 0      | 0 | 0 | 0 | 0                 | 0      | 1     |
| Senior management                                                       | 0    | 1 | 0 | 6 | 1      | 0 | 0 | 0 | 2                 | 0      | 10    |
| Professionally qualified and experienced specialists and mid-management | 5    | 1 | 1 | 3 | 1      | 0 | 1 | 1 | 1                 | 0      | 14    |
| Skilled technical and academically qualified workers, junior            | 2    | 1 | 0 | 2 | 2      | 0 | 0 | 1 | 1                 | 0      | 9     |

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#### 4.2 EMPLOYMENT EQUITY TARGETS AND STRATEGIES

Ikwezi Mining is committed to building an inclusive and diverse workforce that reflects the communities it serves. Employment equity is a key pillar of our commitment to fairness, equal opportunity, and social responsibility. Our objective is to eliminate workplace discrimination and ensure that all employees have equal access to career development, growth opportunities, and fair treatment. This Employment Equity Plan sets out clear targets and strategies to enhance the representation of historically disadvantaged groups, foster a more inclusive workplace culture, and support the equitable treatment and advancement of all employees by the year 2028.

#### 4.3. FORM S - Employment Equity Plan

| Measurable Employment Equity targets | Current State                                                                                      | Target                                                               | Focus Area                                                                                       |
|--------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Gender Equality                      | 35% of the workforce is female, with underrepresentation in technical and senior leadership roles. | Increase female representation across all job levels to 40% by 2028. | 1. Increase recruitment in technical roles such as geologists, engineers, and machine operators. |

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|                      |                                                                                                 |                                                                                                                                              |                                                                                                                                                                                                                   |
|----------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                                                                                 |                                                                                                                                              | 2. Target women for leadership development programs to increase their participation in management roles.                                                                                                          |
| Racial Equity        | 26% representation of Black, African Indian, and Coloured employees in senior leadership roles. | Achieve 71% Black, African Indian, and Coloured representation at all levels by 2028, with specific focus on leadership and technical roles. | Enhance recruitment efforts in underserved communities and target candidates from historically marginalized racial groups. Implement targeted leadership development programs for underrepresented racial groups. |
| Disability Inclusion | 1% of the workforce comprises individuals with disabilities.                                    | Ensure that at least 2% of the workforce is composed of employees with disabilities by 2028.                                                 | Ensure the workplace is fully accessible, with appropriate accommodation for employees with disabilities.                                                                                                         |



|                  |                                          |                                                                                           |                                                                                        |
|------------------|------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Youth Employment | 45% of the workforce is aged 35 or under | Increase the percentage of employees under the age of 30 to 60% of the workforce by 2028. | Implement Learnership, work experience, and leadership development programs for youth. |
|------------------|------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

#### 4.4 EMPLOYMENT EQUITY STRATEGIES

At Ikwezi Mining, we are committed to building an inclusive and diverse workforce that reflects the communities we serve. Employment equity is a central pillar of our commitment to fairness, equal opportunity, and social responsibility. Our goal is to eliminate discrimination in the workplace and ensure all employees have equal access to career development, opportunities, and fair treatment. This **Employment Equity Plan** outlines specific strategies to improve the representation of historically disadvantaged groups in our workforce, create a more inclusive workplace culture, and ensure the fair treatment and advancement of all employees.

##### 4.4.1. Employment Equity Strategies

To achieve the targets outlined in the table above, Ikwezi Mining will implement a range of strategies focused on enhancing diversity and inclusion across the organization.

| Strategic measures | Strategy | Action Plan |
|--------------------|----------|-------------|
|--------------------|----------|-------------|

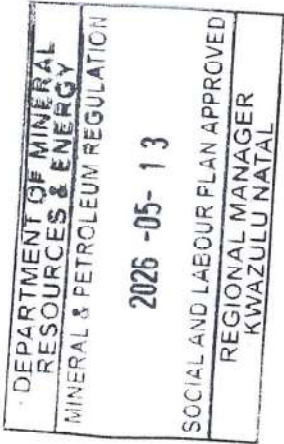
|                                            |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inclusive Recruitment and Hiring Practices | Develop recruitment initiatives that specifically target underrepresented group.                                                          | Advertise job openings on platforms that is accessible to everyone inclusive. Review and adjust job descriptions to accommodate all groups.                                                                                                                                                                         |
| Career Development and Mentorship Programs | Offer targeted career development programs and mentorship opportunities for employees from underrepresented groups.                       | Implement leadership development initiatives specifically aimed at women and racial minorities. Implement mentorship programs that pair junior employees from underrepresented groups with senior leaders in the company. Provide training on career advancement and leadership skills for disadvantaged employees. |
| Inclusive Workplace Environment            | Create an inclusive, respectful, and supportive workplace culture where all employees feel valued and have equal access to opportunities. | Ensure that workplace policies and practices are designed to support a diverse workforce and regularly conduct team-building exercises.                                                                                                                                                                             |
| Retention and Promotion Initiatives        | Focus on retaining and promoting employees from historically disadvantaged groups by providing                                            | Develop a formal mentorship and sponsorship program to support underrepresented groups in advancing                                                                                                                                                                                                                 |

|                                           |  |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           |  | equal access to training, development, and career progression opportunities.                                                                                            | to senior roles. Ensure that performance reviews and promotions are based on merit and equitable opportunities.                                                                                                                                                                                                                                                                                    |
| Partnership with Educational Institutions |  | Partner with local schools and institutions of Higher Learning to promote career opportunities in mining and encourage the inclusion of diverse talent in the industry. | Offer internships, bursaries, and work experience opportunities to students from the mine communities as well as the broader local community.                                                                                                                                                                                                                                                      |
| Monitoring, Reporting, and Accountability |  | Regularly monitor, report, and assess the progress toward employment equity targets and ensure accountability at all levels of the organization.                        | Develop an annual report outlining progress toward employment equity goals, to be shared with employees and stakeholders. Establish a dedicated Social and Ethics Committee, inclusive of representatives from diverse backgrounds, to oversee the implementation of the equity plan. Implement systems to monitor the effectiveness of recruitment, retention, and promotion strategies, and make |



|  |  |                             |             |    |
|--|--|-----------------------------|-------------|----|
|  |  | data-informed<br>necessary. | adjustments | as |
|--|--|-----------------------------|-------------|----|

Ikwezi Mining is committed to fostering a workplace that celebrates diversity and provides equal opportunities for all employees. By setting clear employment equity targets and implementing comprehensive strategies, we aim to not only improve the representation of marginalized groups within the company but also contribute to the broader goal of social and economic equality in the mining sector.





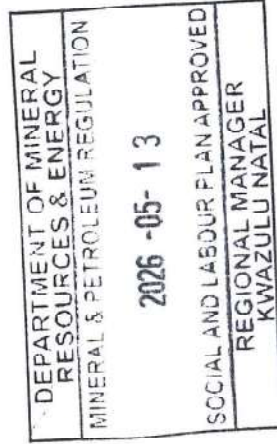
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### 5.1 OVERVIEW

Ikwezi Mining is firmly committed to the sustainable development and upliftment of the communities surrounding its mining operations. As part of our social responsibility and long-term vision, Mine Community Development is a core focus area aimed at improving the quality of life, economic opportunities, and overall well-being of our host communities. We recognize that mining activities can have a significant impact on local communities, and we are dedicated to ensuring that this impact is positive, inclusive, and sustainable.

Our development approach is built on meaningful engagement, collaboration, and partnership with the Dannhauser Local Municipality and the broader mine community to identify and address shared priorities. Key areas of focus include infrastructure development, support for small and medium enterprises (SMEs) to enhance sustainability, and targeted initiatives for youth and women empowerment.

At Ikwezi, we are committed to ensuring that no one is left behind in our development efforts. By investing in infrastructure, education, and local enterprise, we aim to foster long-term economic growth that extends beyond the life of the mine. Through transparent, accountable, and community-driven initiatives, Ikwezi Mining strives to be a responsible corporate citizen and a catalyst for lasting positive change in the region.



## 5.2 SOCIO-ECONOMIC BACKGROUND

Dannhauser Local Municipality, situated in the Amajuba District of KwaZulu-Natal, comprises largely rural settlements where access to basic services remains a major challenge. Wards 4, 6, and 7, in particular, are characterised by high levels of poverty, youth unemployment, and underdeveloped infrastructure, making them among the most vulnerable areas in the municipality.

### 5.2.1. Community Profile

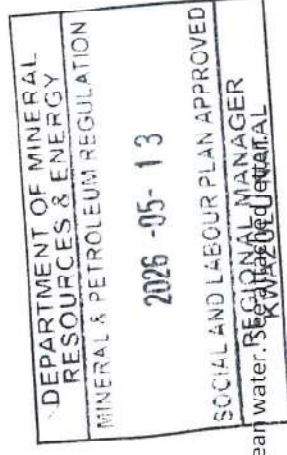
- The population in these wards is predominantly young, with a high dependency ratio and limited access to economic opportunities.
- Households are typically low-income, relying on social grants, informal employment, or subsistence farming.
- Infrastructure in these rural wards is underdeveloped, especially with respect to water supply, sanitation, and educational facilities.
- Community engagement reveals consistent concerns around poor service delivery, with clean water access and school infrastructure emerging as key priorities.

## 5.3 BOREHOLE WATER SUPPLY PROJECT

One of the most pressing issues in Wards 4, 6, and 7 is limited access to clean and reliable water. Currently, only a few boreholes are available to serve large, dispersed rural communities, many of which are located far from households. This situation forces residents often women, children, and the elderly to walk long distances daily to collect water, often from unsafe or unprotected sources. This severely impacts their quality of life, school attendance, and overall community well-being.

#### 5.3.1 Ikwezi Mining intends to intervene by:

- a) Installing 6 additional boreholes in high-need rural communities across Wards 4, 6, and 7;
- b) Upgrading existing boreholes to improve capacity and reliability.
- c) Reducing the burden of long-distance water collection and improving public health through access to clean water.



This intervention follows thorough consultation with the Dannhauser Local Municipality, traditional leaders, and community members, and aligns with local development priorities and national water access goals. (*Proof of consultation is found in Annexure 4*)

#### 5.3.2 Feasibility of the Proposed Borehole Project

A preliminary assessment of the proposed borehole project has been undertaken to determine its viability. This assessment included:

- a) Consultation with Amajuba District Municipality as the local water authority to ensure alignment with existing water supply plans.
- b) Identify suitable sites for borehole drilling, based on existing boreholes to improve capacity and reliability.
- c) Consideration of environmental and social factors, including proximity to human habitation and potential beneficiaries.

#### 5.3.3 Distance between the proposed boreholes and human habitation

The proposed boreholes are strategically located at distances ranging between 100 to 500 meters from areas of human habitation. This placement ensures convenient access to clean water while maintaining a safe and practical distance from residential structures. The selected

locations aim to reduce the time and effort community members spend walking to fetch water, particularly benefiting vulnerable groups such as the elderly, women, and children.

#### **5.3.4 How will the Identified Beneficiaries Access Water**

Upon completion of the drilling of the boreholes and installation of the associated infrastructure the boreholes will be handed over to the Amajuba District Municipality, as the legally recognised water services authority. The Municipality will be responsible for the operation, maintenance and management of the boreholes and any associated infrastructure, and for regulating access to water by identified community beneficiaries. Beneficiaries will therefore access water through the points and arrangements established by the Municipality in line with its policies and service delivery frameworks. The Company's role is limited to facilitating the drilling and installing the borehole as set out in this Plan and does not extend to the ongoing provision or management of water supply

#### **5.3.5 Roles and Responsibilities of Stakeholders**

To ensure the effective planning, implementation, and sustainability of the Borehole Water Supply Project, the following roles and responsibilities are proposed for each stakeholder involved: *(MOA found in Annexure 5)*

##### **Ikwezi Mining:**

- a) Fund the drilling and installation of 6 new boreholes.
- b) Appoint experienced service providers.
- c) Facilitate community engagement through public meetings and updates.

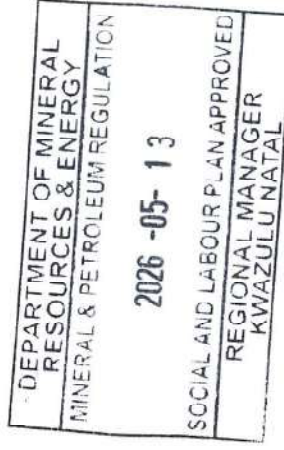


- d) Monitor project progress.
  - e) Provide short-term employment opportunities for local labour during the construction phase.
  - f) Support skills development and training for selected community members on borehole maintenance.
  - g) Coordinate with the Amajuba District Municipality on technical specifications and future handover.
- Amajuba District Municipality:**
- a) Assist with site identification and verification based on community needs and infrastructure plans.
  - b) Facilitate alignment of the project with local Integrated Development Plans (IDPs).
  - c) Accept full responsibility for the **operation, maintenance, and long-term management** of the boreholes upon project completion.
  - d) Ensure equitable access and fair distribution of water resources among wards.
  - e) Incorporate the project into municipal service delivery and water management strategies.

**Traditional Leaders and Ward Committees:**

- a) Mobilise community participation and provide local knowledge during the site selection process.
- b) Support communication and conflict resolution between residents and project implementers.
- c) Encourage community ownership and accountability throughout the project lifecycle.
- d) Identify and nominate suitable local individuals for training and employment.

**5.3.6 Jobs to Be Created**



The implementation of the Borehole Water Supply Project is expected to generate a number of temporary and semi-permanent job opportunities in the following categories:

| Job Type                          | Number of Jobs | Duration          | Priority Groups             |
|-----------------------------------|----------------|-------------------|-----------------------------|
| Borehole Drilling Assistants      | 5              | 1 - 3 months      | Local unemployed youth      |
| Civil Construction Labourers      | 2              | 1 - 3 months      | Local community members     |
| Equipment Operators (e.g. TLB)    | 1              | 1 - 3 months      | Certified machine operators |
| Community Liaison Officers (CLOs) | 1              | Full project term | One per ward                |

#### 5.3.7 Access to Water by Identified Beneficiaries

The boreholes will serve as central water collection points, enabling community members to fetch water directly from the borehole sites. Each borehole will be strategically located to ensure accessibility, with distances ranging from 100 to 500 meters from households, depending on the layout of each village. This arrangement is intended to make water collection more convenient for beneficiaries, reducing the need to travel long distances for daily water needs.

As the project scope does not include the installation of storage tanks or pipelines, water will be accessed manually and directly at borehole points.

This project will contribute to:

|                                             |
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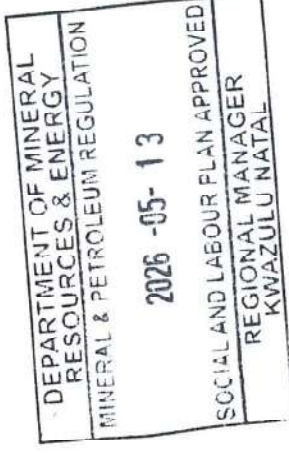
- a) Providing clean and reliable water access to all 14 identified villages.
- b) Improving quality of life through enhanced water availability.
- c) Meeting the community's basic needs in a sustainable and community-focused manner.

#### 5.3.8 Exit Strategy

The project will be handed over to the Amajuba District Municipality for ongoing maintenance and management.

#### 5.3.9 Project Summary

|                   |                                                                                                                                                                                                                    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <b>Dannhauser Community Water Borehole Project</b>                                                                                                                                                                 |
| <b>BACKGROUND</b> | Through consultation with the Dannhauser Municipality and the community affected by Ikwezi Mining's operations, Ikwezi identified the need to provide water to 14 villages across three wards (Wards 4, 6, and 7). |



| <b>GEOGRAPHICAL LOCATION OF PROJECT</b>                                                    | Dannhauser Local Municipality                                        | Community: Dannhauser                                                                                                                                                    | <b>Project Start and End date: upon approval of the SLP.</b>                                                                                                                                                                                                                                                                      |              |           |                    |                  |        |                                             |                       |                   |                          |                       |               |  |  |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|--------------------|------------------|--------|---------------------------------------------|-----------------------|-------------------|--------------------------|-----------------------|---------------|--|--|
|                                                                                            |                                                                      |                                                                                                                                                                          | <table border="1"> <tr> <th>Project Name</th> <th>Community</th> <th>Project start date</th> <th>Project End date</th> <th>Budget</th> </tr> <tr> <td>Dannhauser Community Water Borehole Project</td> <td>Community: Dannhauser</td> <td>Upon Approval</td> <td>24 Months upon approval.</td> <td>R2 000 000</td> </tr> </table> | Project Name | Community | Project start date | Project End date | Budget | Dannhauser Community Water Borehole Project | Community: Dannhauser | Upon Approval     | 24 Months upon approval. | R2 000 000            |               |  |  |
| Project Name                                                                               | Community                                                            | Project start date                                                                                                                                                       | Project End date                                                                                                                                                                                                                                                                                                                  | Budget       |           |                    |                  |        |                                             |                       |                   |                          |                       |               |  |  |
| Dannhauser Community Water Borehole Project                                                | Community: Dannhauser                                                | Upon Approval                                                                                                                                                            | 24 Months upon approval.                                                                                                                                                                                                                                                                                                          | R2 000 000   |           |                    |                  |        |                                             |                       |                   |                          |                       |               |  |  |
| <b>OUTPUT</b><br>Provision of water to the Dannhauser community.                           | <b>KEY PERFORMANCE AREA:</b><br>Infrastructure Development Projects. | <b>KEY PERFORMANCE INDICATOR:</b><br>1. Number of villages provided with access to clean and reliable water supply within Wards 4, 6, and 7 of the Dannhauser community. | <b>Action plan</b> <table border="1"> <tr> <th>TASK</th> <th>Date</th> </tr> <tr> <td>Project: proposal</td> <td>2025</td> </tr> <tr> <td>Project: approval</td> <td>To be determined</td> </tr> <tr> <td>Project: Commencement</td> <td>Upon Approval</td> </tr> </table>                                                        |              |           |                    | TASK             | Date   | Project: proposal                           | 2025                  | Project: approval | To be determined         | Project: Commencement | Upon Approval |  |  |
| TASK                                                                                       | Date                                                                 |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |              |           |                    |                  |        |                                             |                       |                   |                          |                       |               |  |  |
| Project: proposal                                                                          | 2025                                                                 |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |              |           |                    |                  |        |                                             |                       |                   |                          |                       |               |  |  |
| Project: approval                                                                          | To be determined                                                     |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |              |           |                    |                  |        |                                             |                       |                   |                          |                       |               |  |  |
| Project: Commencement                                                                      | Upon Approval                                                        |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |              |           |                    |                  |        |                                             |                       |                   |                          |                       |               |  |  |
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|                                          |                                                                                                         |                                                                                                                                                                                                                                                                    |                                          |                                |            |                                 |                                   |
|------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------|------------|---------------------------------|-----------------------------------|
|                                          | 2. Completion of water infrastructure (boreholes, tanks, pipelines) within planned budget and timeline. | <table><tr><td>DEPARTMENT OF MINERAL RESOURCES &amp; ENERGY</td></tr><tr><td>MINERAL &amp; PETROLEUM REGULATION</td></tr><tr><td>2025-05-13</td></tr><tr><td>SOCIAL AND LABOUR PLAN APPROVED</td></tr><tr><td>REGIONAL MANAGER<br/>KWAZULU NATAL</td></tr></table> | DEPARTMENT OF MINERAL RESOURCES & ENERGY | MINERAL & PETROLEUM REGULATION | 2025-05-13 | SOCIAL AND LABOUR PLAN APPROVED | REGIONAL MANAGER<br>KWAZULU NATAL |
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#### 5.4 SANITATION INFRASTRUCTURE PROJECT - MBABANE PRIMARY SCHOOL

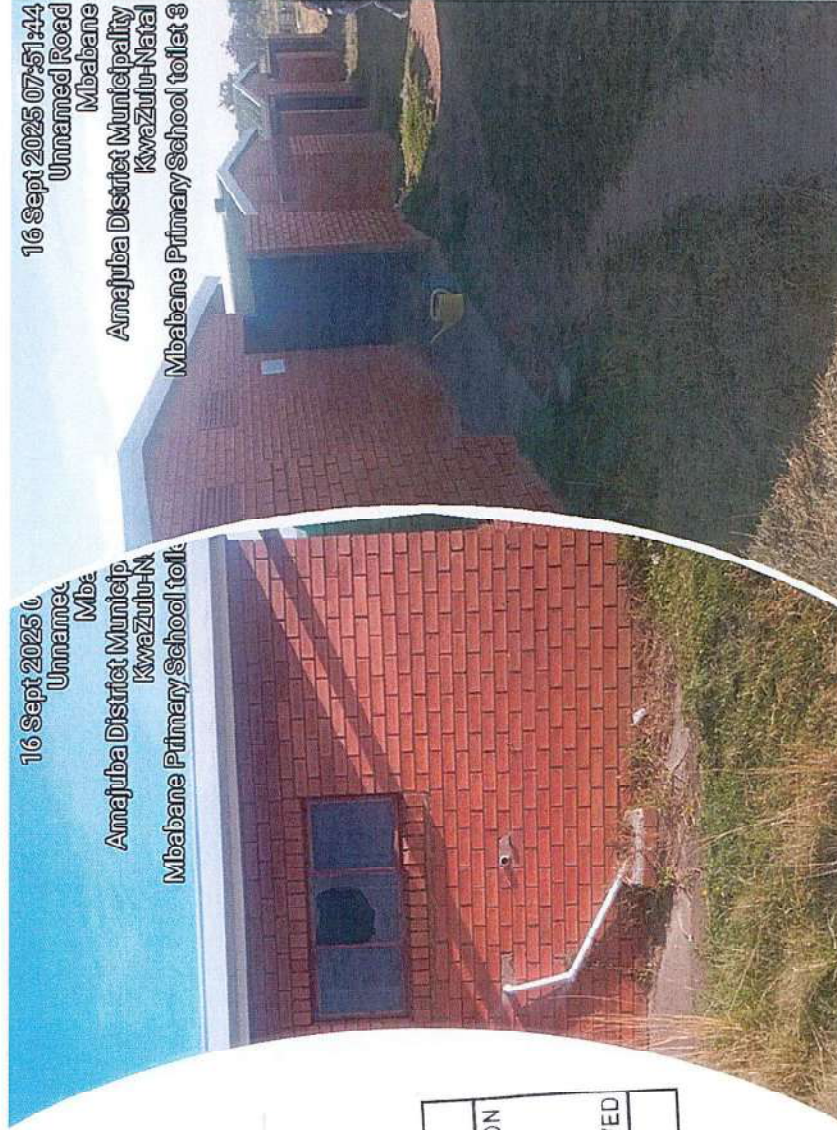
5.4.1 In addition to addressing water shortages, Ikwezi Mining has identified unsafe and deteriorating sanitation facilities at Mbabane Primary School as a critical area for intervention. The Sanitation Infrastructure Project at Mbabane Primary School aims to restore dignity and improve health and safety conditions for learners by providing safe, hygienic, and functional toilet facilities. It is envisaged that 5 ablution facilities for boys and additional 5 for girls will be constructed. These will be in a form of enviro-loos, locally designed and manufactured in South Africa, as a convenient, economical and safe (environmental and health) solution to the mounting worldwide pollution and water challenges. Please see *Annexure 6* in this regard.

The toilets in use are old-style pit latrines, many of which are structurally unstable, poorly ventilated, and unhygienic. These facilities are often overfilled, lack proper doors or privacy, and do not meet basic sanitation standards required for a safe school environment. For young learners in the lower grades, this situation is especially problematic. The toilets are not child-friendly, increasing the risk of accidents, infections, and exposure to harmful bacteria. The absence of handwashing stations or running water further worsens the risk of disease transmission. Overall, the poor state of sanitation is not only a health hazard but also affects the dignity, attendance, and learning experience of the students.

Mbabane Primary School Project

- Current Status of the ablation Facility.

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This intervention was informed by:

- a) Feedback from school staff and stakeholders.
- b) Engagement with traditional leadership and local education representatives.
- c) Socio-economic assessments conducted during the pre-SLP analysis phase.

**Project objectives include:**

- a) Replacing or rehabilitating existing, unsafe toilets.
- b) Ensuring that sanitation facilities are gender-sensitive, age-appropriate, and sustainable.
- c) Creating a cleaner, safer learning environment that protects the health and dignity of learners and staff.

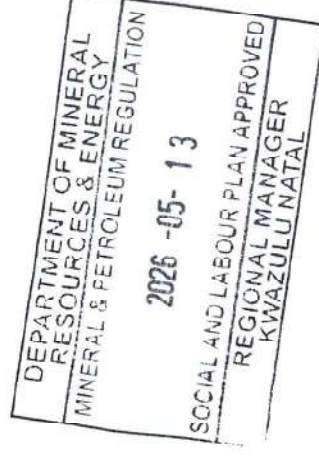
By improving school sanitation, the project supports the broader goals of educational access, learner retention, and youth development in rural communities.

#### 5.4.2 Roles and Responsibilities of Stakeholders

To ensure the successful implementation and long-term impact of the project, the following responsibilities are assigned:

**Ikwezi Mining:**

- a) Fund the Installation of the sanitation facilities.
- b) Appoint an experienced contractor and monitor construction progress for quality and compliance.
- c) Engage with the school, school governing body (SGB) to ensure alignment with needs.





- d) Provide short-term local employment and training opportunities during construction.
- e) Supply water storage or small-scale pumping systems (if needed) for handwashing stations.

**Department of Basic Education (KwaZulu-Natal Province):**

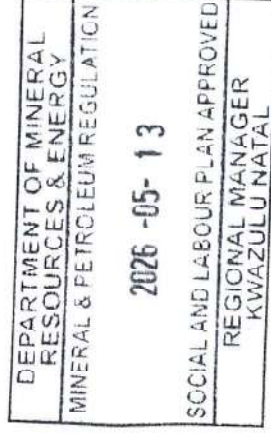
- a) Support ongoing health and hygiene education at school.
- b) Take over the long-term maintenance of the infrastructure post-handover.
- c) Ensure the school includes sanitation management in its operating budget.

**School Governing Body (SGB) & Mbabane Primary School Staff:**

- a) Participate in the planning process and help identify specific needs (e.g., number of toilets per gender/grade).
- b) Monitor on-site activities during construction and report any issues to project stakeholders.
- c) Manage sanitation facilities on a daily basis and promote hygiene awareness among learners.
- d) Ensure secure and responsible use of facilities post-project.

**5.4.3 Jobs to Be Created**

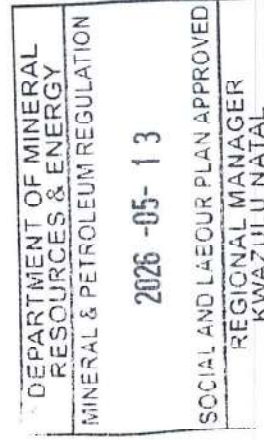
The implementation phase of the sanitation project will generate several temporary employment opportunities, prioritising local labour, particularly unemployed youth and semi-skilled individuals.



| Job Type                              | Number of Jobs | Duration          | Priority Groups               |
|---------------------------------------|----------------|-------------------|-------------------------------|
| General Construction Labourers        | 5              | 2 – 3 months      | Local unemployed individuals  |
| Plumber                               | 1              | 2 months          | Qualified local artisans      |
| Welders/Metal Workers (doors/frames)  | 2              | 1 – 2 months      | Semi-skilled youth            |
| Painters and Finishing Workers        | 3              | 1 month           | Local jobseekers              |
| Health and Safety Officer (Part-Time) | 1              | Full project term | Certified local HSE personnel |
| Community Liaison Officer (CLO)       | 1              | Full project term | Local ward representative     |
| Security Personnel                    | 2              | 3 months          | Local security services       |

#### 5.4.4 Exit Strategy

Upon completion, the sanitation facilities will be officially handed over to School for ongoing management and maintenance. A maintenance training session will be conducted with school staff to ensure the facilities are kept in good condition.



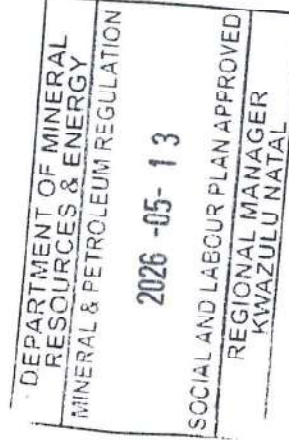
#### 5.4.5 Project Summary

|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |                                                            |                                                       |                    |                          |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|--------------------|--------------------------|-----------|
| Mbabane Primary School- Sanitation Infrastructure Project                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                       |                                                            |                                                       |                    |                          |           |
| BACKGROUND                                                                                                                                                                                           | Implementation of the Sanitation Infrastructure Project at Mbabane Primary School aims to address unsafe and deteriorating toilet conditions that impact learners' health and dignity. The project is informed by stakeholder feedback, engagement with traditional leadership, and socio-economic assessments conducted during the pre-SLP analysis. |                                                            |                                                       |                    |                          |           |
| GEOGRAPHICAL LOCATION OF PROJECT                                                                                                                                                                     | Dannhauser Local Municipality                                                                                                                                                                                                                                                                                                                         | Community: Dannhauser                                      | Project Start and End date: upon approval of the SLP. |                    |                          |           |
| <div>DEPARTMENT OF MINERAL RESOURCES &amp; ENERGY<br/>MINERAL &amp; PETROLEUM REGULATION<br/><br/>2026 -05- 13<br/><br/>SOCIAL AND LABOUR PLAN APPROVED<br/>REGIONAL MANAGER<br/>KWAZULU NATAL</div> |                                                                                                                                                                                                                                                                                                                                                       | Project Name                                               | Community                                             | Project start date | Project End date         | Budget    |
|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       | Mbabane Primary School- Sanitation Infrastructure Project. | Community: Dannhauser                                 | Upon Approval      | 24 Months upon approval. | R 500 000 |

| OUTPUT                                                                                                                                  | KEY PERFORMANCE AREA:                                    | KEY PERFORMANCE INDICATOR:                                                      | Action plan                                                                                                                                                                                                                           |      |      |                  |                   |                  |                  |                      |               |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------------------|-------------------|------------------|------------------|----------------------|---------------|
| Improved sanitation facilities at Mbabane Primary School, providing learners with safe, functional, and dignified toilet infrastructure | School Infrastructure Development and Learner Well-being | Satisfaction rate of learners, staff, and parents with the improved facilities. | <table><tr><th>TASK</th><th>Date</th></tr><tr><td>Project proposal</td><td>30 September 2025</td></tr><tr><td>Project approval</td><td>To be determined</td></tr><tr><td>Project Commencement</td><td>Upon Approval</td></tr></table> | TASK | Date | Project proposal | 30 September 2025 | Project approval | To be determined | Project Commencement | Upon Approval |
| TASK                                                                                                                                    | Date                                                     |                                                                                 |                                                                                                                                                                                                                                       |      |      |                  |                   |                  |                  |                      |               |
| Project proposal                                                                                                                        | 30 September 2025                                        |                                                                                 |                                                                                                                                                                                                                                       |      |      |                  |                   |                  |                  |                      |               |
| Project approval                                                                                                                        | To be determined                                         |                                                                                 |                                                                                                                                                                                                                                       |      |      |                  |                   |                  |                  |                      |               |
| Project Commencement                                                                                                                    | Upon Approval                                            |                                                                                 |                                                                                                                                                                                                                                       |      |      |                  |                   |                  |                  |                      |               |

### 5.5 Land Availability

Land availability has been confirmed for both the Borehole Water Supply Project and the Sanitation Infrastructure Project at Mbabane Primary School. The identified sites are accessible, suitable for development, and supported by the local municipality and traditional leadership. *(Endorsement letters are found in Annexure 7)*





## SECTION 6: Financial provision

### 6.1 FINANCIAL PROVISION

provide financial support for the following

In line with the commitments outlined in this Social and Labour Plan, Ikwezi Mining will programs:

- Human Resource Development Programme.
- Mine Community Development Programme.

**Programme** Total Budget 2024 - 2028

|                            |                |                                                                                                                                                                                            |
|----------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Resource Development | R 3 740 000.00 | <div>DEPARTMENT OF MINERAL RESOURCES &amp; ENERGY<br/>MINERAL &amp; PETROLEUM REGULATION<br/>2026 -05- 13<br/>SOCIAL AND LABOUR PLAN APPROVED<br/>REGIONAL MANAGER<br/>KWAZULU NATAL</div> |
| Mine Community Development | R 2 500 000.00 |                                                                                                                                                                                            |
| Total Budget               | R 6 240 000.00 |                                                                                                                                                                                            |

## UNDERTAKING

I Thembisile Khuzwayo, the undersigned and duly authorized thereto by Ikwezi Mining Pty Ltd undertake to adhere to the Information, requirements, commitments and conditions as set out in the Ikwezi Mining's Social and labour plan.

Signed at Ikwezi Mining on this 15 day of December 2025

Signature of responsible person 

Designation Social and Labour Plan Co-Ordinator

