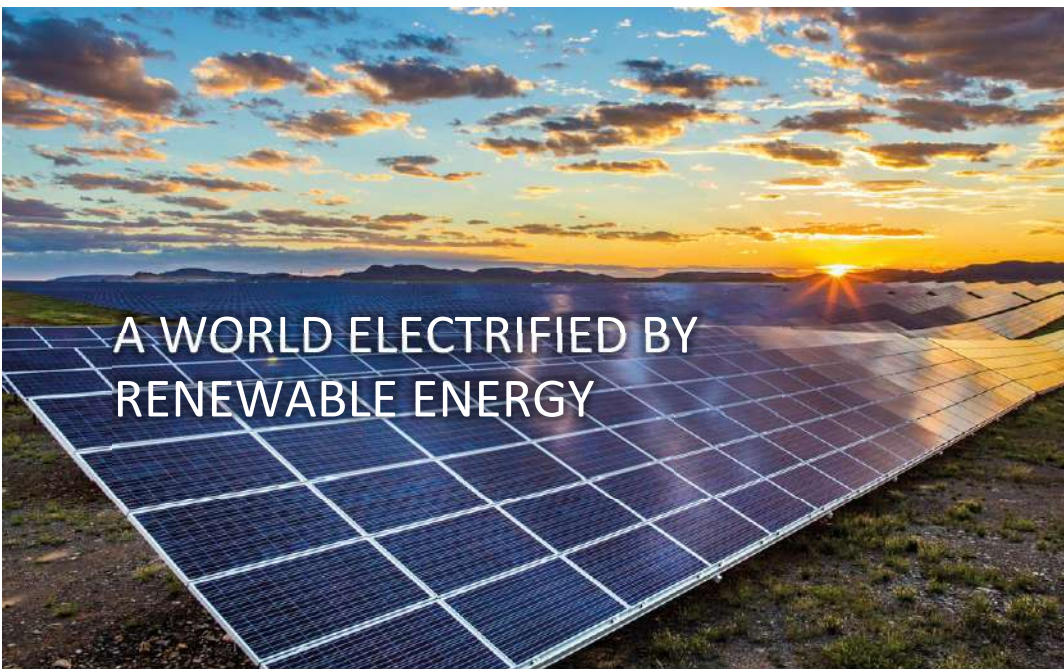


## ECONOMIC AND SOCIAL ECONOMIC DEVELOPMENT PLAN



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## 1 JOB CREATION

The Bidder agrees to provide the following information over the Construction and Operating Measurement Periods of the Project:

- South African Based Employees who are Citizens;
- South African Based Employees who are Black People;
- South African Based Employees who are Skilled Employees;
  - South African Based Skilled Employees who are Black People;
  - South African Based Skilled Employees who are Black People with specialized skills;
- South African Based Employees who are Citizens who reside in Local Communities;
- South African Based Employees, who are Black Youth, aged 15 (fifteen) to 35 (thirty-five) years;
- South African Based Employees who are Black Women; and
- South African Based Employees who are people with disabilities.

The Jobs created for the Project Activities are in alignment with the Paterson Grading. The Paterson Grading system is an analytical method of Job evaluation. The Paterson system places job decision-making into six (6) groups or bands – Policy Making, Programming, Interpretive, Routine, Automatic and Defined. The table titled 'Paterson Grading' illustrates the selection and application of the grading system for jobs.

### Paterson Grading

Band	Kind Decision	Description	Management Level	Grade	Role Function
F	Policy Making	Make policy decisions in all major areas of operations	Top Management	2, 1	Coordinative or Supervisory General
E	Programming	Plan the implementation in all major areas of operation	Senior Management	2, 1	Coordinative or Supervisory General
D	Interpretive	Interpret, plan and choose actions within limits of discretion set by plan	Middle Management	5, 4, 3, 2, 1	Coordinative or Supervisory General
C	Routine	Decide the process necessary to do what has been decided requires doing	Skilled	5, 4, 3, 2, 1	Coordinative or Supervisory General
B	Automatic	Decide on the cycle of operations within a process	Semi-Skilled	5, 4, 3, 2, 1	General
A	Defined	Decide only on the elements of the operation	Unskilled	5, 4, 3, 2, 1	General

Paterson Grading

The Bidder recognizes that each Employee will fall within a determinable occupational level and that the education and or skills level of such Employees shall be commensurate with the occupational level within which the Employee is employed.

The Bidder confirms that in reporting on education and skills levels, the Bidder shall provide an indication of skills levels in terms of the semantic scale as defined in the Employment Equity Regulations enacted in terms of the Employment Equity Act.

With respect to both the Construction Measurement Period and the Operating Measurement Period the occupational levels of Employment will range from Top Management to the occupational level of unskilled and defined decision making.

## 2 LOCAL CONTENT

The Project's Local Content strategy is aligned with the Renewable Energy Independent Power Producer (REIPP) Procurement Programme and government initiative, which is driven by the National Treasury, the Department of Trade, Industry and Competition (DTIC) and the Department of Mineral Resources and Energy (DMRE) and therefore the Bidder aims to stimulate the manufacturing industry with a view to improve the South African economic performance and increase job creation. The Bidder is committed to a diverse perspective on the depth of transformation, which the Bidder believes is vital for just transitions within the Renewable Energy sector with regards to both distributional impact and systems change. This will address the past and present inequalities and require restorative justice or an affirmative approach to local ownership and economic empowerment. It implies the use of REIPP Procurement Programme policies that allow for, or positively support, the Bidder's greater distributional benefits to previously and currently marginalized groups, as well as greater depth in the transformation of socio-economic systems.

One of the most important contributing factors to the ability of Government to facilitate the REIPP Procurement Programme growth is the fact that a significant amount of work in the construction and operations of these Renewable Energy Projects must be done in South Africa, with local goods and materials, and with local resources. This is the only way that the establishment of the Renewable Energy industry can be done on a sustainable basis.

The Bidder notes that the threshold for Local Content is significant and the Bidder is cognizant that Local Content is intended to measure expenditure in relation to the construction and operation of the Project.

## 3 PARTICIPATION BY LOCAL COMMUNITIES

Development in the Local Community is not merely an obligation to the Bidder. The Local Community is the very essence to the success of the Project. The need for community relations and development is vital for each stage of a Renewable Energy project i.e. from inception through to realisation, largely because communities are multi-faceted and complex; therefore, understanding their challenges can be very difficult. Refer to the figure titled 'Community Relation and Development across the Project Cycle'.

Community relations plays a vital role in establishing and maintaining a mutually beneficial relationship with the communities in which the Bidder operates. The underlying principle of community relations is that the Bidder accepts its social responsibility and takes an active interest in the well-being of communities. Obtaining and maintaining good community relations from the early onset heightens support, loyalty and buy-in from the affected community.

Community development, on the other hand, involves assessing the resources, skills, and experience available in a community; organising the community around issues that move its members into action; and then determining and taking appropriate action. The community's own assets and resources are used as the basis for development; and this empowers the people of the community by encouraging them to utilise what they already possess.

### 3.1 Role of Community Relations and Development across the Project Cycle

The Bidder will engage with the Local Community members, Local Authorities, Provincial Government and Non-Governmental Organisations from the inception of the Project. A long-term relationship is built through engagements and awareness sessions on the obligations the Project Company has towards the Local Community.

The Bidder focusses on the Asset Based Community Development (ABCD) approach to development from the Development Phase, allowing the community to look at what they already have in the community and how the Bidder will be able to enhance

and develop existing resources. Through this process the community begins a paradigm shift into how they view their community and begin to take ownership thereof.

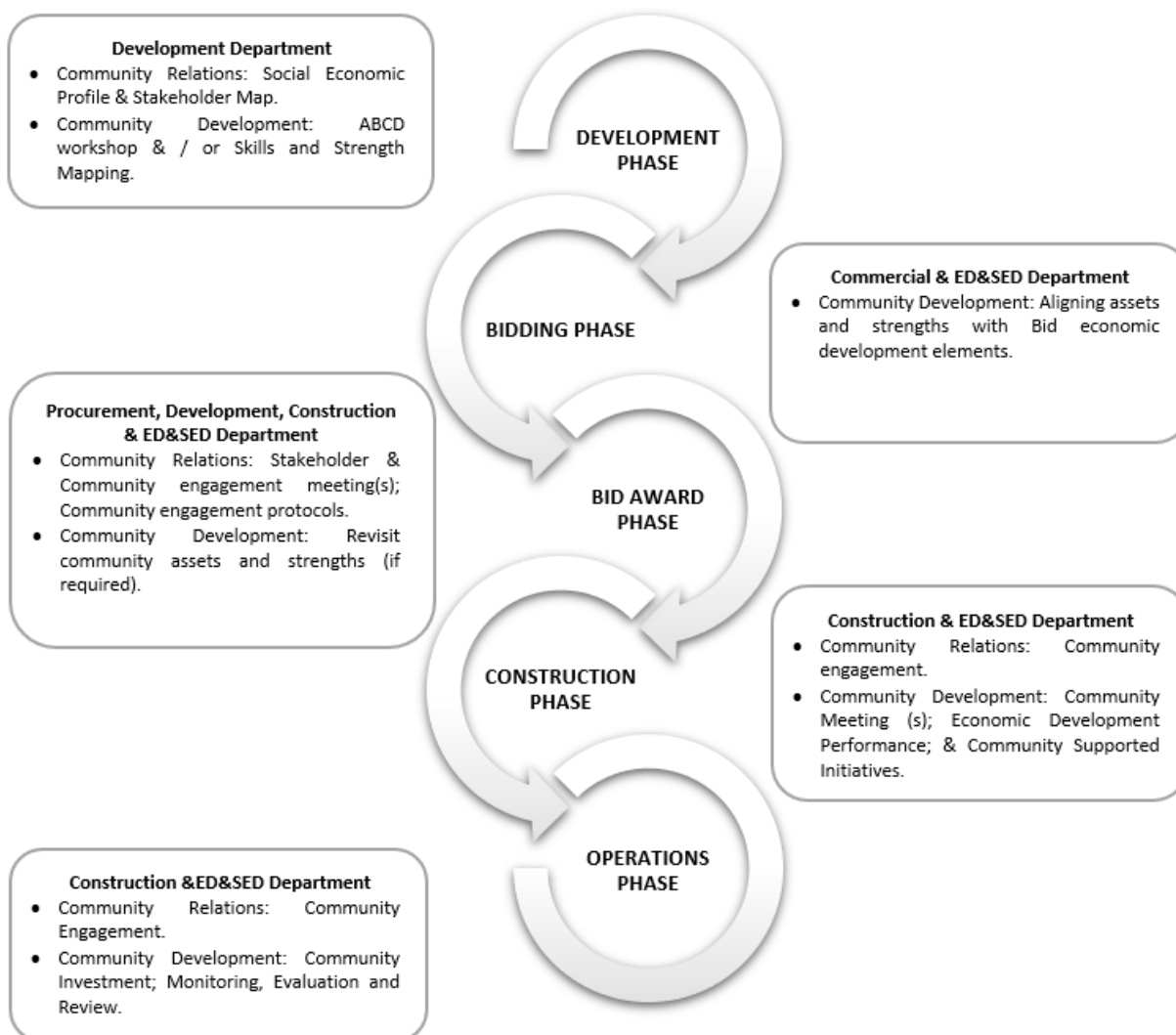
Once the Project obtains Preferred Bidder status, the Bidder will introduce the stakeholders and community to the Material Contractors. Meetings are held with community leaders and the labour recruitment process is agreed and signed. SMMEs are requested to register on the EPC database and an enterprise day is held to invite additional SMMEs to register on the EPC database to exhibit their business. The aim of the enterprise day is to ensure that local subcontractors have access to supply chain opportunities during the Construction Measurement Period of the Project.

During the Construction Measurement Period the Bidder will have an open and transparent process of advertising job opportunities and service/supplier opportunities. The key actions during this Phase is the continuation of community relations through engagement and community development through Key Performance Indicators which monitor community economic development performance as well as progress on community supported initiatives.

Community relations and development play an equally large role during the Operating Measurement Period. Since community relations have been nurtured from the inception of the Project, this relationship will continue throughout the duration of the Operating Measurement Period by means of community engagement in the form of monthly community meetings. In addition to this, the Bidder will communicate local community ownership in the Project through the Community Trust and Community Investment Plan:

- The purpose of the Community Trust will be to achieve sustainable upliftment of the local community through its socio-economic development objectives, such as land reform, enterprise development, energy, healthcare and education with a particular emphasis on maths and science. In implementing its principal objective and selecting beneficiaries, the trustees of the trust will be obliged to ensure that overall no less than 100% of those who benefit from the activities of the Trust on an annual basis are Black People from the surrounding community.
- The aim of the Community Investment Plan is to unlock the inherent capacity of the community with a focus on priority investment sectors such as education, social welfare, social infrastructure development, health, sports, arts and culture as well as capacity building, SMME development, agricultural development and tourism development.

## Community Relations and Development across the Project Cycle



Community Relations and Development across the Project Cycle

## 4 MANAGEMENT CONTROL

The Bidder recognises that Management Control means the effective control of the management of the entity relied upon by the Bidder to realise this Economic Development Commitment.

The Bidder accepts that Management Control elements are:

- Black People who are Board Directors;
- Black People in Executive Management;
- Black People in Senior Management;
- Black Women who are Board Directors;
- Black Women in Executive Management; and
- Black Women in Senior Management.

## 5 SKILLS DEVELOPMENT

The Bidder continues to develop life changing programmes that benefit the communities in which the Project occurs. Communities are among the most important stakeholders in the Project Company's Project, and the Bidder recognizes its role in improving the livelihoods of community members by ensuring that opportunities are created for residents to acquire new employable skills, while creating employment prospects for the Economic Active Population (EAP), not only in the Renewable Energy sector, but also in sectors of interest to all beneficiaries.

The Bidder undertakes to provide programmes which would help to address the prevailing skills shortages in the country and the development of skills for Local Communities to help locals increase their income earning potentials and improve their lives.

The table titled 'Skills Programmes and Proposed Occupational Titles' provides an overview of the envisioned Skills Programmes to be implemented.

### Type of Skills Programmes and Proposed Occupational Titles

Contract Year	Type of Program	Occupational Title
Year 1 – Year 5	<b>CATEGORY A</b> Bursaries for Education Institutions registered with the Department of Basic Education and / or Department of Higher Learning	<i>Financial Manager                      O&amp;M Project Manager                      Electrical Engineer / Civil Engineer / Technician                      Maintenance Planning                      Environmental Scientist / Engineers                      Water Inspector / Plant Operator                      Renewable Energy related occupations                      and/or occupations identified as scarce                      and critical for the local community</i>
	<b>CATEGORY B: Internships</b> Institution-based theoretical instruction as well as some practical learning with an employer or in a simulated work environment – formally assessed through the institution	<i>Finance Internships                      Safety, Health, Environment and Quality (SHEQ) Practitioner Internships                      Human Resource (HR) Internships                      Environmental Internships</i>
	<b>CATEGORY C: Learnerships</b> Recognised or registered structured experiential learning in the workplace that is required after the achievement of a qualification – formally assessed by a statutory occupational or professional body	<i>Finance Internships                      SHEQ Practitioner Internships                      HR Internships                      Environmental Internships                      Maintenance Planner Internship</i>
	<b>CATEGORY D: Learnerships or Apprenticeships</b> Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body	<i>Electrical Apprenticeships</i>
	<b>CATEGORY E: Work-integrated Learning</b> Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body	<i>Electrical/Technicians</i>
	<b>CATEGORY F: Informal Training</b> Occupationally directed informal instructional programmes	<i>Structured information sharing or direct instruction involving workshops, seminars and conferences and short courses</i>

Contract Year	Type of Program	Occupational Title
	<b>CATEGORY G: Informal Training</b> Work-based informal programmes	<i>Increased understanding of job or work context or improved performance or skills. Skills sets are structured and are signed-off by experts in the field</i>
Year 6 – Year 10	<b>CATEGORY A: Bursaries for Tertiary Education</b> Institutions registered with the Department of Basic Education and / or Department of Higher Learning	<i>Financial Manager                      Engineer Technician and Artisan                      Maintenance Planning                      Environmental Scientist/Engineers                      Water inspector/Plant Operator                      Renewable Energy related occupations and/or occupations identified as scarce and critical for the local community</i>
	<b>CATEGORY B: Internships</b> Institution-based theoretical instruction as well as some practical learning with an employer or in a simulated work environment – formally assessed through the institution	<i>Finance Internships                      SHEQ Practitioner Internships                      HR Internships                      Environmental Internships</i>
	<b>CATEGORY C: Learnerships</b> Recognised or registered structured experiential learning in the workplace that is required after the achievement of a qualification – formally assessed by a statutory occupational or professional body	<i>Finance Internships                      SHEQ Practitioner Internships                      HR Internships                      Environmental Internships</i>
	<b>CATEGORY D: Learnerships or Apprenticeships</b> Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body	<i>Electrical Apprenticeships</i>
	<b>CATEGORY E: Work-integrated Learning</b> Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body	<i>Electrical / Technicians</i>
	<b>CATEGORY F: Informal Training</b> Occupationally directed informal instructional programmes	<i>Structured information sharing or direct instruction involving workshops, seminars and conferences and short courses</i>
	<b>CATEGORY G: Informal Training</b> Work-based informal programmes	<i>Increased understanding of job or work context or improved performance or skills. Skills sets are structured and are signed-off by experts in the field</i>
Year 11 – Year 15	<b>CATEGORY A: Bursaries for Tertiary Education</b> Institutions registered with the Department of Basic Education and / or Department of Higher Learning	<i>Accountant (General)                      General Manager                      Maintenance Planning                      Environmental Scientist/Engineers                      Water inspector/Plant Operator                      Renewable Energy related occupations and/or occupations identified as scarce and critical for the local community</i>
	<b>CATEGORY B: Internships</b>	<i>SHEQ Practitioner</i>



Contract Year	Type of Program	Occupational Title
	Institution-based theoretical instruction as well as some practical learning with an employer or in a simulated work environment – formally assessed through the institution	<i>Operations Manager</i>
	<b>CATEGORY C: Learnerships</b> Recognised or registered structured experiential learning in the workplace that is required after the achievement of a qualification – formally assessed by a statutory occupational or professional body	<i>Finance Internships</i> <i>SHEQ Practitioner Internships</i> <i>HR Internships</i> <i>Environmental Internships</i>
	<b>CATEGORY D: Learnerships or Apprenticeships</b> Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body	<i>Electrical Apprenticeships</i>
	<b>CATEGORY E: Work-integrated Learning</b> Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body	<i>Electrical/Technicians</i>
	<b>CATEGORY F: Informal Training</b> Occupationally directed informal instructional programmes	<i>Structured information sharing or direct instruction involving workshops, seminars and conferences and short courses</i>
	<b>CATEGORY G: Informal Training</b> Work-based informal programmes	<i>Increased understanding of job or work context or improved performance or skills. Skills sets are structured and are signed-off by experts in the field</i>
Year 16 – Year 20	<b>CATEGORY A: Bursaries for Tertiary Education</b> Institutions registered with the Department of Basic Education and / or Department of Higher Learning	<i>Accountant (General)</i> <i>General Manager</i> <i>Maintenance Planning</i> <i>Environmental Scientist/Engineers</i> <i>Water inspector/Plant Operator</i> <i>Renewable Energy related occupations and/or occupations identified as scarce and critical for the local community</i>
	<b>CATEGORY B:</b> Internships with an employer which will be formally assessed through an Education Institution	<i>SHEQ Practitioner</i>
	<b>CATEGORY C: Learnerships</b> Recognised or registered structured experiential learning in the workplace that is required after the achievement of a qualification – formally assessed by a statutory occupational or professional body	<i>Finance Internships</i> <i>SHEQ Practitioner Internships</i> <i>HR Internships</i> <i>Environmental Internships</i>
	<b>CATEGORY D: Learnerships or Apprenticeships</b> Occupationally-directed instructional and work-based learning programme that requires a formal contract – formally assessed by an accredited body	<i>Electrical Apprenticeships</i>
	<b>CATEGORY E: Work-integrated Learning</b>	<i>Electrical/Technicians</i>

Contract Year	Type of Program	Occupational Title
	Occupationally-directed instructional and work-based learning programme that does not require a formal contract – formally assessed by an accredited body	
	<b>CATEGORY F: Informal Training</b> Occupationally directed informal instructional programmes	<i>Structured information sharing or direct instruction involving workshops, seminars and conferences and short courses</i>
	<b>CATEGORY G: Informal Training</b> Work-based informal programmes	<i>Increased understanding of job or work context or improved performance or skills. Skills sets are structured and are signed-off by experts in the field</i>

## 6 ENTERPRISE AND SUPPLIER DEVELOPMENT

The Bidder identifies itself with the growth and transformation of the South African economy and fully supports the Preferential Procurement objectives of the DMRE in driving economic growth and Job Creation.

The Bidder acknowledges that the DMRE considered various legislation and policies of Government in determining the Economic Development outputs for the REIPP Procurement Programme and considers, as relevant to its policy on Preferential Procurement, the following key observations made by the Department:

- The promotion of South African owned enterprises and the creation of new jobs or the intensification of labour absorption;
- Promoting economic transformation in order to enable meaningful participation of Black People in the economy;
- Promoting investment programmes that lead to broad-based and meaningful participation in the economy by Black People in order to achieve sustainable development and general prosperity;
- Empowering rural and local communities by enabling access to economic activities, land, infrastructure, ownership and skills;
- Achieve sustainable development, establish new trading partners, create jobs, achieve technology transfer and procure economic advantages for previously disadvantaged communities; and
- Increase competitive local procurement and supplier development opportunities; minimize 'leakages' from the domestic economy, increase local manufacturing, skills development and employment creation.

The Bidder, Material Contractors and its subcontractors will refer to organisations such as the South African Federation of Civil Engineering Contractors, the Construction Industry Development Board and the Master Builder Association in identifying enterprises for Preferential Procurement.

### 6.1 Supplier Development

The Bidder recognises that Preferential Procurement can be supported by Supplier Development, and the Bidder and its Material Contractors intend to ensure that where possible, enterprises that can contribute towards the Preferential Procurement requirements of the REIPP Procurement Programme are supported through the Bidder's and/or the Material Contractors' Supplier Development initiatives.

The Bidder is committed to growing Enterprises as a means of achieving a sustainable and inclusive economic growth that will have measurable and meaningful impacts for society and for the business community. It seeks to identify Enterprise's that can be brought on during construction to "train and develop" in construction related works, so that they will eventually be able to participate in operations and maintenance related works while the plant is being operated. In addition to the growth

programme, the Bidder's and/or its Material Contractor's site engineers will work closely with the Enterprise on safety, method statements, invoicing, documentation, and site work. Furthermore, the Bidder will provide access to an accredited trainer, assessor, and social facilitator to assist the Enterprise.

In line with the community needs assessment detailed in the Socio-Economic Development, and in line with the Procurement requirements of the Program, the Bidder has identified goals for the Enterprise Development. The goal for Enterprise Development is to identify small Black Owned enterprises to be supported and developed through training.

The Bidder is aware of the critical role SMMEs play in building an economy as they act as "economic empowerment vehicle(s)". In a report written by the South African Social Investment Exchange it was quoted that according to the DTIC, in South Africa small businesses account for 98% of all the country's firms and provide employment to 55% of the country's labour force.

Women owned businesses are not equally represented in South Africa. According to the World Bank's gender statistics database, women have a higher unemployment rate than men in virtually every country. With this in mind, the Bidder furthermore encourages that each supplier that is appointed will be women led businesses.

The Bidder will implement Preferential Procurement strategies and policies to influence procurement implementation. The Bidder is also committed to promoting the economic empowerment of Black South African's and women owned businesses; and will encourage business relationships with other companies, which actively pursue sound Employment Equity and B-BBEE programmes.

In order to achieve the objective of developing South Africa's SMMEs, the Bidder and its Material Contractors will actively seek to form long-term commercial relationships with suitable EME, QSE and Women-Owned Vendors. SMMEs will be requested to register on the Material Contractors supplier database and an enterprise day will be held to invite additional SMMEs to register on the Material Contractors supplier database to exhibit their business. The aim of the enterprise day is to ensure that local subcontractors and suppliers have access to supply chain opportunities during the Construction Measurement Period of the Project as well as to identify additional SMMEs that qualify for the Supply Development Programme.

In terms of the Bidder's Procurement Policy, the Bidder will ensure that the competing suppliers have the mandatory documentation which include:

- Company Profile;
- Company Registration;
- Identification of Directors;
- B-BBEE Certificate or Affidavit;
- Tax Clearance Certificate; and
- Proof of Banking Details in the name of the Company.

Should the SMMEs not meet the basic requirements or have the mandatory documentation, the Bidder will provide the necessary support to the supplier in order for them to meet these requirements. In addition to the support provided above, the Bidder will assist with skills upliftment specifically:

- SMME contracting with a Client;
- Technical optimisation (where required);
- Staffing / Employment Contracting (e.g. Compliance in terms of the Basic Conditions of Employment Act; Compensation of Occupation, Injury and Diseases Act and Unemployment Insurance Fund;
- Administrative and Finance Skills (e.g. Invoicing, Budget, Cash Flow, Business Plans; and
- Health and Safety Standards.

The intent of uplifting suppliers to a professional standard is to ensure compliance with various reporting requirements. This will not only enhance the track record of the SMME but will make them more attractive for future business opportunities. Once the SMME has been appointed by the Material Contractors, further technical training and mentoring will be provided.

## 6.2 Enterprise Development

The Bidder identifies itself with the growth and transformation of the South African economy and fully supports the Enterprise Development objectives of the DMRE in assisting and accelerating the development and sustainability of other Enterprises and their financial and operational independence.

The Bidder's aim is to provide Black-owned, and particularly Black Women owned SMMEs, within the Local Community, an effective platform from which they can transition into independent and prosperous businesses operating in the open market, or to help current enterprises develop new capacity to enter new markets.

In line with the community needs assessment detailed in the Socio-Economic Development, and in line with the Procurement requirements of the Program, the Bidder has identified goals for the Enterprise Development. These goals aim to identify small Black Woman Enterprises to be supported and developed through training. These enterprises will be reviewed by the Local Community Trust.

As part of the Bidder's long-term vision to develop local SMMEs and bring much needed small business support to under resourced communities, a Business Centre will be developed to incubate and support small businesses. The purpose of the business centre is to offer services to the entrepreneurial community and in so doing create a captive market within which to grow their business, as well as motivate the growth of entrepreneurship within the community. The key activities that take place at the Business Centre include:

- Business Registration;
- Bookkeeping;
- Printing Facilities;
- Creation of business cards;
- Computer Training Skills;
- Access to computers and internet facilities;
- Graphic artist for posters;
- Creation of business cards;
- Tax clearance certificates;
- Workshop facilities; and
- Office rental space for small businesses that require small premises from which to operate e.g., spray painting; welding etc.



Example of a Business Centre, Loeriesfontein Hub, located in the Hantam Local Municipality

The Bidder will make provision for new entities through the ABCD Methodology. The approach focuses on community members that are change activists, either already working to improve the lives of their fellow residents or planning to make a positive difference.

ABCD is based on four key principles:

- Focus on community assets and strengths rather than problems and needs;
- Communities identify and mobilise individual and community assets, skills and passions;
- Build communities from the inside out; and
- Build and strengthen relationships within the communities.

ABCD encourages collaborative efforts for economic and social transformation. The intention is always to make best use of the existing resources and ensure that active citizens are driving the development process, with the desire to shift the community from passive clients to active agents. The approach draws on participatory methods that are rooted in principles of empowerment, self-reflection, dialogue, and ownership.

The Bidder will also be leveraging specific Socio-Economic Development and Skills Development initiatives to stimulate Youth Economic activity in Renewable Energy and Environmental business opportunities. Youth will be upskilled through Skills Development funding to capacitate and enable them to establish businesses.

## 7 SOCIO-ECONOMIC DEVELOPMENT

Most remote rural areas within South Africa are characterized by relative economic and geographical isolation with most of the population, particularly those classified as Previously Disadvantaged, having experienced limited opportunities and high levels of socio-economic deprivation. The triple-challenges of poverty, unemployment and inequality are very acute. Despite these challenges, most of the towns in which Renewable Energy projects are located can develop into thriving communities, with the potential to improve on many of its underlying social problems.

Community development requires meticulous planning, robust engagements, and strong partnerships. Stakeholder engagement, the establishment of credible social partnerships, public consultation structures and effective communication channels, will form the backbone of community development. This will create a conducive environment in which investment and development can meaningfully contribute towards structurally modifying communities.

Evidence-based Monitoring, Evaluation and Review of Renewable Energy projects, are techniques used to measure and assess the impact of the programmes on the community. The purpose of monitoring, evaluation and review is to check on the progress of programme implementation and programme outputs, systematically and determine whether a programme is in accordance with the plan or whether any amendments are required. It forms the basis for modification of interventions, and of assessing the quality of any activities that are being conducted. Moreover, with a positive outcome, they can be used to demonstrate that programmes have been implemented effectively and have had a measurable impact. This strategy will serve as the blueprint for unlocking the potential of communities and ensuring interventions that seek to address both the immediate and long-term social challenges of the community.

The Bidder's commitment in respect of Socio-Economic Development is listed in table titled 'Socio-Economic Development Commitments'.

The Bidder has identified the assets and challenges of the selected communities near the Project. The Bidder will utilise the ABCD methodology to formulate strategies on how to support the development and strengthening of community assets and skills by utilizing the Socio-Economic Development Contributions.

The ABCD methodology is a bottom-up approach to working with communities and focuses on community strengths and assets rather than on deficits and problems. The approach requires an appreciative mindset that recognises, values, appreciates and supports what communities are already doing with the resources they have. ABCD is based on four key principles:

- Focus on community assets and strengths rather than problems and needs;
- Community identifies and mobilises individual and community assets, skills and passions;
- Build communities from the inside out; and
- Build and strengthen relationships within the communities.

The outcomes of the ABCD methodology are either the completion of an ABCD workshop or Skills and Strengths / Assets Map. The main aim of having the ABCD Workshop is to get the community to:

- Be sensitised to ABCD as a paradigm compared to the needs or problems-based approach;
- Identify community assets through appreciative inquiry and asset inventories; and
- Identify community aspirations and priorities through a visioning and planning exercise.

The outcome of the ABCD Workshop is the community Skills and Strengths Mapping which highlights the Human, Social, Cultural, Physical and Financial Assets of the community. Contents of Skills and Strengths Mapping should include information on inherent skills in the community in terms of demographics, natural resources, physical resources, economic activities or assets and potential opportunities. By undertaking the Skills and Strengths mapping, it provides the community with a vision map of growth potential and allows for organic development from within. The community starts to appreciate what they already have and begin to recognise the low hanging fruit which are projects they can start without assistance from other people. Furthermore, the Skills and Strengths mapping plays a pivotal role in developing the Community Investment Plan.

Two (2) examples of potential SED initiatives have been provided i.e. Rooftop Solar and Food Gardens. In addition, a brief description of the process and procedure to realise these initiatives is shown in the examples below.

#### > **Rooftop Solar Photo Voltaic**

The proposed Rooftop Solar Photo-Voltaic (PV) electrification initiative aims to identify schools (ECDs, Primary and High Schools) within the region that can benefit from this Project. The need for the proposed initiative was identified through the engagement with the relevant authorities, where the concern of inconsistent electricity supply impacted the productivity of teaching and learning within the classrooms. The Bidder will further engage with the relevant authorities to identify a school in the community that will benefit the most from the proposed initiative. A procurement process will be undertaken within the local community to identify local compliant SMMEs to implement the initiative. If the necessary skills are not found within the community, procurement will be sought after within the District or Province. Such initiatives also provide opportunities for skills development and skills transfer which includes short-term employment for the local community.

#### > **Food Garden**

The Food Garden is one of the Socio-Economic Development initiatives which the Bidder envisions implementing. The impact of the COVID-19 pandemic on Local Communities posed an opportunity to households, schools, ECDs and old age homes to start Food Gardens which would provide fresh produce used to create nutritional meals, promoting food security. A food garden co-ordinator will be identified through a procurement process. This co-ordinator should have knowledge and experience of agricultural processes and will:

- Provide an induction and training to the Food Garden owners;

- Undertake regular visits to the Food Gardens and report on the output of every visit;
- Provide support and guidance to the Food Garden owners;
- Report on the status and challenges of the Food Garden; and
- Report on the nature of advice given to the beneficiaries.

The Bidder will provide ABCD grants which the proposed Food Garden owners can tap into. These grants provide funding for equipment and material required to manage the Food Gardens.

Food Gardens are also incorporated as part of the ECD centres curriculum programme, allowing young children in the community to learn and reap enjoyment from their own food. The children are involved with the planting and watering of the gardens and are given responsibilities to assist with the cleaning and caregiving of the patch. Through this process the children learn how to take care of themselves and the importance of water as a resource for plants, animals and humans.

The broader communities benefit from this project as the harvested produce such as spinach, beetroot, broccoli, pumpkins, cabbage, green peas, squashes, butternut and tomatoes are being used for existing community soup kitchens and ECD daily meals. Surplus produce is sold to the community.

The figure titled 'Food Garden Programmes at ECD Centres' provide an example of Food Gardens at an ECD Centre.

### Food Garden Programmes at ECD Centres



Food

Garden Programmes at ECD Centres