

# SASOL FOUNDATION REPORT

# 15

Years of transformative  
impact in South Africa  
2008 – 2023



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This book is a journey filled with stories and spirit.  
For further information scan the QR code.

01

# MESSAGES AND SASOL FOUNDATION TRUST OVERVIEW





Sasol TechnoX

# MESSAGE FROM THE SASOL FOUNDATION BOARD OF TRUSTEES' CHAIRMAN



**Dr Molefe Pule,**  
Chairperson of the Board of Trustees,  
Sasol Foundation



## BUILDING FUTURES

### Pioneering education for a resilient nation



The journey of the Sasol Foundation over the past 15 years has been one of commitment to building futures and pioneering education initiatives that empower communities, strengthens economies, and fosters resilience; this in the face of an ever-changing world. At the core of this work is the Foundation's unwavering belief that education – particularly Science, technology, engineering and Mathematics (STEM) education – is a powerful catalyst for transforming lives and uplifting societies. For the Sasol Foundation, education is not merely an objective but a vital force that breathes life into the aspirations of millions.

I am honoured to Chair the Sasol Foundation's Board of Trustees as it celebrates 15 years of transformative impact. The current Board of Trustees continues a proud tradition of commitment to the ideals of Sasol Limited and the Sasol Foundation. From the Foundation's focus on Early Childhood Development and Education to addressing equity through the provision of vital teaching resources, infrastructure, as well as bursaries, and onto its efforts to strengthen technical and vocational education, the Sasol Foundation has consistently strived to empower every learner and contribute to efforts to build a brighter future for our nation.

Yet, we recognise that our journey is far from complete. The vision of a truly equitable education and training system, no matter the background or circumstances of every child, remains a work in progress.

The Sasol Foundation's work aligns closely with South Africa's National Development Plan (NDP) 2030: a vision that seeks to unlock the full potential of our nation through inclusive growth, reduced poverty, and the eradication of inequality. Education stands as a central pillar of the NDP, a critical enabler to fulfilling the dream of a prosperous and equitable South Africa. The Sasol Foundation's initiatives have been designed with this vision in mind, ensuring that our programmes contribute directly to the national agenda while setting benchmarks for international excellence.



### A legacy of leadership in education

Reflecting on the past 15 years, the scale and depth of the impact achieved is striking. The Sasol Foundation, with the unwavering support of Sasol Limited, has consistently focused on areas where its contributions can have systemic effects and transformative impacts. To my mind, the deliberate effort by the Foundation to undertake work that develops pioneering models that can be replicated and scaled, as well as addressing gaps that have historically limited access to quality education stands out.

Another standout initiative has been the Foundation's partnership with Historically Disadvantaged Institutions (HDIs). Taking on the challenge of building postgraduate research capacity, particularly within the Sciences, in collaboration with the National Research Foundation (NRF), the Sasol Foundation facilitated the creation of a programme that has become a model of excellence – the NRF-Sasol Foundation Scholarship Programme. The results speak for themselves: numerous Black researchers who benefited from this programme are now contributing to the very institutions at which they were trained, while HDIs have enhanced their research outputs and competitiveness. This is not just capacity building; it is an empowerment initiative that fundamentally changes the trajectory of individuals and institutions alike.



# 2030

## STRATEGIC EVOLUTION FOR A DYNAMIC FUTURE

### Our Vision 2030 Strategy

We are acutely aware that the challenges ahead demand a new level of focus and innovation. The world is rapidly shifting, and with it, the demands on education are evolving. The Sasol Foundation's strategy has undergone a thoughtful realignment to address these emerging realities.

Our reset positions us at the intersection of cleaner energy solutions and community impact. As Sasol Limited advances its decarbonisation goals, the Sasol Foundation is ensuring that our educational programmes are geared towards preparing learners for opportunities in the green economy. By aligning with national priorities and global trends, our initiatives remain both relevant and forward-looking, ensuring that South Africa's youth are ready to seize the future.

Key to this strategy evolution is our renewed emphasis on Early Childhood Education (ECE). In collaboration with the Department of Basic Education, we are piloting a gold standard model that could revolutionise early learning in the country. Our Accessible Gold Standard Model is designed to provide affordable, high-quality education in public primary schools, setting a foundation that will benefit learners throughout their academic journeys and beyond.

### Redefining our role as a Centre of Excellence

As we move into this next chapter, we are transitioning the Sasol Foundation as a hub of excellence to a place where best practice, thought leadership, innovation, and collaboration come together to shape the future of education in South Africa. The Foundation's emphasis on holistic development remains central, with psychosocial support playing an increasingly significant role in the Foundation's initiatives. We recognise that for learners/beneficiaries to thrive, their mental, emotional, and social wellbeing must be nurtured alongside their academic growth.

### Looking ahead: 15 years and beyond

The Sasol Foundation's story is one of impact, innovation, and the relentless pursuit of excellence. But more than that, it is a story of focused determination.

As we look ahead, the Sasol Foundation's mission remains clear: to contribute to the improvement and reform of the education sector, particularly in the areas of Science, technology, engineering and Mathematics in South Africa.

With a renewed strategy and an even deeper commitment to our communities, the Foundation is ready to embrace the challenges of the future while staying true to the vision that has guided it for the past 15 years. The Board of Trustees looks forward to working with all internal and external stakeholders and positioning the Sasol Foundation for more success in the next 15 years.

TOGETHER, WE WILL BUILD  
THE FUTURES THAT SOUTH AFRICA  
DESERVES.

## MESSAGE FROM SASOL



For the past 15 years, the Sasol Foundation (the Foundation) has played a transformative role in addressing key developmental challenges in South Africa. Since the release of our 10-year anniversary report, we have renewed our ambition to be a transformational pathfinder in education, fuelling the growth of human potential through our interventions in the fields of Early Childhood Development (ECD) and Science, Technology, Engineering and Mathematics (STEM).

**Charlotte Mokoena,**

Executive Vice President: Human Resources and Corporate Affairs, Sasol

**Through our programmes in these fields, we have created opportunities that empower individuals, uplift communities, and drive sustainable change. Our interventions in the fields of education focus on building capacity, enhancing infrastructure, and fostering innovation to ensure that South Africans, especially those from under-resourced communities, can thrive in an ever changing, dynamic, technology-driven world. We see ourselves as a uniquely positioned catalyst to government and other stakeholders to effectively address the diverse needs of our stakeholders, with a particular focus on achieving positive outcomes for learners and building upon education systems that are responsive to market needs.**



## Sasol's commitment to sustainable impact through education

### The changing expectations of business

South Africa continues to navigate a complex socio-economic environment, shaped by historical disparities, persistent inequalities, and new global trends. This has had a profound impact on communities' expectations of businesses. Beyond generating shareholder value, businesses are increasingly expected to be active participants in solving societal problems. For Sasol, this evolving mandate means not only focusing on business performance but also making meaningful contributions to the communities in which we operate – particularly in our fenceline areas of Secunda, Sasolburg, Ekandustria, Umlazi, and Wentworth.

This is by addressing pressing issues such as unemployment, inadequate access to quality education, and a lack of technical skills, all while contributing to the global effort to mitigate climate change.

### Solving complex problems through institutional expertise

Our focus has been on addressing complex challenges by leveraging our institutional expertise to drive positive change in key areas such as education, technical skills development, and employment creation. Our strength as Sasol lies in our expertise in energy and chemicals, two sectors that are critical to South Africa's economy.

Through our STEM education and technical skills development programmes, we aim to equip young people with the knowledge and skills they need to succeed in an increasingly technology-driven world. This is not only essential for their personal development but also for the growth of the energy and chemicals sector, which requires a constant pipeline of skilled workers and innovators.



### Enhancing education and skills development

Education and skills development have been central pillars of Sasol's corporate social responsibility strategy. The Sasol Foundation, in particular, has been at the forefront of driving impactful educational programmes that address systemic issues in South Africa's education system. Our commitment to **STEM education** has been unwavering, as we believe that the future of South Africa depends on its ability to produce skilled professionals in Science, technology, engineering and Mathematics.

The Foundation's education strategy has been carefully aligned with Sasol's broader business strategy, particularly our decarbonisation roadmap. As we work toward our goal of achieving net-zero emissions by 2050, we recognise that this transition must be a just one. It is imperative that both

our employees and the communities in which we operate are part of this transformation, and education is a key enabler in ensuring that no one is left behind.

Our education strategy is built around two main pillars: cultivating a strong foundation for STEM education and producing human capital for the future growth of the energy and chemicals sector.

Aligned to this strategy is our new ambition to 'be a transformational pathfinder in education, fuelling the growth of human potential in the fields of Engineering, Science and Technology'. This ambition reflects our belief that education is not just about imparting knowledge but about unlocking the potential of individuals to contribute meaningfully to society.

## Capacity building and mobilising resources for impact

Capacity building is a key aspect of the Sasol Foundation's work. We have focused on building the capacity of local schools, teachers, and community organisations to deliver high-quality education and skills development programmes. This has involved not only providing financial resources but also offering technical support and expertise to ensure that these initiatives are sustainable and scalable.

In collaboration with the Department of Basic Education, we have invested in systemic programmes that have the potential to be scaled at a national level. Our approach has been to pilot programmes in our fenceline communities, evaluate their effectiveness, and then work with government and other stakeholders to expand successful initiatives to other parts of the country.

THIS PARTNERSHIP APPROACH  
ENSURES THAT OUR INTERVENTIONS  
HAVE A LASTING IMPACT AND THAT WE  
ARE CONTRIBUTING TO THE BROADER  
NATIONAL AGENDA OF IMPROVING  
EDUCATION AND SKILLS DEVELOPMENT.

We have also mobilised resources for impact by working with a range of partners, including non-profit organisations (NGOs), and community organisations. These partnerships have been instrumental in ensuring that our programmes are responsive to the needs of local communities and that they are delivered in a way that is culturally relevant and aligned with government priorities.

## Collaboration for greater impact

Our work would not be possible without the strong partnerships we have built with government, civil society, and the private sector. Collaboration is at the heart of everything we do, and we believe that by working together, we can achieve far more than we could on our own.

Our partnership with the Department of Basic Education has been particularly impactful, allowing us to align our programmes with national education priorities and ensuring that our interventions are contributing to the broader national development agenda. Through this partnership, we have been able to scale up successful pilots and ensure that they reach more learners and educators across the country.

We also work closely with universities in South Africa and Mozambique to support research and development in fields that are critical to the future of the energy and chemicals sector. By investing in research and technology, we are helping to develop the human capital and expertise that will drive innovation and growth in these sectors for years to come.

## Influencing policy and advocacy

In addition to our on-the-ground interventions, the Sasol Foundation plays an important role in influencing policy and advocacy. We believe that systemic change requires not only practical solutions but also a supportive policy environment. As such, we have been actively involved in advocating for policies that promote access to quality education, particularly in STEM subjects, and that support the development of technical skills in line with the needs of the energy and chemicals sectors.

Our advocacy efforts are informed by our experience in implementing successful educational programmes, as well as our close collaboration with government and other stakeholders. We use this experience to provide evidence-based recommendations for policy changes that will benefit learners, educators, and communities across South Africa.



## Looking ahead: Scaling our impact

As we celebrate 15 years of transformative impact in South Africa, the Sasol Foundation remains focused on scaling our successful models and deepening our partnerships with government and other stakeholders. Our future interventions will continue to drive innovation in ECD and STEM education, ensuring that every child in South Africa has access to the resources, opportunities, and support they need to thrive.

### Our vision for the future includes:

✓ **Expanding our ECDE Programmes** to reach even more children and improve the quality of education in underserved communities.

✓ **Growing our STEM Interventions** through more mobile labs, expanded coding and robotics programmes, and further integration of online learning platforms to close the gap in STEM education across the country.

✓ **Expanding access for youth** to our Tertiary education interventions through funding support, work readiness support and research and infrastructure support.

✓ **Building Partnerships** with government, NGOs, and private sector stakeholders to co-create solutions that address systemic challenges in education.

## Conclusion: 15 years of empowering change

Over the past 15 years, the Sasol Foundation has made a profound difference in South Africa, transforming the lives of learners, educators, and communities. Our commitment to improving education outcomes in STEM education, technical skills development, and early childhood development will remain central to our strategy. At the same time, we will continue to align our work with Sasol's decarbonisation roadmap, ensuring that we contribute to a just transition for our employees and the communities where we operate.

In closing, I would like to extend my heartfelt gratitude to our partners, both within Sasol and beyond, who have contributed to the success of the Sasol Foundation over the past 15 years. Together, we have made a significant impact on the lives of thousands of South Africans, and I look forward to continuing this important work in the years to come.

LET US REMAIN FOCUSED ON OUR  
MISSION TO BE A TRANSFORMATIONAL  
PATHFINDER IN EDUCATION.



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# 15 YEARS OF IMPACTING COMMUNITIES







Sasol Foundation Graduation



## 15 YEARS: OUR IMPACT IN NUMBERS

✓ We have made significant investments in ensuring high-quality development outcomes in the South African education system.

✓ Impacting  
**10 million**

learners in South Africa and beyond have accessed our workbooks

✓ Supporting  
**14 000** students annually

14 technical high schools supported in South Africa since 2009

✓ Investing  
**R986 million**

in programmes spanning STEM in schools, Technical Schools, Early Childhood Development and Tertiary Education

✓ Awarded  
**2 900**

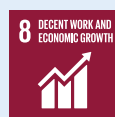
STEM bursaries from low-income households with completion rate over 88%



## SUSTAINABLE DEVELOPMENT GOALS

### WE SUPPORT THESE CORE SDG GOALS

It is essential that we are intentional and prioritise SDGs that provide the biggest opportunity for shared value creation.



# 15 YEAR KEY HIGHLIGHTS

## HISTORICAL MILESTONES

Fifteen years since the establishment of the Foundation, 30 years into our democracy, the enormous challenges and needs of the education sector have not been fully resolved.

Some gains have been made and pockets of excellence exist in various areas, and these are worth replicating nationally. It is therefore fitting that the Foundation continues contributing to changing the lives of our youth for the better through high-quality education development programmes.

**These are the milestones which the Foundation has achieved since its inception:**



## 2008

**Sasol Inzalo Foundation starts operating**

## 2019

**Sasol Foundation**

Sasol Inzalo Foundation changed to Sasol Foundation Trust with expanded mandate

## 2020

**National Skills Competition**

Inclusion of Early Childhood Education (ECE) as part of the Foundation's focus areas and endorsement of the ECE blueprint by the Department of Basic Education

**STEM Digital School**

Development of online content on the DBE cloud

# 2010

## Bursary Programme

- Peer mentoring
- Psychosocial support
- Winter seminars
- Summer seminars
- Campus visits
- Eye care

## Education Fellowship Programme

# 2011

**John Orr:** Technical High School Programme

**School Leadership:** Longitudinal study design

**Umlambo:** Foundation School Leadership Programme

## Science Fellowship:

- Science fellowship induction
- Mentoring

**National Research Foundation (NRF) partnership**

# 2012

## Abaholi Saturday School Project

Development of Mathematics and science workbooks

# 2014

## Curriculum advisor training

Dissemination and repurposing of systems framework for the improvement of schools and its tools

## Mobile Science Lab Programme

# 2018

Online self-diagnostic assessment portal for teachers and pioneering school trade skills competition in the Free State

## New Principal Induction Programme

- Pioneering school trade skills competition in the Free State

# 2017

## Teacher Bursary Programme and Technical Vocational Education and Training (TVET) Support

Funding technical teachers and Mathematics and science graduates to study towards a Postgraduate Certificate in Education (PGCE)

- Published school leadership book
- TVET Support Programme

# 2016

## Science Fellowship Programme

Research equipment support

# 2015

## Technical Schools of Excellence Network (TechSENet)

# 2021

## Expansion of TechSENet

Kagiso Trust collaboration

Training of the **National Task Team** for the rollout of the coding and robotics curriculum

Launch of Sasol Foundation's new operating model – declared the centre of excellence for Sasol's education programmes in South Africa. This created opportunities for building new partnerships

# 2022

First ever 50:50 financial contributions in the partnership with **NRF**

Launch of the:

## School Energy Innovation Challenge

## School Robotics Labs Programme

## Schools Interprovincial Skills Competition

Launched the first ever **virtual TechnoX** in the history of Sasol

TVET bursaries first cohort

# 2023

Monitoring and evaluation framework adopted and implemented with programmes verified for the past year and lessons informing future planning and implementation

Reviewed our strategy to respond to business and community needs

**3** extra mobile science **labs**

**7 Robotics labs** in public schools

Development of the **Sasol Foundation Alumni Platform**

Strengthened **Technical and Vocational Education Support** to boost vocational skills pool



# OUR STRATEGIC FOCUS AREAS



## EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

Contribute to developing a strong foundation for learning to ensure school readiness and holistic development of children.

- ✓ **Learner, educator and management support**
- ✓ **Infrastructure**
- ✓ **Learning resources and nutrition**



## ADVANCING STEM EDUCATION IN SOUTH AFRICA

Develop systemic interventions to improve STEM teaching and learning outcomes to prepare learners for the future world of work.

- ✓ **STEM curriculum support**
- ✓ **Resource development**
- ✓ **Learner and teacher support**



## TRANSFORMING TECHNICAL EDUCATION

Support the development of technical and vocational skills to address the country's skills shortage.

- ✓ **Artisan development**
- ✓ **Infrastructure**
- ✓ **Teacher support**



## TERTIARY EDUCATION

Create access to tertiary education to equip youth with skills that will enhance their employability.

- ✓ **Bursaries**
- ✓ **Research support**
- ✓ **Equipment and infrastructure support**

# EARLY CHILDHOOD DEVELOPMENT AND EDUCATION



## Building the future

### STRENGTHENING EARLY CHILDHOOD DEVELOPMENT AND EDUCATION (ECDE) FOR A THRIVING SOUTH AFRICA

Early childhood development Early Childhood Development and Education (ECDE) is essential to shaping South Africa's future, equipping children with cognitive, social, and emotional skills for lifelong success. As the foundation for a prosperous society, these early years are key to fostering a more inclusive and thriving nation.

However, South Africa's ECD sector faces significant challenges, including funding constraints, resource disparities, and gaps in access. Addressing these is not only a moral responsibility but also a strategic investment in the country's socio-economic future.

## CHALLENGES FACING THE ECD SECTOR IN SOUTH AFRICA

### Funding landscape and the challenge of fees

ECD funding in South Africa is uneven, with 69,3% of financing coming from fees paid by parents, putting a heavy burden on low-income families. This reliance exacerbates inequality, limiting access to early learning for many children.

Government subsidies provide 26,8%, but this remains insufficient, while donations and fundraising contribute only 3,9%. Expanding public funding is critical to making ECD programmes more accessible and equitable for all.

### Access and resource disparities

Significant disparities exist between urban and rural areas, with urban enrolment at 60% compared to 40% in rural regions. Many ECD centres lack essential learning resources – only 56% have age-appropriate books, and 34% lack outdoor play areas.

These resource gaps impede children's development, highlighting the need for targeted interventions to ensure all children, regardless of location or background, benefit from high-quality ECD.

### The importance of qualified staff

Only 52% of teaching staff in ECD centres hold relevant qualifications, and 22% have no formal certification. This shortage of trained educators affects the consistency and quality of education, hindering children's readiness for primary school.

More investment is needed in teacher training and certification to enhance the overall quality of ECD services.

### Infrastructure and nutrition – foundational elements

Basic infrastructure issues persist, with only 60% of ECD centres having access to flush toilets and 73% with a tap on the premises. Additionally, malnutrition remains a concern, with one in 18 children experiencing long-term malnutrition, affecting their cognitive and physical growth. Ensuring that all ECD centres provide nutritious meals and adequate infrastructure is essential for fostering holistic child development – a strategic investment in the nation's future.

Data sources:

1. Ilifa Labantwana (an early childhood development advocacy organisation) | Learning Brief: 'Government funding for early childhood development'
2. Ilifa Labantwana | South African Early Childhood Review 2024
3. Statistics South Africa | Measuring the progress of development – General Household Survey (2023)





### The role of the Sasol Foundation

The Sasol Foundation (the Foundation) is a key player in addressing ECDE challenges, supporting the entire education value chain by improving access to resources, training educators, and enhancing infrastructure. Through its initiatives, the Foundation is helping to build a more equitable and effective ECDE system that prepares children for future success.

- The challenges facing South Africa's ECD sector are substantial but surmountable. Addressing them will require collaboration between the public and private sectors, with increased investment in training, resources, and infrastructure. The Foundation's efforts demonstrate the impact of private sector involvement, working alongside government to ensure that all children have access to quality early learning.

As South Africa looks to the future, it is clear that ECD is not just a social obligation but a strategic necessity. By investing in the youngest members of society, the country can create a more equitable and prosperous future. Strengthening ECD will be key to driving long-term socio-economic growth and success.



## The significance of the early years

Sasol's investment in ECD and education stems from its understanding of the significance of the early years in a child's life and that a safe and stimulating environment is pivotal for a child's growth. This stage of development is opportune for building strong foundations for lifelong learning and holistic growth.

Over the years, Sasol has partnered with social entrepreneurs in its our fenceline communities to ensure that children in these areas grow up happy, well-nourished, and fully prepared for formal learning.

Our ECDE programmes offer a wide range of services which include training of practitioners and managers, nutrition scheme and food gardens, infrastructure, toy libraries, indoor and outdoor learning resources to support the holistic development of children.

We deliver our interventions through partners who are mainly non-profit organisations with expertise in ECDE.

Partnerships play a key role in the execution and implementation approach of the Foundation, this includes partnering with government and its entities, society and other key stakeholders to deliver initiatives to key beneficiaries, who are historically disadvantaged South Africans, with a bias towards women and girl-children.



We support over **300 ECDE centres annually** in the communities in which we operate.



We have trained **200 centre managers annually**, assisting them with compliance and centre registration. Crucially, this has helped them to access government financial support.



We have trained and provided onsite support to more than **115 practitioners**.



About **3 200 children** at the centres we support have access to at least one nutritious meal a day.



We supplied indoor and outdoor learning resources to ensure that the **9 300 children** we support are sufficiently stimulated and that all faculties are appropriately developed.



More than **5 000 children** in Secunda and Ekandustria have access to toy libraries.

## NURTURING EXCELLENCE

### Sizakele Mbebe's journey with Sasol

#### Background

The Sasol Foundation has served as a catalyst for change in ECD in Mpumalanga. This has resulted in Sizakele Mbebe's journey with Sasol to become a beacon of hope for ECD practitioners, offering them comprehensive training, mentorship, and resources to uplift the standard of early education in the region.

THIS PARTNERSHIP IS DRIVEN BY A SHARED VISION TO TRANSFORM THE EDUCATIONAL LANDSCAPE BY EQUIPPING PRACTITIONERS WITH THE SKILLS THEY NEED TO NURTURE THE POTENTIAL OF SOUTH AFRICA'S YOUNGEST LEARNERS.





The support received has been life-changing. I was once isolated and unsure, but today, I'm confident in the path I've chosen for my centre. The knowledge and resources provided have not only improved my teaching but have given the children in my care the best possible start in life.

**Sizakele Mbebe, Future Now Kidz Academy**

### The triumph of Sizakele Mbebe

In 2023, Sizakele Mbebe, founder of Future Now Kidz Academy, received the prestigious ECD Centre of the Year award, a testament to her dedication and the incredible impact of her journey. When she started her centre in 2021 with just three children, Sizakele was filled with aspirations but faced many challenges. Little did she know that her dream of creating a nurturing learning environment would soon grow into a thriving community.

With the unwavering support of Penreach and the Sasol Foundation, Sizakele's centre has blossomed. It now serves 65 children using an innovative 'learning through play' approach that fosters creativity, critical thinking, and social development. Her journey from uncertainty to becoming a recognised leader in ECD is a powerful example of what is possible when talent meets opportunity.

### Empowering differentiation and inclusivity

Penreach, in partnership with the Sasol Foundation, equipped Sizakele with the tools and knowledge to create an inclusive learning environment. She has learned to cater to children of varying abilities, including those with special needs, fostering an atmosphere where every child is valued and encouraged to thrive. This approach has built a culture of acceptance and celebration of differences, inspiring confidence and curiosity in her students.

### The Sasol Foundation difference

Sizakele's journey is a shining testament to the transformative power of the Sasol Foundation's support in uplifting communities through education.

It goes beyond empowering a single educator; it ignites a ripple effect that touches the lives of countless children and their families. Through initiatives like these, the Sasol Foundation is not just investing in individual talent but is laying the groundwork for resilient, self-sustaining communities that are poised to lead the future.

### Impact beyond the classroom

The success of Future Now Kidz Academy under Sizakele's leadership has extended its influence beyond the confines of the classroom. Parents and local communities have become more engaged in the educational process, and the increased awareness of the value of quality early education has begun to shift attitudes towards lifelong learning and development.

### A future re-imagined

Sizakele's journey underscores the essence of the Sasol Foundation's mission: creating opportunities for individuals to unlock their potential and change the trajectory of their lives. Her story exemplifies the power of targeted support and strategic partnerships in driving social impact at scale, turning educational practitioners into agents of change who uplift entire communities.

## BUILDING HEALTHIER FUTURES

### The Tzaneen Early Childhood Development (ECD) transformation



The changes we've seen at Bonolo Day Care Centre are nothing short of miraculous. These children now have access to safe, healthy spaces and nutritious meals – essentials that were previously out of reach. This project has truly changed the trajectory of their lives.

**Shumikazi Kwinana, ForAfrika NPC**

#### Background

The Sasol Foundation and Sasol Energy Marketing brought life-changing support to 12 ECD Centres in Tzaneen's Sethong, Relela, and Motupa Villages. These centres, which had long struggled with inadequate facilities and resources, were given the tools they needed to create a healthier, more sustainable environment for the children they serve.

#### Rejuvenating infrastructure

Bonolo Day Care Centre is a prime example of the transformative power of this initiative. Prior to the intervention, the centre faced numerous challenges, from poor sanitation to a lack of educational resources. With the help of Sasol Foundation and ForAfrika, Bonolo Day Care Centre underwent a complete makeover, including new roofing, classroom renovations, and the installation of much-needed water and sanitation facilities.

#### Boosting health and nutrition

The introduction of nutritious daily meals, coupled with well-established food gardens, has not only improved the children's health but also provided a model for sustainable living. The clean water stations and enhanced hygiene facilities have significantly reduced the risk of disease, ensuring a safe environment for learning and growth.

#### The Sasol Foundation difference

The Tzaneen ECD makeover is a powerful reminder of what can be achieved when communities come together to support their youngest members. Through the work of the Sasol Foundation and ForAfrika, these centres are not just surviving – they're thriving.





THE SASOL FOUNDATION IS ENSURING THAT CHILDREN HAVE ACCESS TO SAFE, STIMULATING LEARNING ENVIRONMENTS THAT INSPIRE GROWTH AND CURIOSITY.





# ADVANCING STEM EDUCATION IN SOUTH AFRICA



## The power of STEM education in a changing world

In the 21st century, the strength of a nation's economy is increasingly determined by its ability to innovate, adapt, and excel in the fields of Science, Technology, Engineering and Mathematics (STEM). These disciplines form the backbone of technological advancement and economic growth, making investment in STEM education not just beneficial, but essential for any country looking to thrive in a rapidly changing global landscape.

Despite the critical importance of STEM education, many South African learners are struggling to keep pace with their peers around the world. By the end of primary school, a significant proportion of students in South Africa are not meeting minimum proficiency levels in Mathematics and other key STEM subjects. This educational gap poses a serious challenge to the South Africa's ability to compete on the global stage and to drive meaningful economic progress.

## OUR PROGRAMME FOCUS



### Teacher development

- Support to over **80 schools annually**



### Education resources

- Over **180 textbooks** developed from Grades R to Grade 12 from 2009
- Collaborated with DBE in the development of Grade R to Grade 9 Coding and Robotics Curriculum and training of over **3 200 teachers country-wide**
- 17 mobile Science labs donated since 2009 reaching over **40 000 learners annually**



### Career guidance

- Sasol TechnoX reaches over **20 000 learners** from South Africa and Southern African Development Community (SADC) schools



## LEADERSHIP DEVELOPMENT

Developed the **School Leadership Manual** for all schools in South Africa

### Developing STEM excellence

At the Sasol Foundation (the Foundation), we understand that the future of South Africa depends on our ability to nurture a new generation of scientists, engineers, and innovators. We are committed to addressing the disparities in STEM education by partnering with government agencies, educational institutions, and other key stakeholders. Our goal is to improve STEM education from the ECDE level, providing learners with the skills and knowledge they need to succeed in an increasingly technology-driven world.

The Sasol Foundation believes that by investing in STEM education, we are investing in South Africa's future. Our initiatives are designed to not only enhance the quality of STEM education but also to serve as a catalyst for positive change within our communities. By empowering young learners with the tools, they need to excel in STEM, we are laying the groundwork for a more prosperous and competitive South Africa.

Through our efforts, the Sasol Foundation is helping to build a nation that can compete and excel on the global stage. We are proud to contribute to South Africa's growth by promoting STEM education as a key driver of economic development. With continued focus and collaboration, we believe that our work will lead to a brighter, more innovative future for all South Africans.





## Mathematics performance: persistent gaps and learning losses

The National Senior Certificate (NSC) results highlight that Mathematics performance remains low, with a pass rate of only 55% (2022). Despite 80% of Grade 9 learners being taught by teachers with bachelor's degrees and 83% by those with Mathematics specialisations, achievement levels are still concerning. Data from the Trends in International Mathematics and Science Study (TIMSS) shows incremental improvements in Grades 8 and 9 Mathematics performance between 1995 and 2019, with a 37-point increase between 2011 and 2019. However, these gains are still insufficient to meet global standards.

The COVID-19 pandemic further exacerbated learning gaps, with many schools, especially in rural areas, being under-resourced and unable to offer effective remote learning solutions. Nationally, only 11,7% of schools offered remote learning options during the pandemic, with rural areas lagging behind urban centres. The rotational learning system implemented in most schools led to significant learning loss, contributing to higher repetition and dropout rates. The inability of many learners to receive continuous education during this period has lasting effects, which will be realised over time.

STEM education is critical for driving innovation and economic growth in South Africa. However, the country faces significant challenges in improving learner outcomes, particularly in Mathematics and science, which are foundational for STEM careers.

## ICT infrastructure and access to technology

Access to technology and ICT infrastructure remains uneven across provinces. The lack of computer labs and internet connectivity in schools, particularly in provinces like the Eastern Cape, Limpopo, and KwaZulu-Natal, limits students' exposure to digital learning tools. The National Education Infrastructure Management System (NEIMS) data from 2018 reveals that R16 billion is needed to provide computer labs with adequate connectivity. The digital divide contributes to unequal access to quality education, with rural and under-resourced schools being the hardest hit.

## The Sasol Foundation's role in strengthening STEM education

The Sasol Foundation is committed to addressing the critical challenges facing STEM education in South Africa. By focusing on improving access to quality education and enhancing teacher development, the Foundation aims to bridge the gaps in Mathematics and science education, particularly in under-resourced and rural areas. Through its initiatives, the Foundation seeks to equip educators with the tools and skills they need to teach STEM subjects effectively, while also providing learners with the support required to succeed in these fields.

Additionally, the Foundation is actively involved in improving ICT infrastructure in schools, recognising that technology is key to future educational success. By partnering with schools and communities, the Foundation works to ensure that learners are equipped not only with the knowledge but also with the digital tools necessary to thrive in a rapidly changing, technology-driven world.

## MOBILE SCIENCE LABS

Bringing STEM to life: Sasol's mobile Science labs drive access nationwide

### KEY MILESTONES

Through this programme, the Sasol Foundation has enabled:



✓ **17 accessible mobile Science labs**  
operational countrywide



✓ **30 schools**  
reached by each mobile lab annually



✓ **40 000 learners reached**  
across South Africa per year



✓ **Significant impact**  
in science-related target schools

### ✓ UNDERSTANDING THE SIGNIFICANCE OF THIS PROGRAMME

**Based on a report (October 2023) by the Department of Basic Education on schooling infrastructure in South Africa, the situation for most schools is dire.**



Only **17,4%** of the country's public schools have **access to science laboratories**



The situation is worse for most rural schools who don't have access

- 3 421 of the 3 649 schools in Limpopo
- 4 679 of the 5 046 schools in Eastern Cape
- 5 019 of the 5 797 schools in KwaZulu-Natal



The Sasol Foundation, Department Science and Innovation, and South African Agency for Science and Technology Advancement (SASTA) launched the project in 2014. To date the Foundation has donated 17 mobile labs to 10 partner organisations which include universities, science centres and the education districts that service underresourced communities.

### The impact of the mobile Science labs: A growing passion for Science

The impact of these mobile labs has been profound. In 2019, an independent evaluation confirmed the success of the programme in building STEM capabilities in South Africa's most underserved communities. Schools served by the labs have reported a significant improvement in science-related performance, with many learners experiencing science in action for the first time.

The labs have not only improved exam scores but also sparked a new interest in Science among students. Mokoena noted the growing enthusiasm for Science and Technology: "We have seen encouraging outcomes already in terms of science results and learners' competence. More importantly, we're witnessing growing excitement as students are exposed to science experiments up close."



### What is a mobile Science lab?

A Mobile Science Lab is a custom-designed vehicle equipped with apparatus and chemicals, allowing schools in underprivileged areas to conduct practical science lessons. These vehicles travel daily to classrooms, where teachers and students alike can participate in hands-on experiments, guided by the lab's staff.

By bringing the lab directly to schools, the Sasol Foundation addresses the lack of resources and enables students to engage in practical work, often a challenge in underfunded schools. The initiative is part of the Foundation's broader strategy to reform STEM education and nurture future scientists and engineers, particularly in rural and township schools.

### Tackling educational inequality with mobile Science labs in the Eastern Cape

The Eastern Cape has long been one of South Africa's most under-resourced provinces, with numerous schools lacking basic infrastructure and performing poorly in key subjects, particularly Science. Recognising this gap, the Sasol Foundation focused its efforts on the province, targeting schools that were struggling to deliver quality STEM education.

To address these challenges, the Foundation introduced fully equipped mobile science labs, capable of serving Grades 4 to 12 learners. These state-of-the-art vans brought essential lab equipment to schools that lacked proper science facilities. In collaboration with partners who provided trained teachers and drivers, the foundation ensured the labs were fully functional, even offering advanced driver training to support the project.

The mobile Science labs quickly became a lifeline for underperforming and under-equipped schools in the region. Alice Mckukulwa, a senior education specialist in the Chris Hani District, described the labs as 'extremely useful', particularly in reaching schools with little or no access to Physical Sciences resources. In many cases, these schools had gone without qualified Physical Sciences teachers for up to three years. The mobile labs prioritised Grade 12 learners, often revisiting schools to repeat experiments until students and teachers fully grasped the material.

## STEM EDUCATION IN SCHOOLS

### Enabling education through open access to quality learning materials



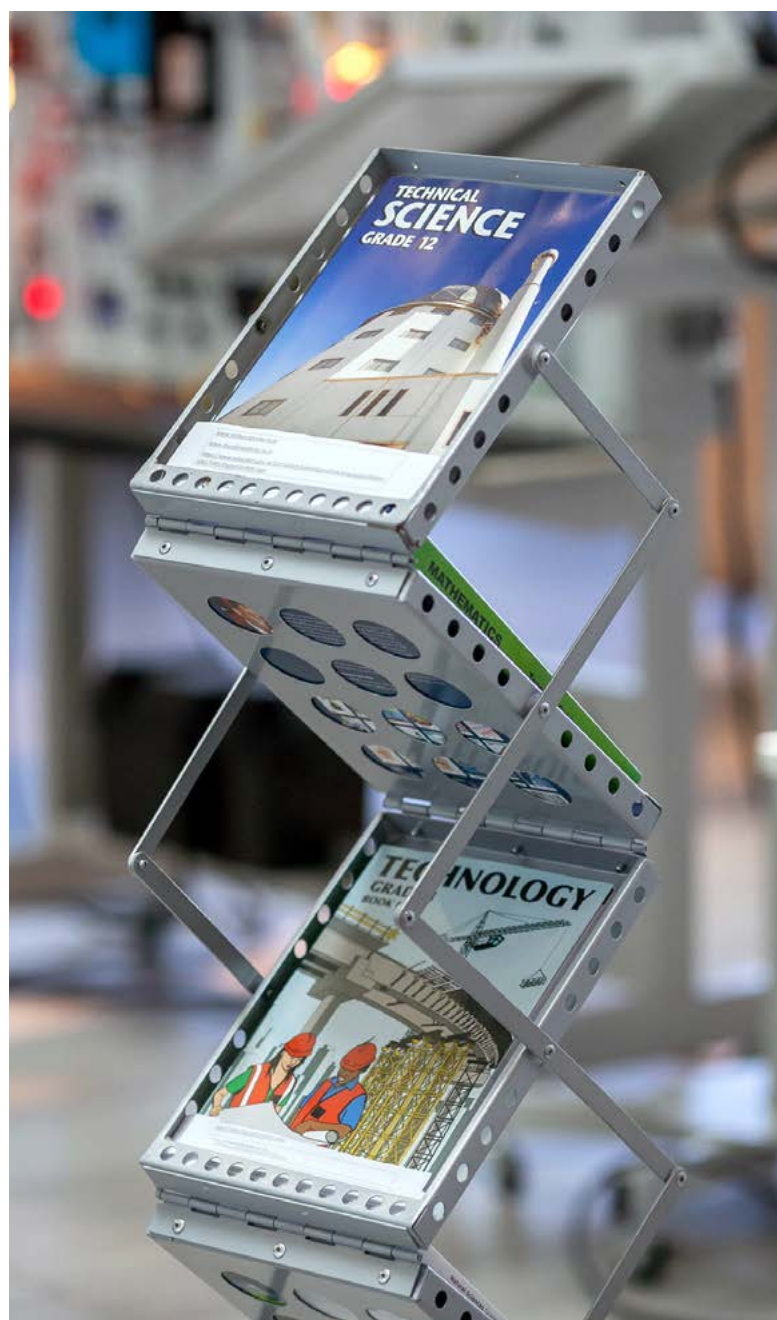
Ten years ago, the Sasol Foundation embarked on one of the largest efforts to expand access to quality learning materials – initially by developing purpose developed Natural Sciences and Technology workbooks, distributing them initially to six million learners across South Africa – eventually reaching over 10 million learners. These resources, available for free download under an Open Copyright licence, allowed educators and learners to print and distribute materials without cost, removing barriers to access.

#### A lifeline during the pandemic: Free access to online resources

When the COVID-19 pandemic hit in 2019, and the country went into a national lockdown, the Sasol Foundation took swift action to ensure that learning did not come to a halt. The Foundation launched the Digital School and provided access to the Siyavula online platform – typically a paid subscription service – free of charge to all South African learners and parents. This bold move ensured that STEM education remained accessible even as schools closed their doors.

Students across South Africa could now access Grades 7 to 12 Mathematics, Grade 10 Life Sciences, Physical Sciences, Mathematics Literacy, and other key subjects, all without incurring data costs. This initiative provided vital educational continuity during a time of uncertainty, allowing learners to maintain their momentum in STEM subjects.

For younger students, resources like Thunderbolt Kids Science workbooks Series platform offered interactive learning for Grades 4 to 7, while MST Workbooks platform supported Grades 7 to 9 in Mathematics, Natural Sciences, and Technology. These platforms, coupled with free access to STEM ‘Lockdown School’ virtual classes, ensured that students across the country could continue their learning from home. Using MsZora, an Africa Teen Geeks product, the virtual classes ran daily, allowing learners to participate in one-hour lessons and explore additional online resources.



✦ The Sasol Foundation workbooks alongside teacher manuals, provided much-needed support in under-resourced schools, ensuring that learners received quality STEM education from an early age.

## KEY MILESTONES

Through this programme, the Sasol Foundation has enabled:



More than

# 180 workbook titles

from Grades R to 12 used by the Department of Basic Education and available as open-source



More than

# 10 million learners

accessed the open-source workbooks nationwide in South Africa and beyond

### UNDERSTANDING THE SIGNIFICANCE OF THIS PROGRAMME

Based on a report (October 2023) by the Department of Basic Education on schooling infrastructure in South Africa, there is need for support.

> Unequal access threatens the prospects for many

> Only **5 823 schools** in South Africa **have libraries**, and of these, only **3 312** are **stocked with books**



## TRANSFORMING GAUTENG NORTH

### A district on the rise with Sasol Foundation's STEM interventions

#### Background

Gauteng North, once an average-performing district, has recently emerged as one of the top 10 performing districts in South Africa. This remarkable transformation is largely attributed to the targeted interventions implemented by the Sasol Foundation, particularly focusing on Science, Technology, Engineering and Mathematics (STEM) education. The Foundation's commitment to improving learner outcomes, especially in critical subjects like Mathematics and Physical Sciences, has not only elevated the district's performance but has also opened up new opportunities for students who aspire to pursue Bachelor's passes with STEM subjects.

#### The intervention

In 2019, the Sasol Foundation introduced an extra tuition programme specifically designed for selected learners who showed potential in STEM subjects. The aim was clear: to boost their performance to secure Bachelor's passes, which would significantly enhance their chances of accessing tertiary education and pursuing careers in STEM fields.

In addition to extra tuition, the Sasol Foundation deployed a mobile Science laboratory to support high schools in the district. This state-of-the-art lab provided hands-on experience with scientific experiments, making abstract concepts more tangible for learners. The mobile lab has been instrumental in not only enhancing understanding but also in sparking a genuine interest in the sciences among learners.

**“Our mobile lab has been a game-changer. It's one thing to learn about chemical reactions in a textbook, but when students can see it happening right before their eyes, it makes a world of difference. This is what education should be about – making learning accessible and exciting,”** adds Thabo Makoe.







We identified that while our students had potential, they were lacking the specialised support needed to excel in challenging subjects like Mathematics and Physical Sciences. The Sasol Foundation's extra tuition programme provided that support, and the results speak for themselves.

**Thabo Makoe, Chief Education Specialist of Gauteng North Department of Education**

### Expanding reach with online learning

Recognising the importance of expanding access to quality education, we also invested in installing infrastructure for online learning within the district. This move has significantly broadened the reach of our interventions, allowing more students to benefit from the resources available, regardless of their location. Online learning platforms now offer interactive lessons, practice tests, and even virtual lab sessions, ensuring that no learner is left behind.

"Before, we had learners who were limited by geography – they simply couldn't access the resources they needed. Now, with online learning, we're breaking down those barriers and giving every student in our district a fair shot at success," says Thabo Makoe.

### Impact on district performance

The cumulative effect of these interventions has been profound. Gauteng North has not only improved in terms of pass rates but has also seen a significant increase in the number of learners achieving **Bachelor's passes in STEM subjects**. The district's rise in national rankings is a testament to the effectiveness of the Sasol Foundation's targeted approach.

"Our district's transformation is a source of immense pride. It's not just about climbing the rankings; it's about creating real opportunities for our learners. The Sasol Foundation has been a crucial partner in this journey, and we're excited to continue working together to achieve even greater results," concludes Thabo Makoe.

### The Sasol Foundation difference

The story of Gauteng North is a powerful example of how targeted, well-executed interventions can transform educational outcomes in a district. The Sasol Foundation's commitment to STEM education, through extra tuition, mobile labs, and online learning, has not only improved academic performance but has also inspired a new generation of learners to pursue careers in the sciences. The success of Gauteng North serves as a model for other districts striving to improve their educational outcomes.

## A JOURNEY FROM MOBILE SCIENCE LAB FACILITATOR TO STEM TEACHER

### The Eastern Cape's educational renaissance

#### Background

The Eastern Cape, particularly the region around Cofimvaba, has long faced challenges in delivering quality education, especially in STEM subjects. Recognising this need, the Sasol Foundation launched the Mobile Science Laboratory Project – an initiative designed to bring science education directly to schools that lacked the necessary infrastructure. One of the most compelling stories to emerge from this project is that of Afika Ziwele, a former Mobile Science Lab Facilitator, is now a successful Physical Sciences teacher.

#### The Mobile Lab project

In 2015, the Sasol Foundation donated a fully equipped mobile Science laboratory vehicle to the Eastern Cape Department of Education. This lab was not just a vehicle; it was a beacon of hope for many schools that had never had the resources to conduct proper scientific experiments.

The lab came with all the necessary consumables and was staffed by trained facilitators, thanks to capacity-building efforts by Osizweni.

Afika's journey began when she was hired as a Mobile Lab Facilitator. Her job was to travel to different schools in the Cofimvaba District, assisting students with Physical Sciences experiments. This role ignited a passion in her that she hadn't anticipated.

**“As I worked with the students, I realised how much I loved teaching and how fulfilling it was to see the spark of understanding in their eyes. It was then that I knew I wanted to pursue teaching as a career,”**  
says Afika Ziwele, Physical Sciences Teacher.



The mobile Science lab was a lifeline for schools in the Eastern Cape. It allowed students to experience Science in a way that was previously unimaginable for them. This hands-on approach not only enhanced their understanding but also sparked a deeper interest in the subject, explains **Afika Ziwele**, Physical Sciences Teacher.

### A new path – from facilitator to teacher

Recognising Afika's potential, her mentors encouraged him to pursue a teaching qualification. The Sasol Foundation provided him with a bursary to study for a Postgraduate Certificate in Education (PGCE) through Unisa. By 2019, Afika had completed her PGCE and began his journey as a qualified Physical Sciences teacher.

"My mentors believed in me even before I fully believed in myself. The support I received from the Sasol Foundation was life-changing. It gave me the confidence and the means to pursue a career that I'm deeply passionate about," Afika Ziwelwele shares.

Since becoming a teacher, Afika has made a significant impact at her school. Her dedication and innovative teaching methods have led to a steady improvement in student results in Physical Sciences – from 46% in 2019 to an impressive 93% in 2023.

"When I see my students excel, I'm reminded of how far I've come and how much further we can go together. I want to show them that with hard work and the right support, they can achieve anything," he adds.

### The broader impact

The success of the Mobile Science Laboratory Project and Afika's personal journey highlight the broader impact of the Sasol Foundation's interventions in the Eastern Cape. By providing essential resources and empowering individuals like Afika, the Foundation is not just improving educational outcomes; it's transforming lives and communities.

"The work we do with the mobile labs is about more than just experiments – it's about opening doors and creating pathways for success. Afika's story is a powerful example of what's possible when we invest in our people and our future," says a representative from Osizweni.

The Eastern Cape's Mobile Science Laboratory Project is a shining example of how innovative educational interventions can have a lasting impact. Through this initiative, the Sasol Foundation has not only improved access to quality STEM education but has also inspired individuals like Afika Ziwelwele to pursue careers in teaching. The ripple effect of these efforts is felt far beyond the classroom, contributing to the overall upliftment of the community.



## BUILDING A STRONGER FOUNDATION

### The Foundation's Impact on Fezile Dabi's Education Landscape



#### The intervention

In 2020, the Sasol Foundation launched an ambitious Maths intervention project, designed to uplift the entire educational framework of the district by focusing on its very foundation: the teachers. Boitjhorisong Resource Centre (BRC), known for its profound impact in teacher training and educational support, was chosen to spearhead this initiative.

Dr. Nontokozo Xaba, the Centre Manager at BRC, outlined the strategy: "To forge real change, we targeted the core of education – the educators. By arming them with innovative teaching methods, comprehensive curriculum knowledge, and enhanced classroom management skills, we set them on a path not just to teach, but to inspire.

The workshops are intensive and transformative. Teachers delve into modern pedagogical strategies that challenged and changed their traditional approaches.

### Impact on teaching and learning

The effects of these concerted efforts were soon palpable. Teachers reported a newfound confidence in their abilities, which translated into more dynamic and engaging classroom interactions. This shift significantly heightened student engagement and performance.

**Dr. Xaba noted,** Our teachers have become catalysts of change. They're now equipped not just with knowledge, but with the conviction that they can make a difference.

These reflections underscore the transformative impact of the workshop, showcasing how it has empowered teachers with innovative tools and insights to foster a more engaging and effective learning environment.

The ripple effect of this empowerment was evident in the learners' performance – Maths pass rates improved, and students began eyeing futures in fields reliant on strong mathematical foundations.

To bolster science, technology, engineering, and mathematics (STEM) education, a series of targeted interventions were implemented over the course of school calendar year 2024, reaching across various educational levels and disciplines. The focus was to enhance learner engagement, improve academic performance, and expand career guidance.

## IN THEIR OWN WORDS

### Reflections from Mathematics Teachers

Our recent Mathematics Workshop series, conducted at BRC by JB Education, was designed to enhance teaching strategies and deepen the understanding of mathematical concepts among educators. This initiative not only aimed at bridging knowledge gaps but also at enriching the pedagogical approach to engage learners effectively. Here's what some of the participants had to say about their experience:

Participant 1: **"The workshop is very helpful as I have learnt other tactics on how to deliver a certain topic to learners. Different teachers shared their teaching methods, and it was very useful."**

Participant 2: **"Mathematics workshop is a fruitful knowledge. I learned it gave me skill and how to read learners' mindset and body language especially young learners of grade 8 and grade 9. It also helped me a lot in the content and how to tackle the mathematics problems. The exam questions that are included will be utilised when setting question papers and class test to test the knowledge that I used in teaching and learning. Thanks."**

Participant 3: **"This content training is also very helpful on how to present lessons and how to deal with different learners in your classroom of which is something that I have been struggling with sometimes. The content part is also very important, the material that is given to us is simplified for learners to absorb the content with ease. Thank you."**

Participant 4: **"It is an important workshop as it helps us to master some topics, and it gives us chance to share our knowledge differently and to be honest it educates us more about mathematical topics. If I may say I'm very happy with this workshop I have learned a lot."**

Participant 5: **"The workshop has been an eye opener to me. It has not just revealed gaps in the way I was teaching Mathematics to grade 8, but it has also given me enough teaches on how to improve the way I have to teach. The presenter has made his presentation in such a simple but comprehensive way. Good teaching practices have been shared."**

## BUILDING A STRONGER FOUNDATION continued

PROGRAMME	OBJECTIVES	APPROACH	OUTCOME
<b>Grade 8 Accelerator Programme</b>	Boost math proficiency before key assessments.	Four weekly classes focusing on engagement and iterative learning.	Improved levels, noting need for regular attendance.
<b>Grade 10 Online Classes</b>	Ready learners for matriculation exams.	Remote learning with digital tools, enhanced by after-hour sessions.	Engaged 149 learners, showcasing digital efficacy.
<b>Grade 12 Maths Revision</b>	Prepare Grade 12 learners for Maths final exams	Intense Holiday revision classes facilitate by expert Mathematician	Improved learner performance observed in termly exams
<b>Coding and Robotics</b>	Bring awareness and develop 4IR	Visit schools and community hot spot areas, whilst in progress with state-of-the-art lab with support for various competitions.	More than a thousand beneficiaries reached during National Science Week.
<b>Career Guidance Initiatives</b>	Steer learners towards STEM careers.	Career expos, subject choice sessions, and leadership training for students.	Extensive support, aiding hundreds in career choices.

## Cultivating Mathematical Minds through the Grade 8 Accelerator Programme

The Grade 8 Accelerator Programme was meticulously crafted to inspire and engage, incorporating four one-hour classes each week that transcended traditional teaching methods. The primary vision of this initiative was to establish a robust foundation in mathematics, equipping learners with the critical thinking and problem-solving skills necessary as they advance toward the rigorous academic demands of higher grades .

As the programme unfolded, the classroom was invigorated with a renewed energy. Educators, equipped with dynamic teaching strategies, facilitated lessons that transformed mathematics from a mere subject into a language of logic and reasoning. This transformation was not confined to the individual but became a collective experience as each learner began to view mathematics through a lens of curiosity and understanding.

### Impact analysis

The effectiveness of the programme is evident from the progression in learner performance across the terms.

#### Term 1

Initiated with most students at Level 2, highlighting significant gaps in basic mathematical understanding.

#### Term 2

Marked by substantial progress with a reduction in Level 2 students and remarkable advancements to Levels 3 and 4, suggesting a growing comprehension of more complex mathematical concepts.

#### Term 3

Showcased continued enhancement with nearly all students ascending to Levels 3 and 4, reflecting a solidified understanding and consistent application of mathematical principles.

The story of the Grade 8 Accelerator Programme is one of profound impact, underscored by rigorous data analysis, unwavering commitment from educators, and strategic educational interventions. This programme has not only altered the educational trajectory for its participants but has also established a replicable model demonstrating the significant benefits of targeted educational support.

As these young learners further their journey, building upon their newly established mathematical foundations, the Boitjhorisong Resource Centre continues to shine as a beacon of hope and a testament to the transformative power of dedicated educational efforts.

### The Sasol Foundation Difference

The success in Fezile Dabi stands as a beacon for other districts grappling with similar challenges. It underscores the profound impact of inclusive collaboration and strategic investment in education – particularly in teacher development – and sets a replicable model for others to follow.

In Fezile Dabi, the future looks brighter, fueled by the collective efforts of a community inspired by the Sasol Foundation's commitment to making a difference. It's a narrative of hope, resilience, and the enduring power of education.





# TRANSFORMING TECHNICAL EDUCATION

## Addressing critical challenges for a skilled workforce



Technical education in South Africa is vital for developing a skilled workforce that can meet the demands of a rapidly evolving economy. However, the technical school system is facing significant challenges that are limiting its effectiveness and impact. These issues must be addressed to ensure that South African learners are equipped with the technical skills necessary for future success.

### KEY CHALLENGES/IMPACT

#### Lack of specialisation in emerging industries

Under preparation for careers in renewable energy and emerging industries.

#### Ineffectiveness of the Three Streams Model

Little to no impact after seven years; failure to diversify career pathways.

#### Shortage of qualified educators

Inadequate teaching in technical Mathematics and Science, lowering education quality.

#### Lack of subject advisors for implementation

Delayed curriculum implementation; schools struggle to adopt new frameworks.

#### Poor articulation between Technical Schools and TVET Colleges

Barriers to continued technical education and reduced opportunities for advanced vocational training.

### SASOL FOUNDATION'S ROLE

Supporting the inclusion of alternative energy specialisations in curricula.

Providing guidance and support for effective model implementation.

Focusing on educator development in technical Mathematics, Science, and other key subjects.

Working to provide sufficient subject advisor support for schools.

Improving articulation between technical schools and TVET Colleges to ensure smoother transitions.



### Lack of specialisation in emerging industries

While discussions around incorporating alternative energy specialisations into technical education have begun, these efforts have not yet translated into updated curricula in schools. The global push towards renewable energy and green technologies requires learners to be trained in these areas, but South African technical schools are lagging in introducing relevant specialisations, leaving students underprepared for careers in emerging industries such as solar and wind energy, and hydrogen production.

### The ineffectiveness of the Three Streams Model

The Three Streams Model (TSM), introduced seven years ago, aimed at broadening the scope of education by introducing academic, technical-vocational, and occupational streams.

However, after seven years, the model has little to show in terms of results. This can largely be attributed to systemic challenges, including a lack of implementation support and resources.

The model's promise of offering diversified career pathways has yet to materialise, leaving many learners without the skills needed to transition smoothly into technical careers or further vocational education.

### Shortage of qualified technical educators and lack of subject advisors

A critical challenge in the technical education sector is the shortage of qualified educators in key subjects such as technical Mathematics and Science. These subjects are essential for learners pursuing technical careers, yet many schools do not have enough teachers with the qualifications or expertise needed to effectively teach these subjects. This shortage has a cascading effect on the quality of education delivered in technical schools, further contributing to underperformance in key technical subjects.

Another bottleneck in the effective rollout of the Three Streams Model is the shortage of subject advisors in various provinces. These advisors are crucial for supporting educators and ensuring that the new model is effectively implemented in schools. Without sufficient support and guidance, schools are struggling to adopt the new curriculum framework, further delaying the impact of the TSM.

### Poor articulation between technical schools and TVET colleges

One of the significant gaps in technical education is the lack of clear articulation between technical high schools and TVET colleges. This disconnect creates barriers for learners who wish to continue their technical education after high school, preventing a seamless transition from secondary school to post-school education and training (PSET). The lack of proper alignment between these two systems means that many students are unable to pursue advanced vocational training, reducing their opportunities for employment in skilled trades and technical industries.

### The Sasol Foundation's role in advancing technical education

The Sasol Foundation (the Foundation) recognises the critical importance of improving technical education to ensure that learners are adequately prepared for the future workforce. By focusing on educator development and providing targeted support to schools, the Foundation is helping to address the shortage of qualified technical teachers in Mathematics, science, and other key subjects. Additionally, the Sasol Foundation is working with partners to enhance the integration of alternative energy specialisations into technical school curricula, ensuring that learners are equipped with the skills needed for South Africa's transition to a green economy.

## Empowering the future – bridging the skills gap through technical education

As the world continues to evolve, particularly with the rapid advancements in technology and the ongoing energy transition, the importance of technical education has never been more crucial. It serves as a key driver in preparing students to meet the demands of a shifting workforce, ensuring that they are equipped with the practical skills necessary to thrive in a dynamic and increasingly digital world.

Our support for technical education is rooted in a vision to enhance South Africa's human capital and expand the pool of skilled professionals in the critical fields of Science, Technology, Engineering, and Mathematics.

### Why Sasol Foundation champions technical education

The gap between theoretical knowledge and industry requirements is widening, particularly as industries adapt to new technologies and environmental challenges. To close this gap and ensure that South Africa remains competitive on the global stage, we focus on the following:

## SASOL FOUNDATION'S SUPPORT FOR TECHNICAL EDUCATION SUPPORTS THREE MAIN AIMS



1

### Aligning education with industry needs

By supporting technical education, we aim to bridge the gap between classroom theory and real-world application.

2

### Building a skilled workforce

Through our initiatives, we contribute to the development of human capital by increasing the number of skilled professionals in STEM disciplines.

3

### Promoting vocational education

We believe in the power of technical and vocational education to transform lives and communities.

## TECHSENET SCHOOLS

### Building excellence in technical education

In 2012, a bold experiment began at John Orr Technical High School – a vision to transform an ordinary school into a powerhouse of technical and vocational education. The experiment which grew into an initiative known as the Technical Schools of Excellence Network (TechSENet), was designed to create a new standard of excellence in technical education across South Africa. Fast forward to today, the programme has expanded from three provinces in 2018 to five provinces in 2024, following a successful partnership with Kagiso Trust, and has set a new benchmark for technical education in the country.



#### Exceptional outcomes

The results speak for themselves. The 14 schools in the TechSENet network have achieved an average pass rate of 82,7%, a significant achievement in the realm of technical education in 2023. Many of these schools have seen substantial improvements in their results compared to previous years. For instance, two recently transformed schools have seen their pass rates soar by 17% and an astounding 42%, respectively.

Even more impressive is the performance in technical subjects. Across all 14 schools, the average pass rate in technical subjects stands at an extraordinary 99,9%. Remarkably, 76% of these schools have achieved a 100% pass rate in technical subjects, with students earning a total of 54 distinctions in 2023.

**“Our goal has always been to create a network of technical schools that don’t just meet the standard but set the standard for excellence in technical education. The achievements of our students and teachers are a testament to the power of this vision,”** says the Technical Education Development Manager.



### Infrastructure and capacity building

Beyond academic results, the TechSENet programme has also made significant strides in improving the physical infrastructure of its schools. The programme has almost doubled the number of workshops refurbished since 2018 – after 15 years over 36 school trade workshops had been refurbished and equipped.

At AD Nkosi High School, a regular classroom was transformed into a state-of-the-art electrical workshop, carefully designed and demarcated for safety in 2023. Other schools like Welabasha Secondary in Kwa-Zulu Natal and Zinikeleni Secondary School in Carolina, Mpumalanga, have each seen refurbishment and equipping of four of their workshops with state-of-the-art machinery and equipment for civil, electrical and mechanical technology, as well as engineering graphics and design in the last 5 years.

Moreover, the programme extends beyond just improving infrastructure. Fifteen teachers from these schools received specialised training on the use of construction, electrical technology, and welding equipment donated by the Foundation. This not only ensures that students are taught by highly competent instructors but also guarantees that the skills imparted are aligned with current industry standards.

All Engineering Graphics and Design (EGD) teachers in the network received laptops and software training in Computer Aided Design (CAD) to build their capacity in the latest design technologies.



## TECHSENET SCHOOLS continued

### The Sasol Foundation difference

The TechSENet programme is a shining example of what can be achieved when there is a concerted effort to invest in technical education. By transforming ordinary schools into Centres of Excellence, the programme is not only improving academic outcomes but also equipping a new generation with the skills they need to thrive in the modern workforce. As the programme continues to expand, it is set to play a pivotal role in closing the skills gap in South Africa and driving the country's economic growth. The success of TechSENet schools is proof that with the right support, resources, and vision, educational transformation is not just possible – it's inevitable.

### A vision transformed into reality

The TechSENet programme is not just about improving pass rates; it's about fundamentally transforming how technical education is perceived and delivered in South African schools.

The programme focuses on three critical pillars:

#### Teacher support

Teachers are the backbone of any educational programme. In TechSENet schools, significant investment is made in upskilling educators to ensure they are equipped to deliver cutting-edge technical education. This includes specialised training in new technologies, modern teaching methodologies, improving competency in trade skills, and the use of advanced technical equipment.

#### Learner support

Recognising the importance of nurturing student potential, TechSENet provides comprehensive support to learners. This includes additional tutoring, access to modern learning resources, trade skill development and exposure to real-world technical challenges through practical workshops.

#### Technical workshop resourcing

State-of-the-art technical workshops are a cornerstone of the TechSENet schools. The programme has invested in refurbishing existing workshops and constructing new ones where necessary. These workshops are equipped with the latest tools and technologies, from electrical and welding equipment to data projectors and drawing tables, ensuring that students receive hands-on experience in a safe, professional environment.



## TECHNICAL EDUCATION

### Transforming technical education for the better

John Orr Technical (John Orr) High's transformation is a powerful example of how focused, collaborative efforts can reshape education and create lasting impacts on both learners and the broader community.

#### KEY MILESTONES

John Orr Technical School and Sasol Foundation have collectively enabled:



Developing artisans  
working towards ambitious goals



1 400 specialised training  
learners in technical fields



Voltage solar powered car  
one of the new inventions by learners



Thousands of non-students from extended areas  
benefit from our out-of-school programmes





Over the past 13 years, John Orr Technical High School has undergone a profound transformation, evolving into a School of Specialisation renowned for excellence in Engineering and Renewable Energy. This remarkable journey is largely attributed to the strategic support and investment of the Sasol Foundation, which has played a pivotal role in revitalising the school and positioning it as a leader in technical education.

### The makings of a strong partnership

John Orr Technical High School, now celebrated as a School of Specialisation in Engineering and Renewable Energy, has a long and transformative history. Its rise to prominence didn't happen overnight – it was the result of visionary leadership, strategic partnerships, and unwavering commitment to uplifting South Africa's technical education system.

In 2011, the school embarked on its journey to becoming a beacon of excellence when the Sasol Foundation partnered with the Gauteng Department of Education (GDE) to restore credibility and improve performance in technical education. This initiative, known as the Schools Improvement for Excellence Project, aimed to position John Orr as a leading institution for Science, Technology, Engineering and Mathematics (STEM) education. The goal was to ensure that school leavers were well-prepared for further studies and careers in high-demand industries.

### A focus on renewable energy and innovation

Fast forward to 2023, and John Orr has solidified its role as a leader in technical education with its newly unveiled School of Specialisation in Engineering and Renewable Energy status. Speaking at the unveiling, then Gauteng Premier, Panyaza Lesufi, emphasised the importance of preparing learners for the critical skills needed in South Africa's evolving economy.

"We are here to change the education system," said Lesufi, noting that John Orr represents the future of quality education through specialised schools. The unveiling, showcased Voltage, a solar-powered car built by the learners themselves, symbolising the school's shift toward renewable energy technologies and its commitment to sustainable innovation.

This partnership between Sasol and John Orr extends far beyond traditional education. It has led to ground-breaking developments in renewable energy solutions, with students working on projects that aim to address South Africa's energy challenges. Learner Katlego Lou highlighted the potential of their solar car as a solution to high fuel prices, unemployment, and electricity shortages.

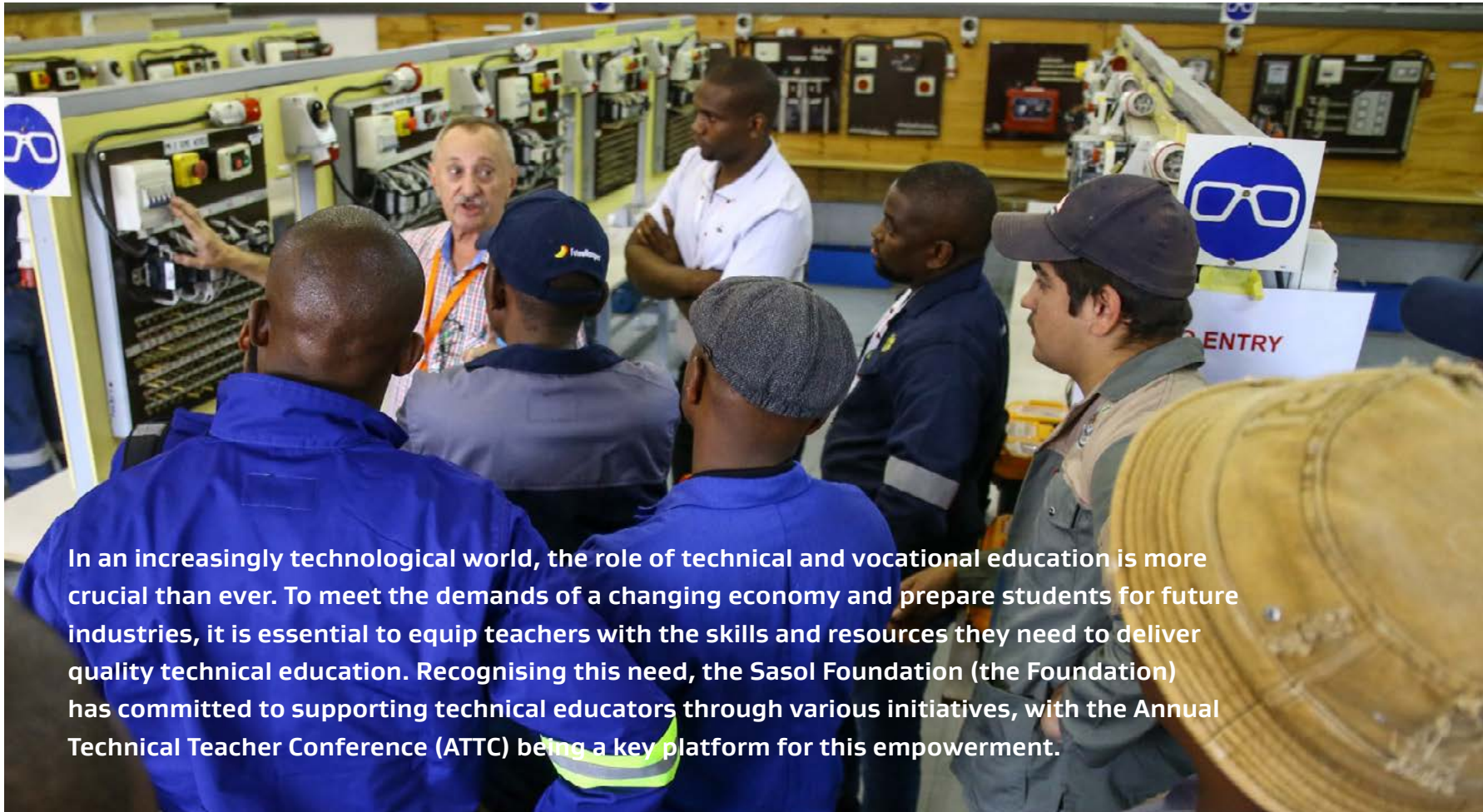
### Creating a future-ready workforce

As part of Sasol's broader commitment to the National Development Plan, the Foundation aims to produce 30 000 artisans by 2030, with John Orr Technical High being a central player in achieving this target. Charlotte Mokoena, Executive Vice President of Human Resources at Sasol, reiterated the company's dedication to driving positive change through education. "We are creating an environment for learners to realise their fullest potential," she said, underscoring the vision to prepare students for the challenges of a rapidly changing world.



## EMPOWERING TECHNICAL EDUCATORS FOR THE FUTURE

### Building excellence in technical education



In an increasingly technological world, the role of technical and vocational education is more crucial than ever. To meet the demands of a changing economy and prepare students for future industries, it is essential to equip teachers with the skills and resources they need to deliver quality technical education. Recognising this need, the Sasol Foundation (the Foundation) has committed to supporting technical educators through various initiatives, with the Annual Technical Teacher Conference (ATTC) being a key platform for this empowerment.

#### The importance of supporting technical educators

Technical educators play a critical role in shaping the future workforce. As industries evolve with innovations in technology, from renewable energy and cybersecurity to automation and advanced manufacturing, educators must stay ahead of these changes to effectively guide students. Teachers are the bridge between new technologies and the students who will one day work with them. Therefore, investing in teacher training and resources directly impacts the quality of technical education delivered in schools and TVET colleges across South Africa.

The Foundation's efforts to enhance technical teacher training aim to ensure that educators have access to the latest knowledge, tools, and methodologies. This holistic support helps educators not only stay current with industry trends but also engage students more effectively in technical subjects, preparing them for careers in high-demand fields.

### Building capacity through training and development

One of the Foundation's key initiatives is hosting conferences and workshops that provide technical educators exposure to emerging technologies and industry practices. These platforms enable teachers to engage with innovations such as solar energy systems, drone technology, cybersecurity, and modern manufacturing processes. By offering practical, hands-on sessions, the Foundation ensures that teachers gain real-world experience in using cutting-edge equipment and machinery, which they can later bring into their classrooms.

For instance, practical sessions hosted by industry leaders allow teachers to refine their skills in construction, electrical technology, and welding – areas that are critical to many industries. The Foundation's support goes beyond traditional training by integrating these sessions with real-life projects, ensuring that educators not only understand the theory but also the practical applications of the skills they teach.

"Being able to work directly with industry-standard tools and equipment gave me the confidence to better teach my students. The knowledge I've gained will undoubtedly improve their learning experience," shared one teacher after participating in a recent hands-on workshop.

### Enhancing technical education infrastructure

In addition to teacher training, the Foundation invests in upgrading infrastructure of schools and technical institutions. Many workshops within these institutions have been refurbished to include state-of-the-art tools and machinery. Schools across the country have also benefitted from the provision of modern technical education equipment, including data projectors, drawing tables, and personal protective equipment (PPE) for students. By upgrading infrastructure, the Foundation ensures that technical subjects are taught using the same tools and technologies as found in the industry, better preparing students for the workforce.

### Tailored support for teacher needs

Understanding that each educator has unique needs, the Foundation's approach to support is highly customised. Through pre-conference surveys and feedback mechanisms, teachers can express their areas of interest and the specific challenges they face in the classroom. This feedback is used to design training sessions and workshops that directly address these needs, ensuring that the support provided is relevant and impactful.

“Having the ability to influence the topics covered in the training sessions made the experience so much more valuable. It wasn't just general information – it was tailored to what we needed to know to improve our teaching, noted another participant.

### Fostering collaboration and industry partnerships

One of the most valuable aspects of the Foundation's support for technical educators is the opportunity for collaboration with industry partners. Through partnerships with companies such as Corobrik, SAJ, CBM Training, and Electrolux, teachers are exposed to the latest industry practices and technologies. These partnerships not only enhance the quality of training but also build lasting connections between educators and industry professionals, creating pathways for future collaboration that benefit both teachers and students.

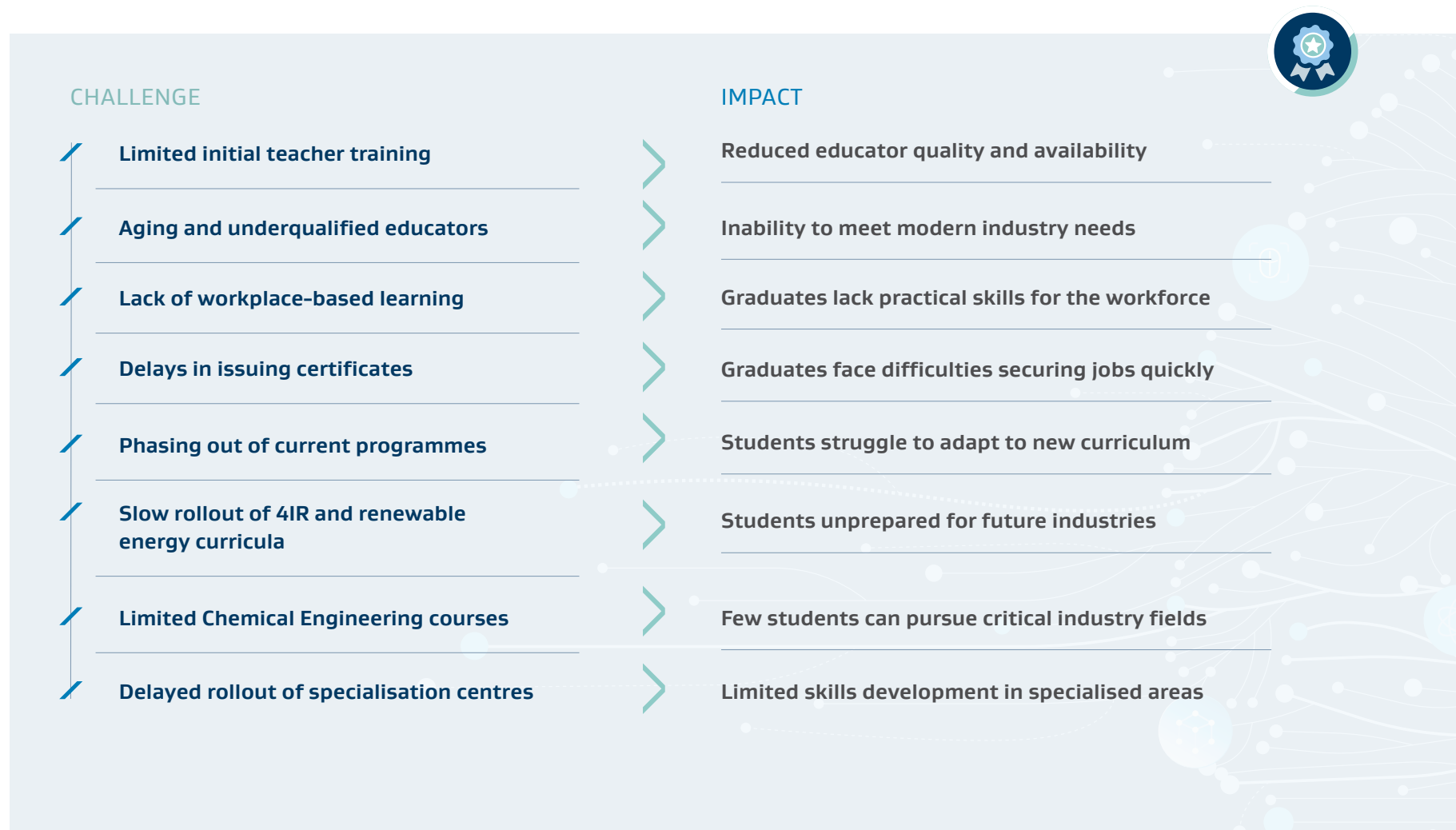
### The Sasol Foundation difference

The Foundation's commitment to empowering technical educators is a key driver of progress in South Africa's technical and vocational education system. By providing comprehensive training, practical experience, and improved infrastructure, the Foundation ensures that technical educators are equipped to meet the challenges of a rapidly evolving world. As a result, students are better prepared to enter the workforce with the skills and confidence needed to succeed in high-demand industries.

Through ongoing support and collaboration with industry, the Foundation is not only transforming technical education but also laying the groundwork for a more skilled and competitive workforce in South Africa.

## OUR CONTRIBUTION TO ADDRESSING CHALLENGES IN TVET COLLEGES

Technical and Vocational Education and Training (TVET) colleges are essential in equipping South African youth with the practical skills necessary for the evolving workforce. However, the sector faces several critical challenges that undermine its ability to prepare students effectively. Below are the key issues currently impacting the TVET system and how these challenges can be addressed.





### Limited availability of initial teacher training programmes

A significant bottleneck in the TVET system is the scarcity of institutions offering Initial training for educators. Currently, only one institution provides this vital training, limiting the number of qualified educators available to meet the demands of TVET colleges. This shortfall leads to an inadequate supply of skilled teachers, affecting the quality of education across the country. There is an urgent need to increase the number of institutions offering this training to create a larger pool of qualified educators who can teach emerging specialisations.

### Aging and underqualified educator workforce

The TVET educator workforce is aging and inadequately qualified, with many educators lacking specialisation in new and evolving industries such as renewable energy, automation, and other Fourth Industrial Revolution-related fields (4IR).

This lack of up-to-date expertise limits the ability of colleges to offer training that aligns with industry needs, creating a gap between the education provided and the skills required by the job market. The system requires a concerted effort to attract younger, more qualified educators who are versed in modern technologies and industries.

### Insufficient workplace-based learning opportunities

One of the significant challenges facing TVET graduates is the lack of workplace-based learning opportunities. Without practical, hands-on experience, many students are left ill-prepared for the workforce, limiting their employability. To address this, stronger partnerships between TVET colleges and industries are necessary to provide students with the on-the-job experience they need to succeed.

### Slow rollout of accredited 4IR and Renewable Energy curricula

In the face of rapid technological advancements, TVET colleges have been slow to implement 4IR (Fourth Industrial Revolution) and renewable energy curricula. There is currently a lack of accredited curriculum providers in these critical areas, which leaves students underprepared for emerging industries. Accelerating the rollout of these programmes will be vital to positioning South Africa competitively in the global economy and ensuring that TVET graduates have the skills to thrive in new, high-demand fields.

Currently, only 7 out of 50 TVET colleges offer Chemical Engineering, which is essential for participation in high-growth sectors such as green hydrogen energy. Expanding access to this and similar courses across more colleges will enable students to pursue careers in critical industries that align with South Africa's economic development goals.

The rollout of Centres of Specialisation (CoS), Trade Test Centres, and 4IR labs has been slow, limiting the ability of students to gain specialised training in key areas. These centres are vital for fostering technical skills that meet the demands of modern industries, yet their delayed establishment continues to hinder progress. Accelerating the development of these centres will be crucial to improving the quality and relevance of TVET education.

### TVET as a 'Parking Lot' for unemployed youth

Unfortunately, the TVET sector has increasingly become viewed as a 'parking lot' for unemployed youth, eroding its legitimacy as a viable educational pathway. This perception stems from low enrolment, outdated curricula, and limited employment prospects for graduates. To restore the reputation of TVET colleges, it is essential to elevate the profile of vocational education as a credible and valuable path to skilled employment through stronger industry partnerships and modernised course offerings.

### The Sasol Foundation's role – paving the way

To address these challenges, a comprehensive approach is needed that focuses on educator development, curriculum modernisation, and stronger ties between colleges and industries. The Sasol Foundation plays a pivotal role in supporting TVET education through targeted initiatives that expand access to specialised training, improve the quality of instruction, and bridge the gap between education and employment. By addressing the current shortcomings in the system, TVET colleges can be transformed into institutions that provide relevant, future-ready skills to South African youth.

## EMPOWERING YOUNG GRADUATES AND SUPPORTING TVET

### The teacher assistant programme

South Africa's pressing need to curb youth unemployment while addressing the demands of an evolving technical-vocational education system has led to the development of innovative solutions like the Sasol Foundation's teacher assistant programme. This initiative, piloted in the Fezile Dabi District, is designed not only to provide meaningful employment opportunities for young graduates but also to enhance the effectiveness of technical and vocational education in schools by alleviating the workload of teachers.

#### The Purpose of the teacher assistant programme

The teacher assistant programme is a carefully structured initiative that adapts the Department of Basic Education's (DBE) model for teacher assistants in schools, with a focus on technical and vocational education and training (TVET). The programme aims to provide unemployed graduates with critical work experience while simultaneously supporting curriculum delivery in technical subjects. Teacher assistants play a vital role by taking on responsibilities such as workshop maintenance, laboratory management, and preparation of practical lessons – allowing teachers to focus more on instruction and less on administrative tasks.

"We recognised the need for more hands-on support in technical schools, where teachers often struggle to balance theory with the demands of managing workshops and laboratories. This programme not only helps reduce youth unemployment but also supports teachers in delivering quality education," explains Dr Cynthia Xoli Malinga, Portfolio Manager for Technical Education at the Sasol Foundation.



### Pilot in Fezile Dabi District

The pilot phase of the programme was implemented in the Fezile Dabi District, covering technical schools in Sasolburg, Parys, and Kroonstad. Seven teacher assistants, all graduates from Universities of Technology, were recruited and trained to take on these essential roles. They were provided with personal protective equipment (PPE) and toolboxes to ensure they could manage workshop maintenance and perform minor repairs safely and effectively.

In addition to general workshop management, teacher assistants also played a crucial role in ensuring student safety within technical environments. As trained professionals, they provided an extra set of eyes on safety protocols, which are critical in settings where heavy machinery and electrical equipment are used.

One of the heads of department at Hoër Tegniese Skool Sasolburg praised the initiative, stating, **“The teacher assistants have been a tremendous help. They not only maintain the workshops and labs but also contribute to a safer learning environment for the students. Their support allows us to focus more on teaching and less on preparation and safety management.”**

### Benefits Beyond the Classroom

The programme’s benefits extend beyond simply assisting teachers with day-to-day tasks. The teacher assistants in Fezile Dabi were also involved in adjudicating the district’s skills competition, utilising their qualifications and deep understanding of technical school programmes. Their involvement demonstrated how the initiative not only supports the curriculum but also provides real-world industry experience, helping young graduates enhance their employability while contributing meaningfully to technical education.

The project’s success was evident in the improved organisation and cleanliness of the schools’ workshops and laboratories, which were notably better maintained than before the teacher assistants were deployed. These improvements highlight the positive impact of the programme on both school operations and student learning environments.

### A National Rollout and the Presidential Youth Employment Initiative PYEI-BEEI Partnership

Following the success of the pilot, the Sasol Foundation expanded the teacher assistant programme to 90 vocational and occupational schools across the country. This national rollout is in partnership with the Department of Basic Education (DBE) and Kagiso Trust as part of the PYEI-BEEI. The programme aligns with the broader goals of the initiative, which seeks to address youth unemployment while supporting the delivery of quality education.

By targeting unemployed graduates, particularly in the technical-vocational field, the programme helps build a workforce of skilled artisans capable of meeting the demands of the 4IR. This is particularly crucial as South Africa continues to grapple with a shortage of skilled artisans and technicians, which is hindering the country’s ability to compete on a global scale.

## EMPOWERING YOUNG GRADUATES AND SUPPORTING TVET continued

### Building a Sustainable Future for TVET Education

As part of its broader mission to support technical education and skills development, the Sasol Foundation is committed to creating pathways for high school graduates to transition into post school education and training (PSET) institutions, such as TVET colleges and apprenticeships. The Foundation also advocates for the inclusion of National Certificate Vocational (NCV) levels 2–4 courses at high school level, a move that would align with the government’s Three Streams Model and help avoid duplication in education pathways.

In addition, the programme’s contribution to the Decade of the Artisan and the National Development Plan (NDP) 2030 target of producing 30 000 artisans per year cannot be overlooked.

### The Sasol Foundation difference

The teacher assistant programme is a transformative initiative that addresses two critical needs: reducing youth unemployment and supporting the technical-vocational education system. By providing young graduates with valuable work experience and assisting teachers in curriculum delivery, the Sasol Foundation is making a lasting impact on both the education system and the broader economy. As the programme expands across the country, its potential to shape a generation of skilled artisans and technicians is a promising step toward a more sustainable and competitive future for South Africa.

The programme also demonstrates a model that placing and training teacher assistants on specific skills areas needed at schools makes a better difference and has more impact than generic administrative work at schools.

THE SASOL FOUNDATION’S EFFORTS TO ACCELERATE THE PRODUCTION OF SKILLED ARTISANS THROUGH PRACTICAL, HANDS-ON WORK EXPERIENCE ARE EXPECTED TO DRIVE MEANINGFUL SOCIO-ECONOMIC IMPACT AND CREATE A MORE ROBUST PIPELINE OF TALENT FOR SOUTH AFRICA’S INDUSTRIES.



CASE STUDY



## A JOURNEY OF CONSISTENT PROGRESS

### Hazyview Comprehensive's remarkable transformation as one of South Africa's top Mathematics schools

Hazyview Comprehensive School, situated in the heart of Mpumalanga, has become a beacon of success and resilience, thanks to the unwavering support of the Sasol Foundation. With 1 115 learners, predominantly from White River and the surrounding areas, the school has made tremendous strides in academic performance over the past five years.

In 2019, the school's pass rate stood at a respectable 88,2%. While this was a solid foundation, the team at the School, supported by the Sasol Foundation, set their sights on greater heights. The implementation of focused educational support programmes, teacher development initiatives, and resource provisioning marked the beginning of a remarkable turnaround.

By 2020, despite the challenges posed by the global pandemic, the school improved its pass rate to 91,7%. This steady progress continued, with a leap to 94,4% in 2021. In 2022, the school shattered expectations, with an astonishing 99,3% pass rate. This surge in performance was not just a statistical success but a reflection of the dedication and hard work of the learners, teachers, and administrators, who embraced the values of excellence and perseverance instilled through the Sasol Foundation's support.

The year 2023 saw the school maintaining its outstanding performance with a pass rate of 98%, marking yet another year of high achievement. This consistent growth over five years highlights the institution's commitment to academic excellence and its drive to empower learners to reach their full potential.



Lucas Lebogang Chiloane, from Hazyview Comprehensive School, was not only the best matric learner in Technical Mathematics in Mpumalanga in 2022, but also in South Africa.

**“My Technical Mathematics teacher, Bheki Mngwenya, told me I needed to focus in getting a 100% in his subject so that I could study the course I want, and for me to have a better future.”** Lucas Lebogang Chiloane, top matric learner.



The Sasol Foundation’s intervention has been a game-changer for Hazyview Comprehensive School. Through their support, we have not only seen our school recognised as the most improved, but we’ve achieved remarkable milestones – 100% passes in technical Mathematics, and learners excelling with 100% in both Mathematics and Science.

**Max Mashele**, Headmaster, Hazyview Comprehensive School



## THE ROLE OF THE SASOL FOUNDATION

The Sasol Foundation played a critical role in this journey, not just by providing financial support but also through implementing a variety of initiatives aimed at improving educational outcomes.

**Teacher development programmes**  
Ensuring educators had the skills and tools necessary to deliver high-quality education.

**Resource provisioning**  
Supplying critical learning materials and equipment that enhanced the learning environment.

**Learner support initiatives**  
Focused efforts on after-school programmes, mentorship, and academic workshops to bridge knowledge gaps and boost learner confidence.

## HAZYVIEW COMPREHENSIVE’S JOURNEY OF PROGRESS THROUGH THE SASOL FOUNDATION’S SUPPORT



The pass percentages for Hazyview Comprehensive School over five years

## A JOURNEY OF CONSISTENT PROGRESS continued

### Our approach to impact

Our interventions are designed to support and enhance the changing landscape of technical and vocational education, particularly in response to the challenges posed by climate change and the need for innovation.

### WE FOCUS ON

#### Inspiring career choices

Through 'try-a-skill' activities, we provide students with hands-on experiences that spark interest in technical and vocational skills. These activities help students see the practical applications of their education and inspire them to pursue careers in these fields.

#### Enhancing educational infrastructure

We are committed to equipping schools and TVET colleges with state-of-the-art vocational skills development equipment. This ensures that students have access to the tools and technologies they will encounter in the workplace, making them job-ready upon graduation.

#### Capacity building for educators

Recognising that quality education begins with skilled educators, we invest in the professional development of lecturers and teachers. By enhancing their skills and competencies, we ensure that they can deliver effective and engaging instruction that meet the highest standards.

#### Advancing digital skills

In today's digital age, it is essential that educators are proficient in using technology to enhance learning. We focus on building the digital skills of educators, enabling them to deliver curriculum through blended learning approaches that combine traditional methods with innovative digital tools.

### The Sasol Foundation difference

At the heart of our commitment to technical education is the belief that a well-prepared workforce is essential to South Africa's future.

By closing the skills gap, aligning education with industry needs, and empowering educators, we are not only addressing the challenges of today but also building the foundation for a resilient, adaptable workforce that can thrive in a rapidly changing world. Through our continued support for technical education, we are paving the way for a brighter, more sustainable future for all.







# TERTIARY EDUCATION

University education in South Africa plays a pivotal role in shaping the future workforce and driving research and innovation. Despite significant progress in the South African higher education landscape, challenges related to student funding and investment in research and development persist. Opportunities are nonetheless emerging, such as those presented by the green economy and the evolving landscape of the future of work. In the following section, we examine these critical issues and highlight how the Sasol Foundation is actively addressing them.

## Funding for higher education

A primary challenge in South Africa's university education system is the lack of sufficient funding for students. Currently, about 47% of university students are either unfunded or rely on donor funding, with 63% of these students receiving assistance from the National Student Financial Aid Scheme (NSFAS). However, the remaining students, particularly those classified as the 'missing middle', face significant financial difficulties. This group has contributed to a total student debt of approximately R16,5 billion, which severely impacts students' ability to graduate and secure employment. Historical student debt has created a vicious cycle, increasing the youth and graduate unemployment crisis.

To resolve these issues, it is crucial to reform funding structures and provide additional support for the missing middle, ensuring that no student is left behind due to financial constraints. Following the Fees Must Fall campaign, which brought the challenges faced by "missing middle" students into sharp focus, the Foundation reviewed its bursary funding criteria to include this group. Offering bursaries to these students alleviated the financial burden on their families, ensuring their access to higher education.

## Investment in research and development (R&D)

South Africa's R&D agenda is critically underfunded, especially when it comes to supporting postgraduate studies and funding research infrastructure. The National Research Foundation (NRF) plays a vital role in advancing the country's research capacity, but it remains financially constrained, particularly when it comes to supporting Historically Disadvantaged Institutions particularly when it comes to historically disadvantaged Institutions (HDIs) whose main source of income is government funding.

HDIs often face financial strain due to a combination of lower tuition collection rates, insufficient third-stream income, and the high costs associated with addressing systemic inequalities and improving facilities.

The Foundation's strategic investment in several HDIs has thus played a crucial role in ensuring that research activities are adequately funded and given high priority.

In recent years, there has also been a notable reduction in R&D expenditure by businesses, despite the introduction of tax incentives for entities that invest in the country's R&D agenda. To move forward, significant investment is required to bolster research capacity, particularly in sectors critical for South Africa's future economic development. Strengthening R&D can contribute to building a competitive, knowledge-based economy that drives innovation.

Building a talent pipeline for the green economy and future work skills is critical because it ensures that the workforce is prepared to meet the demands of a rapidly changing world. For the Sasol Foundation, this involves strategic investment in scholarships and research that aligns with the goals of sustainability and economic transformation. This includes focus on areas such as renewable energy, sustainable agriculture, climate resilience, circular economy, and green technologies. Also important is to anticipate future of work trends, emphasising funding of skills such as data science, Artificial Intelligence systems thinking, and interdisciplinary problem-solving which are crucial in evolving job markets.



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## Outdated university curriculum in the new world of work

The changing global economy, driven by digitalisation and the Just Energy Transition, has altered the demands placed on university graduates. There is an increasing need for a reimagined post-school education system that can meet the needs of both learners and industries. This includes updating the curriculum to align with modern industry needs, adopting new technologies, and embracing teaching and learning approaches that equip students with the skills needed for a rapidly evolving workforce.

However, many South African universities have been slow to adapt to these changes. They are often perceived as being too rigid and failing to innovate at the necessary pace. As a result, graduates are entering the workforce with skills that are not aligned with current or future industry demands, making them less employable and contributing to the growing skills mismatch.

## The role of the Sasol Foundation in supporting university education

The Sasol Foundation (the Foundation) is actively working to address many of these challenges by investing in initiatives that strengthen the university education system. Through its efforts to expand funding opportunities, particularly for missing middle students, the Foundation aims to reduce the financial barriers that prevent many young South Africans from accessing and completing higher education. This includes collaborating with financial institutions and stakeholders to create innovative funding models that alleviate the growing student debt crisis.

In addition, the Foundation is supporting research and development efforts in partnership with universities and research institutions. By providing

funding for postgraduate research and infrastructure, particularly in fields related to South Africa's Just Energy Transition and 4IR technologies, the Foundation helps build research capacity and contributes to the country's innovation agenda.

The Foundation is also playing a pivotal role in helping universities modernise their curricula. By working closely with universities and industries, the Foundation supports the development of new curricula that align with industry demands, integrating emerging technologies and skills needed for the future world of work. This focus on curriculum transformation ensures that graduates are better prepared for the rapidly changing job market, making them more employable and equipped with the skills needed to thrive.

## OUR INVESTMENT IN TERTIARY EDUCATION IS ABOUT MORE THAN JUST FUNDING – IT'S ABOUT SHAPING THE FUTURE.

### Empowering the next generation of STEM professionals

The Foundation invests in tertiary education to help our youth acquire the skills they need to participate meaningfully in the economy and become the best citizens they can possibly be. We also support institutions with research and capacity building for innovation, economic growth and social advancement.

- Over **2 900 beneficiaries** supported with bursaries and scholarships to pursue undergraduate and postgraduate studies.
- Over **2 300 graduated**
- Over **700 peer-reviewed publications**
- 2** patents registered
- About **400 beneficiaries** from the postgraduate programme were funded for multiple degrees (Honours, Masters and Doctoral).

## FROM NUMBERS TO NATIONS

### Dr Liam Baker's mission to inspire the next generation of mathematicians

Dr Liam Baker's journey is a powerful blend of academic brilliance and a deep-rooted desire to make a lasting impact. As a Mathematics prodigy from Mitchells Plain on the Cape Flats, he overcame challenges to emerge as a standout talent. His path to success began with a BSc, earned with distinction from the University of Cape Town in 2012. Demonstrating an insatiable thirst for knowledge, Dr Baker followed this by achieving another distinction in his Honours degree in 2013.

Fuelled by his passion for Mathematics, he pursued an MSc at Stellenbosch University, where his groundbreaking research titled 'Analytic Methods in Combinatorial Number Theory' earned him top honours. His story is one of resilience, talent, and a relentless pursuit of knowledge, a reminder of how dedication can turn potential into extraordinary achievement. Dr Baker's academic journey is not just about personal success – it's about contributing to a broader legacy of inspiration and innovation in Mathematics.

By 2015, Liam Baker was well into his second year of doctoral studies at Stellenbosch University. Yet, without the vital support from the Sasol Foundation, his journey might have taken a very different turn. Financial constraints and limited opportunities could have stalled his incredible potential, leaving his brilliance undiscovered.

Not one to rest on his laurels, Dr Baker went on to complete his PhD in 2020, delving into the intricacies of number theory with his thesis, 'Drinfeld Modular Forms of Higher Rank from a Lattice-Oriented Point of View'.

The Sasol Foundation's backing was the lifeline that ensured Liam's talents not only survived but thrived, allowing him to continue his remarkable ascent in the world of Mathematics.

“ I believe that fostering such communities is key to nurturing future talent. Mathematics, for me, is about seeking a deeper understanding of the world, and helping others discover that same excitement is what drives me.

The support of organisations like the Sasol Foundation is invaluable to the future of Science and Mathematics. It's through partnerships like these that we can bridge the gap between opportunity and talent, creating a pathway for young people to thrive and innovate.

**Dr Liam Baker**



FEATURE  
STORY

From his early years, Dr Liam Baker's passion for Mathematics was clear.

Today, as a lecturer and researcher in number theory at Stellenbosch University, Dr Baker's career reflects his unwavering dedication to the field.

His journey – filled with academic distinction, research breakthroughs, and a deep commitment to fostering the next generation of mathematicians – serves as an inspiring example of how mentorship, determination, and support can shape a life of scientific impact.



## MENTORING THE NEXT GENERATION

Beyond academia, Dr Baker has had a significant impact on the world of Mathematics competitions. From his own participation to mentoring future mathematicians, he has contributed in numerous ways:

- Team Leader for South African teams in the **Pan African Mathematics Olympiad and IMO** from 2018 – 2023
- 100s of young mathematicians** mentored through South African Mathematics competitions
- 7+ years** of competitive Mathematics leadership (IMO, IMC, PAMO)



## CULTIVATING TOMORROW'S INNOVATORS

### The postgraduate Science fellowship programme



## Background

In a world increasingly driven by scientific advancements and the need for sustainable solutions, the importance of nurturing the next generation of researchers has never been greater. The postgraduate Science fellowship programme stands as a beacon of opportunity, dedicated to empowering Black Science researchers and building a robust research capacity at historically disadvantaged institutions (HDIs). This initiative is not just about education; it's about transforming the landscape of science and innovation in South Africa.

Funded through a groundbreaking 50/50 partnership with the National Research Foundation (NRF), this programme strategically focuses on creating pathways for Honours, Masters, and Doctoral students to pursue advanced degrees in Chemistry and Environmental Chemistry, with a keen emphasis on Green Chemistry and Sustainability research. By doing so, it aims to equip a new generation of scholars with the knowledge and skills needed to address some of the most pressing environmental challenges of our time.

## Building capacity at historically disadvantaged Institutions

One of the most remarkable aspects of the postgraduate Science fellowship programme is its unwavering commitment to uplifting HDIs. By channelling resources, training, and mentorship to these institutions, the programme is actively dismantling barriers that have historically limited access to advanced research opportunities.

This focus on HDIs is creating vibrant centres of research excellence where innovation is driven by diverse perspectives, resulting in a richer and more inclusive scientific community. It is a bold step towards achieving equity in academia and ensuring that South Africa's future scientists emerge from all corners of the nation, equipped to lead in both local and global scientific arenas.

## Empowering future leaders

The success of this initiative is best illustrated through the journeys of its participants, who are leading innovative projects that address critical issues in Chemistry and Environmental Chemistry. From developing sustainable solutions for water purification to exploring alternative energy sources, these researchers are tackling some of the most urgent challenges faced by their communities and beyond.

Without the support of this fellowship, many of these talented individuals might never have had the opportunity to turn their passion for Science into careers that make a real impact. The guidance from mentors and the resources provided through this programme have empowered these researchers to transform their visions into actionable and meaningful contributions to society.

## The power of partnership

The partnership between the Sasol Foundation and the NRF exemplifies the power of collaboration in driving societal change. By joining forces, these institutions are not just funding education; they are creating an ecosystem where knowledge, innovation, and opportunity converge. This collective effort amplifies the impact of each organisation's resources, paving the way for groundbreaking research that can address both national and global challenges.

The postgraduate Science fellowship programme is more than an academic initiative; it is a legacy in the making. By investing in the development of Black researchers and focusing on sustainable practices, the programme is planting the seeds for a future where science and sustainability go hand in hand. It is shaping a new narrative for South Africa's research community – one where excellence, inclusivity, and environmental stewardship define the path forward.

THROUGH INITIATIVES LIKE THESE, THE SASOL FOUNDATION NATIONAL RESEARCH (NRF) FOUNDATION IMAGINING A BETTER FUTURE; THEY ARE ACTIVELY CREATING IT – ONE RESEARCHER, ONE BREAKTHROUGH, AND ONE SUSTAINABLE SOLUTION AT A TIME.

## TURNING WASTEWATER INTO WEALTH

### Dr Vhahangwele Masindi's groundbreaking breakthrough in wastewater purification

Dr Vhahangwele Masindi isn't just solving problems – he's revolutionising how the world thinks about waste. With his pioneering work in acid mine drainage (AMD) treatment, this young innovator has found a way to turn toxic byproducts of mining into something invaluable: clean, drinkable water and marketable minerals.

By the age of 28, Masindi became the youngest PhD recipient at the University of Venda, but it was his bold, creative approach to wastewater purification that truly set him apart.

Back in 2013, while finishing his Master's in environmental management, Dr Masindi stumbled upon a novel solution for neutralising toxic chemicals in contaminated water, a discovery that would eventually reshape the future of mining rehabilitation. Backed by the Sasol Foundation and NRF, Masindi refined this groundbreaking technology – capable of reclaiming 20 000 litres of safe drinking water per day from polluted sources.

His vision – Transform wastewater into a valuable resource in a world where clean water is becoming more precious by the day.

But Dr Masindi didn't stop there. His innovation wasn't just about water. His method also extracts valuable minerals like goethite, gypsum, and magnetite, creating a full-circle economy where waste isn't just cleaned – it's turned into wealth.

Patented in South Africa, the United States, Canada, Australia, and beyond, his technology is making waves globally, offering hope for sustainable solutions in industries long seen as environmentally harmful.

#### HOW THE SASOL FOUNDATION FUELLED DR MASINDI'S BREAKTHROUGHS

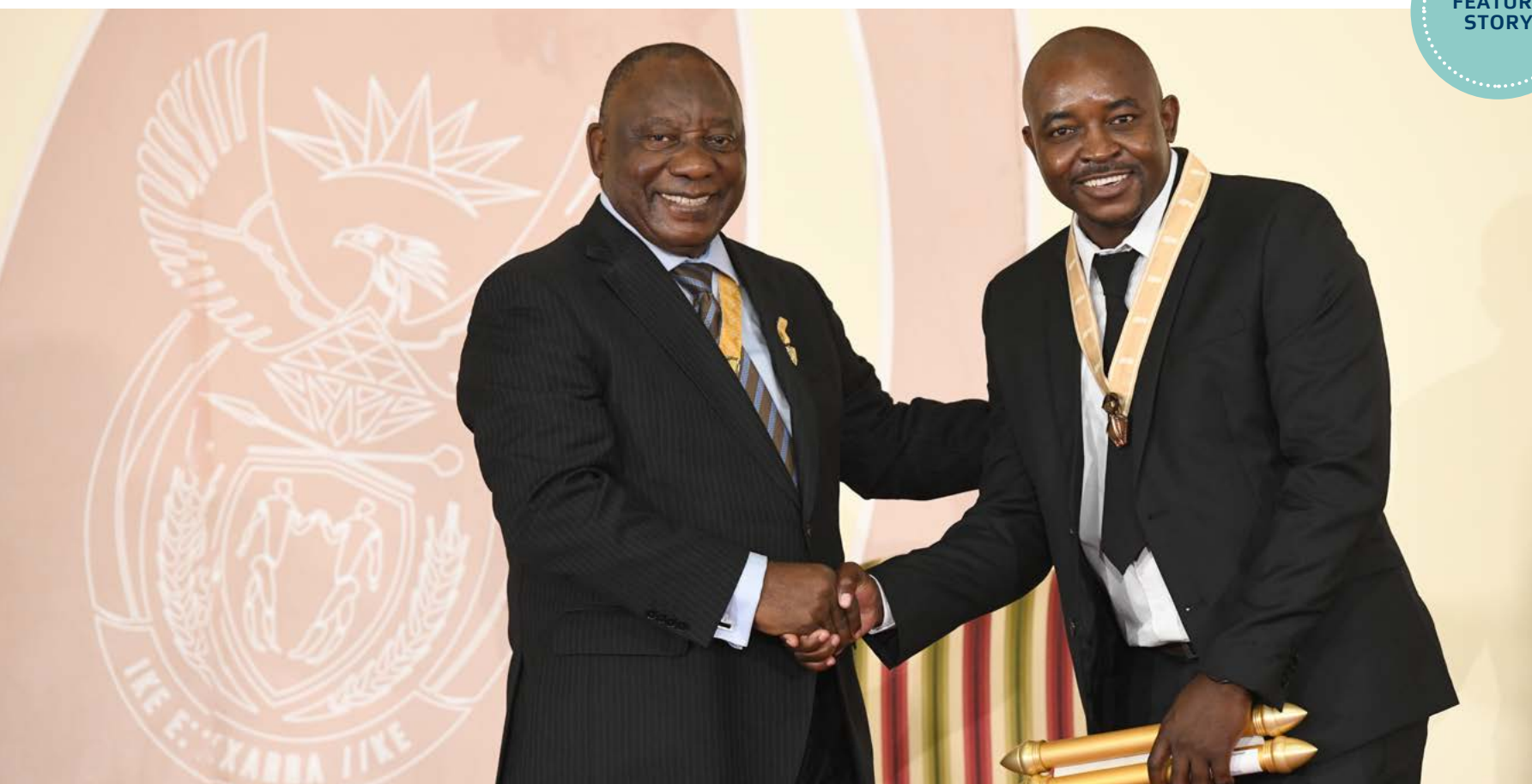
**Behind every great scientific breakthrough is a network of support that enables brilliance to thrive. For Dr Vhahangwele Masindi, that support came from the Sasol Foundation (the Foundation) and the National Research Foundation (NRF), which provided the critical funding and resources for his Master's and PhD studies.**

With their backing, Dr Masindi wasn't just able to pursue his academic dreams – he was empowered to make groundbreaking discoveries in wastewater purification that are now helping to solve South Africa's water crisis.

The role of the Foundation and NRF cannot be overstated. Their investment in his education didn't just propel Dr Masindi's academic career – it helped unlock innovations that are now shaping the future of water conservation and mining rehabilitation on a global scale. Today, his technology is patented in multiple countries and stands as a testament to the power of believing in young scientific talent.

#### The trailblazing journey of Vhahangwele Masindi

- ✓ **Top 2% global scientist:** Recognised as one of the world's top 2% scientists from 2021 to date, highlighting his influence and leadership in environmental sciences.
- ✓ **Pioneer in waste valorisation:** Successfully filed five international patents and five provisional patents on wastewater treatment using innovative nanostructured materials.
- ✓ **Prolific researcher:** Authored over 90 scientific papers in high-impact journals, advancing knowledge in environmental chemistry, water security, and ecological sustainability.
- ✓ **Award-winning excellence:**
  - » **National and International Recognition:**
    - **Multiple awards** from CSIR, NSTF, and TWAS-SAREP for research excellence.
    - **Captain of the Industry Award** from Magalies Water (2023).
    - **National Order of Mapungubwe in Bronze** by the President of South Africa (2023).
    - **Young Scientist Leadership:** Honoured with the **Water 2024 Young Investigator Award** from MDPI/Water/Switzerland, showcasing his status as a leading young researcher in the field.
- ✓ **Driving Green Initiatives:** Committed to advancing ecological sustainability, inspiring green initiatives in wastewater treatment, and pushing for closed-loop systems (CLS) in environmental engineering.



### Honoured by the President – lauded abroad

In 2023, Professor Vhahangwele Masindi, was bestowed the Award of the Order of Mapungubwe in Bronze by the President of South Africa, His Excellency Cyril Ramaphosa, for his exceptional contribution to the field of environmental sciences focusing on water issues in South Africa and globally.

This award is named after the Mapungubwe ancient African nation that existed a thousand years ago in the northern part of the Limpopo Province. It is bestowed to notable South Africans for achievements that confidently impact the local and global communities.

Masindi says about his research work that secured this award: “It seeks to find much-needed solutions towards the challenges of water scarcity in South Africa and further afield.”

Masindi acknowledges that it is rare to receive awards from the President; therefore, he remarks that he is ecstatic to be among a few recipients of this prestigious and highest award for scientists in South Africa.



As a researcher, I am motivated and humbled that my work and impact is recognised at a presidential level. Researchers do not work for awards, but to uplift and make a difference in societies through scientific interventions.

03

## PARTNERSHIPS AND COLLABORATIONS



Department of Education's Lekgotla



# NATIONAL LEARNER SKILLS COMPETITION 2024



National Skills Competition

# OUR APPROACH TO PARTNERSHIPS

The Sasol Foundation’s (the Foundation) approach to delivering value to society is premised on the understanding that global and national priorities are key baseline levers used to assess the needs of a country and communities. Partnerships are essential to this – we recognise that we cannot achieve our objectives without partnering effectively.

## Our delivery and execution model is strengthened by partnerships



### Partnering for impact

Partnerships are the driving force behind development and societal progress. In alignment with SDG 17, which emphasises partnerships as essential for achieving sustainable development, the Sasol Foundation understands that collaboration optimises the use of limited global resources – whether financial, natural, or human.

The Foundation focuses on creating impactful partnerships that combine diverse strengths, delivering more significant results, long-term sustainability, and shared value for all involved. By working closely with key stakeholders – civil society, business, academia, government, NGOs, and research institutions – the Foundation ensures that every partnership is geared toward delivering meaningful societal change.



We have a clear collaboration framework centred on academia, government, industry, civil society (NGOs, social entrepreneurs), and local community partnerships that leverages our impact and reduces duplication.

### Some of our longstanding partners includes



# OUR LONG STANDING PARTNERSHIP WITH DEPARTMENT OF BASIC EDUCATION

**You have reached many young people and changed their lives for the better. The Sasol Foundation is a beacon of hope and progress towards a truly improved quality of basic education. Our partnership has also broken the artificial barriers among different role players in the basic education space: corporate, community, learners and teachers.**

“

I wish that our solid partnership with Sasol Foundation gathers momentum and fortitude in the next ten years.

We remain steadfast in our mission to improve basic education so that in our lifetime we can realise our vision of much improved learner outcomes, comparable with our peers across the globe.



**Ms Angie Motshekga**  
Former Minister of Basic Education

## OUR LONG STANDING PARTNERSHIP WITH KAGISO TRUST



We at Kagiso Trust recognise that addressing South Africa's skills gap, particularly in artisanal trades, is essential for the economic empowerment of our youth. By partnering with the Sasol Foundation and the Department of Education in this initiative, we are not only promoting vocational training as a viable career option but also directly contributing to the future of our economy.

**Dr Mankodi Moiste**  
CEO of the Kagiso Trust



## OUR STORY OF PARTNERSHIP WITH THE KAGISO TRUST

### How a partnership with Kagiso Trust grew TechsNet schools from five to 14

At the heart of this project's success is its commitment to improving educator quality. So far, the partnership has transformed seven ordinary schools into technical schools of excellence and produced 104 vocational-occupation textbooks for students in years 1 to 4 and Grades 8 to 9. The Annual Technical Teachers Conference (ATTC) has also become a critical platform, bringing together educators, researchers, and policymakers to discuss the challenges and solutions in vocational training.

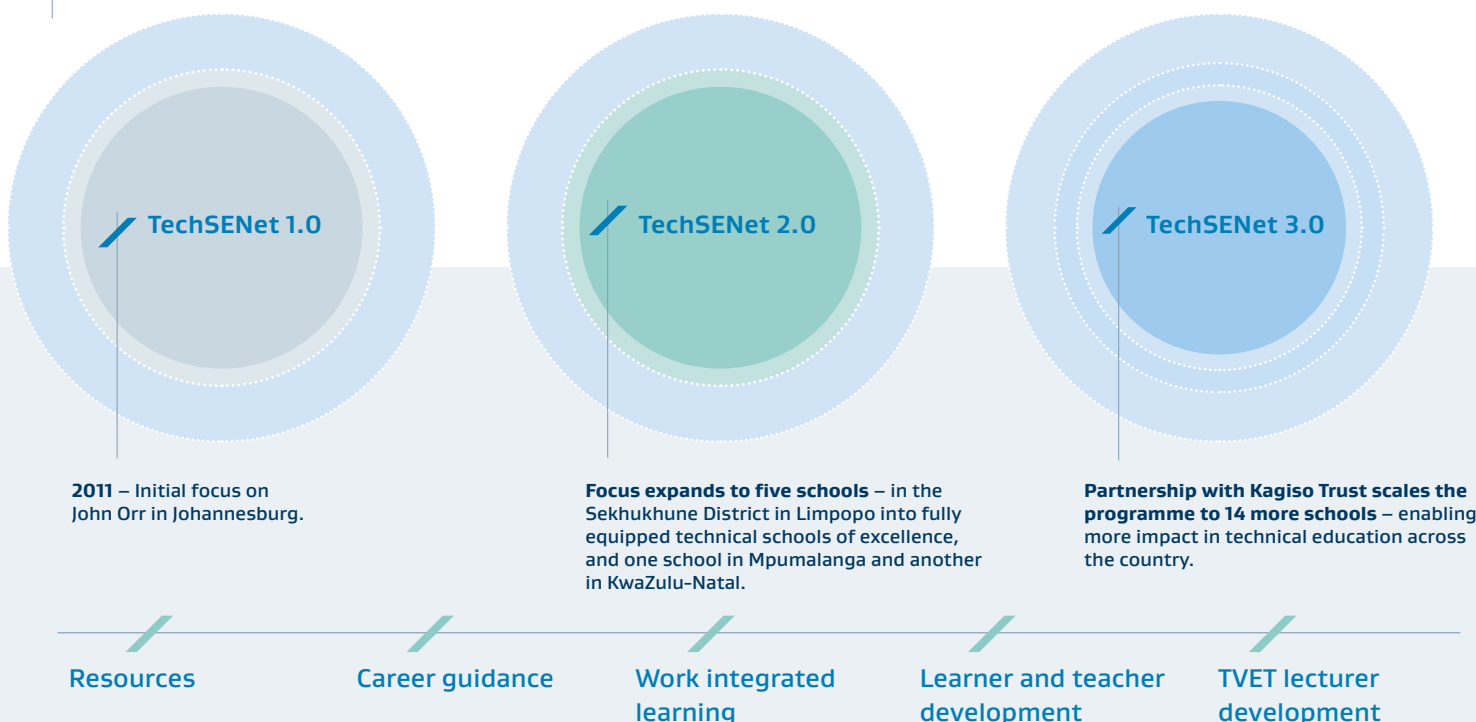
"The project is crucial to the success of our interventions in technical and vocational education," emphasised Sizakele Mphatsoe, Head of Education at Kagiso Trust.

"We conduct Career Expos to create awareness of TVET streams, not because you did not do well academically, but to empower you with the skills in demand in the country. These skills are vital not only for employment but also to equip our youth to become future employers."

The partnership between Kagiso Trust and the Sasol Foundation is more than a short-term initiative – it represents a vision for sustainable change in South Africa's education system.



#### The journey to scaling our Technical Schools of Excellence Network (TechSENet) programme with the Kagiso Trust



Despite the strides made over the last few years to produce a more skilled workforce, South Africa still faces an uphill battle to meet its target of producing 30 000 artisans annually by 2030, a key goal in the country's National Development Plan. The partnership between Kagiso Trust and the Sasol Foundation is at the forefront of this mission, working not only to raise awareness about vocational education but also to build technical schools of excellence that can serve as models for replication across the country.

## OUR LONG STANDING PARTNERSHIP WITH NATIONAL RESEARCH FOUNDATION



We are proud of this partnership and our future focus is to continue increasing the rated researchers and PHDs in these Universities in order to increase the research capability in the country.

**Dr Mbulelo Ncango**  
Executive Director: Next Generation  
and Emerging Researchers  
National Research Foundation



## MEETING OF MINDS SUSTAINED A 10 YEAR PARTNERSHIP BETWEEN SASOL FOUNDATION AND NATIONAL RESEARCH FOUNDATION

**Dr Mbulelo Ncango, Executive Director: Next Generation and Emerging Researchers, National Research Foundation (NRF)**

The NRF supports research excellence and impact by providing funding, human resource development, and research facilities. For the past ten years it partnered with the Sasol Foundation to provide postgraduate research scholarships for Honours, Masters and Doctoral students. It partnered with Sasol Foundation for the past ten years. The main reason that sustained the partnership was the meeting of like minds and synergies which are key to both entities. These included a key focus on transformation, research excellence and sustainability of the programme, in order to enhance research outputs and improve impact on beneficiaries who have been part of the partnership.

Dr Ngcango spoke passionately about how the beginning of the partnership might not have seemed promising for others, especially because Sasol Foundation focused on historically disadvantaged individuals and institutions, which aligned with mandate of the NRF. This birthed great outcomes for the universities that have been funded by this partnership. It transformed and impacted universities, lecturers and students through key strategic decisions that were taken.

**The National Research Foundation acknowledges the significant contribution of two key cooperation agreements with the Sasol Foundation to jointly sponsor and support South Africa's next generation of Science and Engineering researchers. These initiatives will play a pivotal role in enhancing research excellence and driving the transformation of the South African research and education system.**

The universities had to be committed, show progress and be willing to shift the needle in terms of their research outputs and the research landscape in South Africa and abroad.

The NRF is proud that the partnership with the Sasol Foundation, with about 1 000 postgraduate students funded over the past 10 years, has increased knowledge, transformed lives and inspired nations in the 6 universities that have been funded. The funding included research resources, and a full bursary for students, including psychosocial support and mentorship. This assisted the universities to increase their research capabilities, throughput rates and competitiveness. The students that have been through the programme have produced over 700 peer-reviewed publications, with one student having filed two patents. Through the NRF partnership, some of our students have also been part of International University exchange programme.

04

# REFLECTIONS, FOUNDATION TEAM AND LESSONS LEARNT







## PIONEERS WHO SET THE FOUNDATION FOR EDUCATION EXCELLENCE IN THE TRUST 2008 – 2014

✦ **For over 15 years, the Sasol Foundation has been a catalyst for positive, transformative change, and this progress would not have been possible without the pioneering visionaries who charted its course.**

“

Since its founding in 2008, the Sasol Foundation has become a beacon of hope to many learners, teachers, principals, students and graduates across South Africa’s education system. When we founded the then ‘Sasol Inzalo Foundation’, which later became the Sasol Foundation, we were clear that this intervention would need to be lasting and impactful. I cannot be prouder of what the Foundation, along with its partners, has achieved as it celebrates 15 years of transformative impact.

**Nolitha Fakude,**  
Former Sasol Limited Executive Director  
Founding Member of Sasol Inzalo





“

Our first few years involved an enormous amount of work researching refining our mandate and understanding exactly where and how we should intervene to achieve maximum impact.

During this process, we listened to those with experience in their target fields to get a sense of how best to execute with impact. I could not be prouder to see how the Sasol Foundation has kept our founding ethos: to make the greatest possible and lasting impact to the most beneficiaries.

**Yvonne Muthien,**  
Former Chairperson of Sasol Foundation

“

Looking back on the founding days of the Sasol Foundation fills me with pride. We engaged with countless individuals, all united by a common goal: to create lasting, transformative change in education. Our mission was clear – to elevate educational outcomes, while providing unmatched support to learners, teachers, and schools.

Fifteen years later, I’m proud to say that the Sasol Foundation hasn’t just made a remarkable impact: we’ve pioneered new pathways, empowering a generation to thrive in critical fields. The Sasol Foundation’s legacy continues to inspire and uplift for the future.



**Mpho Letlape,**  
The Sasol Foundation’s first Director

**We are grateful for the contribution of the former Trustees who have set a solid foundation which the current and future Trustees are building on. Our appreciation goes to the following Trustees and first Head of the Foundation:**

Zamile Denga, Seadimo Hessie Chaba, Sibusiso Kabelo Nkabinde, Abraham De Klerk, Moroatshoge Takalo, Kadimathie Ramon, Ntombifuthi Mtomba, Nadine Petersen and Paul Victor.

## TRUSTEES WHO HAVE INVESTED IN A VISION FOR ALL THROUGH CONTRIBUTIONS



**Mr Joel Dikgole**  
former Chairperson of  
the Sasol Foundation



**Adv Nonkumbulo Tshombe**  
former Trustee



**Prof Maurice Radebe**  
former Trustee



**Dr Masasekani Khosa**  
former Chairperson of the  
bursary committee



**Mr Simon Baloyi**  
former Trustee



The Foundation is poised for greater things with ample opportunity for entities within and outside of Sasol. The next phase will be for the Foundation to increase partnerships with organisations in order to respond to the yearning of many learners and educators who need access to the initiatives they offer.

# THAT HAVE TRANSFORMED THE EDUCATION SYSTEM FROM 2014 – 2023



**Dr Molefe Pule**  
Chairperson



**Ms Charlotte Mokoena**



**Mr Tilson Manyoni**



**Ms Barbara Mallinson**



**Mr Victor Bester**



**Ms Sibongile Khumalo**

## MEET THE TEAM

### THE GOVERNANCE STRUCTURE AND DELIVERY TEAM

✓ The Foundation is managed by an executive team, strategically guided by a Board of Trustees comprising four Independent Trustees and two representatives from the Founder.

The administration of the Foundation is led by the Head of the Foundation, appointed by the Founder and seconded to the Foundation, to administer all activities in line with the mandate of the Trust. In addition, a team of experts in education implement the Foundation's programmes in line with the strategic focus areas.

The support functions such as Finance, Human Resources, Information Management, Supply Chain, Governance and Compliance, Legal Services and Communication are managed externally through the support of the Founder, in order to reduce the cash fixed cost of the Foundation. This enables the Foundation to have professional and up-to-date services delivered to its beneficiaries, while the Founder gives administration support to ensure seamless execution of the Foundation's mandate.

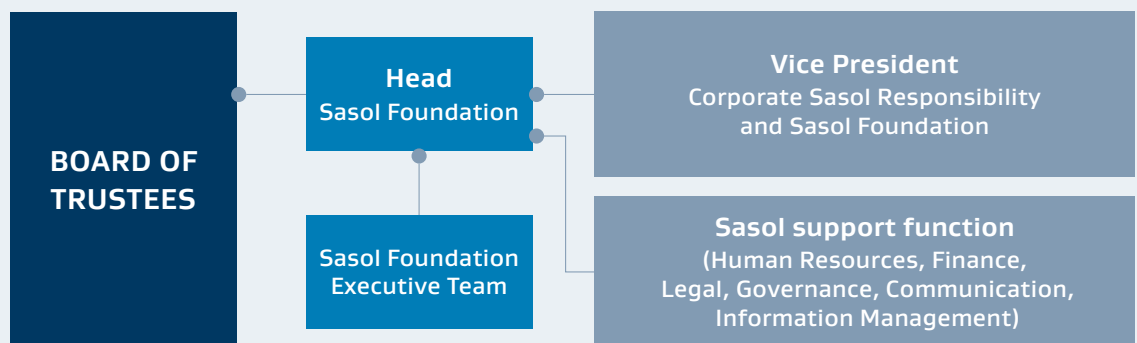


#### **Sasol Foundation Team from left to right:**

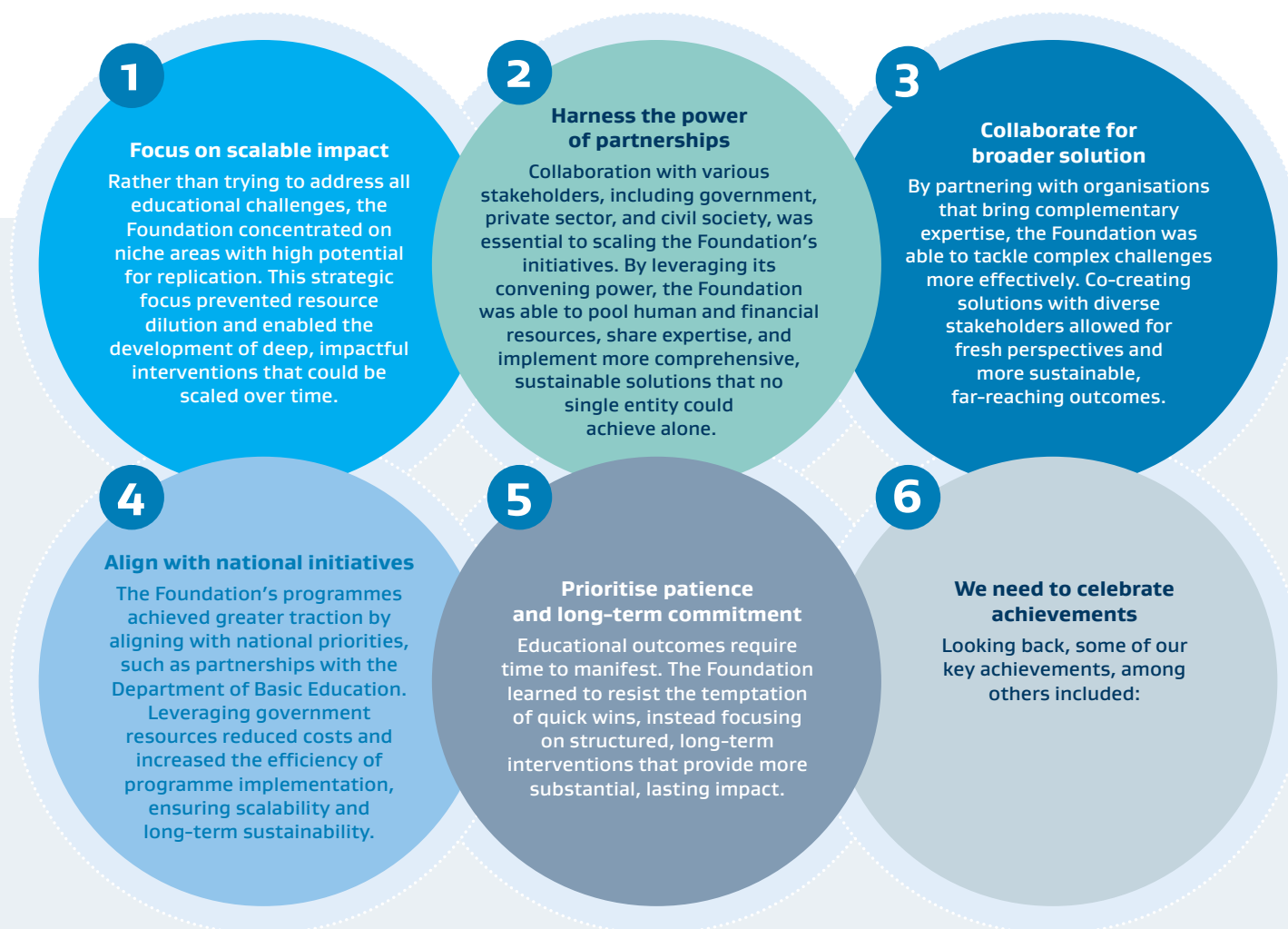
**Gao Mothoagae** (Vice President CSI and Sasol Foundation); **Gugu Zulu** (Manager – ECDE and STEM); **Mpolai Koloko** (Execution Specialist); **Cynthia Malinga** (Manager – Technical Education); **Edwin Madisha** (Execution Specialist); **Lydia Polide** (Execution Administrator); **Keitumetsi Moalafi** (Execution Specialist); **Bulelwa Keke** (Manager – Tertiary Education); **Londi Lutuli** (Manager – National Education Programme Execution)



## GOVERNANCE STRUCTURE



# LESSONS LEARNT



(i) introduction of a key focus on Technical Teacher Training, which gave birth to the Technical Schools of Excellence (TechSENet) which was pioneered through John Orr and has grown to 14 schools to date with key partners. (ii) Taking the lead on digitising textbooks and developing new ones for Science and Mathematics from Grades 1 to 12, these were printed by the Department to various schools, reducing the cost for development. (iii) Introduction of a comprehensive psychosocial support in our programmes which assisted out through-put and completion rate because learners had all the support they needed as part of their studies.



“

As we look back on our journey, we are deeply grateful to our founding and successive Trustees for their visionary leadership and guidance in shaping the Foundation into what it is today. Over the years, we have not only made a significant impact but also gained valuable insights that have informed our continued progress.



05

# FUTURE OUTLOOK





# SASOL FOUNDATION TRUST FUTURE OUTLOOK

As we chart the next phase of our transformative work, aligned to the recently approved Vision 2030 strategy, the Sasol Foundation's outlook is shaped by both introspection and innovation.

**The Sasol Foundation has made remarkable progress in addressing critical educational challenges, but this moment calls for deep reflection: Have we done enough?**

- As South Africa's socio-economic and environmental landscape evolves, we must also ask ourselves how we can scale our impact to meet the pressing demands of the future while aligning with the country's priorities and Sasol's strategy.
- The rise of global trends such as artificial intelligence, automation, and the Fourth Industrial Revolution (4IR) presents both opportunities and challenges. These forces are reshaping industries, redefining skills, and demanding more adaptive, innovative education systems.
- The Sasol Foundation needs to position itself not only as a driver of educational access but also as a leader in preparing learners for a rapidly changing world.

In line with this mission, we must continue to focus on the key areas that will sustain South Africa's educational transformation while driving long-term, sustainable change. At the heart of this approach is a commitment to ensuring that learners receive both the academic skills and the emotional support they need to thrive.



## THE FOLLOWING KEY FOCUS AREAS ARE CENTRAL TO OUR FUTURE STRATEGY

### Revolutionising teacher training and support through technical and vocational education

In order to grow the country's economy and create a resilient workforce, we need to revolutionise the outcomes of technical and vocational education. Currently there is a gap between the TVET graduates and industry-needs, which creates a training gap.

### Technical Teacher's Training Institute

We are looking at establishing a Technical Teacher Training Institute (TTTI) with government and industry partners. The TTTI will focus on aligning industry-requirements with the teacher training and learner outcomes. The TTTI will also embed a future-focused curriculum that ensures teachers are equipped to train learners in emerging industries and technologies. Alongside technical proficiency, psychosocial support for educators will be provided, preparing them to handle the psychological demands of the teaching profession.

### Advancing Early Childhood Education through the accessible gold standard

The integration of ECE into the education system creates opportunities and challenges for the country. The Foundation is in discussions with the Department of Basic Education to pilot a model which aims to revolutionise the future of ECE.

### Scaling up psychosocial support programme for learners

After the COVID-19 pandemic, we have seen an increase in mental health challenges among our students. Emotional wellbeing is critical to academic success, and therefore the Foundation will shift the needle higher to integrate psychosocial support into all our educational initiatives. By addressing barriers such as mental health challenges, socio-economic pressures, and trauma, we will provide learners with the resilience and support they need to not only succeed academically but also develop holistically. This psychosocial support will extend across all educational phases, ensuring that learners at every stage receive the care they need.

At the heart of the Foundation's future strategy is the concept of supporting learners across the entire education lifecycle – from early childhood through to employment and entrepreneurship (E2E<sup>2</sup>) readiness.

This approach ensures that learners are not just prepared for academic success but are equipped with the skills, support, and resilience needed to thrive in a dynamic, rapidly changing economy.

#### A vision for the future – Impact at scale

A key element of the Foundation's future strategy is ensuring that its initiatives are not only impactful but scalable. The Foundation is committed to designing, testing, and refining educational models that can be applied at a national scale.

#### Future priorities will include:

##### Designing proven models

Developing educational models that are tested and proven to deliver significant improvements in learning outcomes.

##### Collaboration for scale

Working with other stakeholders to ensure that these proven models can be implemented across the country, ensuring broader access to quality education.

The future is one of growth, innovation, and partnership, where every learner is given the opportunity to thrive and contribute to South Africa's dynamic economy.

# SASOL FOUNDATION VISION 2030 STRATEGY

## AMBITION

To be a transformational pathfinder in education fuelling the growth of human potential in the fields of Engineering, Science and Technology

## APPROACH

We adopt an integrated approach that aligns with national priorities, caters to local needs, and reflects Sasol's business intent, while ensuring regional execution with a strong focus on fenceline communities

### ENHANCING EARLY LEARNING CHILDHOOD DEVELOPMENT AND EDUCATION AS AN ANCHOR FOR STEM CAREERS

Development **replicable systems** to build **strong foundation for STEM** learning ensuring school readiness and holistic development of children through:

- Rollout of affordable best-in-class ECDE model
- Development of age-appropriate learning resources for STEM
- Enhancing skills of educators
- Building communities of practice that drive scale and reach

### STEM EDUCATION INNOVATION THAT ENHANCES LEARNING, PROFICIENCY, AND PREPARES FOR FUTURE WORK

Develop **systemic interventions** to **improve STEM uptake, foster innovative teaching and learning** through:

- Adoption of digital and artificial intelligence skills in basic education
- Development and provision of scalable quality teaching and learning resources
- Career guidance and coaching that excites learners about technical careers

### TECHNICAL EDUCATION THAT BRIDGES SKILLS GAP FOSTERING ADAPTABILITY IN A TRANSITIONING WORLD

Support **evolving technical and vocational education and training** through:

- Enhancing digital skills of educators and learners through artificial intelligence and digitisation
- Developing a future focused blue-print for technical teacher training and set up of a technical teachers' college
- Enhancement of throughput numbers of technically trained professionals
- Learning resource development

### GRADUATION DEVELOPMENT AND INNOVATIVE RESEARCH FOR INDUSTRY NEEDS AND BENEFICIAL SOLUTIONS

Create **tertiary education access for youth, equipping the with employable skills** through:

- Providing funding support and enabling systems that produce graduate self starters
- Work readiness support
- Research and infrastructure support for HDI to increase innovation
- Development of a green skills training platform creating adaptable workforce
- Agile and accessible learning systems

### PSYCHOSOCIAL SUPPORT THAT ENABLES SUCCESS AND ENSURES ACHIEVEMENT OF GOALS OF THE PROGRAMME

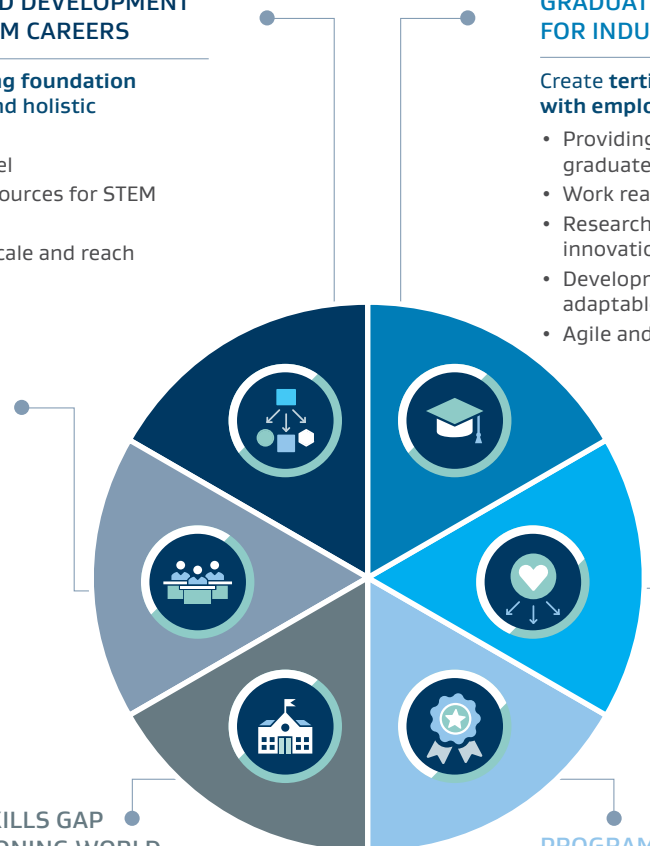
Provide support to **mitigate psychological and social challenges** that hinder academic success of the learners we support through:

- Career counselling development and execution
- Personal coaching
- Mentorship and life skills training
- Wellness coaching
- Peer-to-peer training

### PROGRAMME IMPLEMENTATION THAT FOCUSES ON LEARNING FOR IMPACT TO EXECUTE AT SCALE

Provide **execution capacity** that creates scale and set benchmark for education and training enablement through:

- Stakeholder management and engagement
- Partnership development and management
- Resource allocation and management
- Market development and fund raising



# FUTURE WORLD OF WORK

As the future world of work rapidly evolves, driven by technological advancements and new industries, it demands a workforce equipped with diverse, adaptable skills.

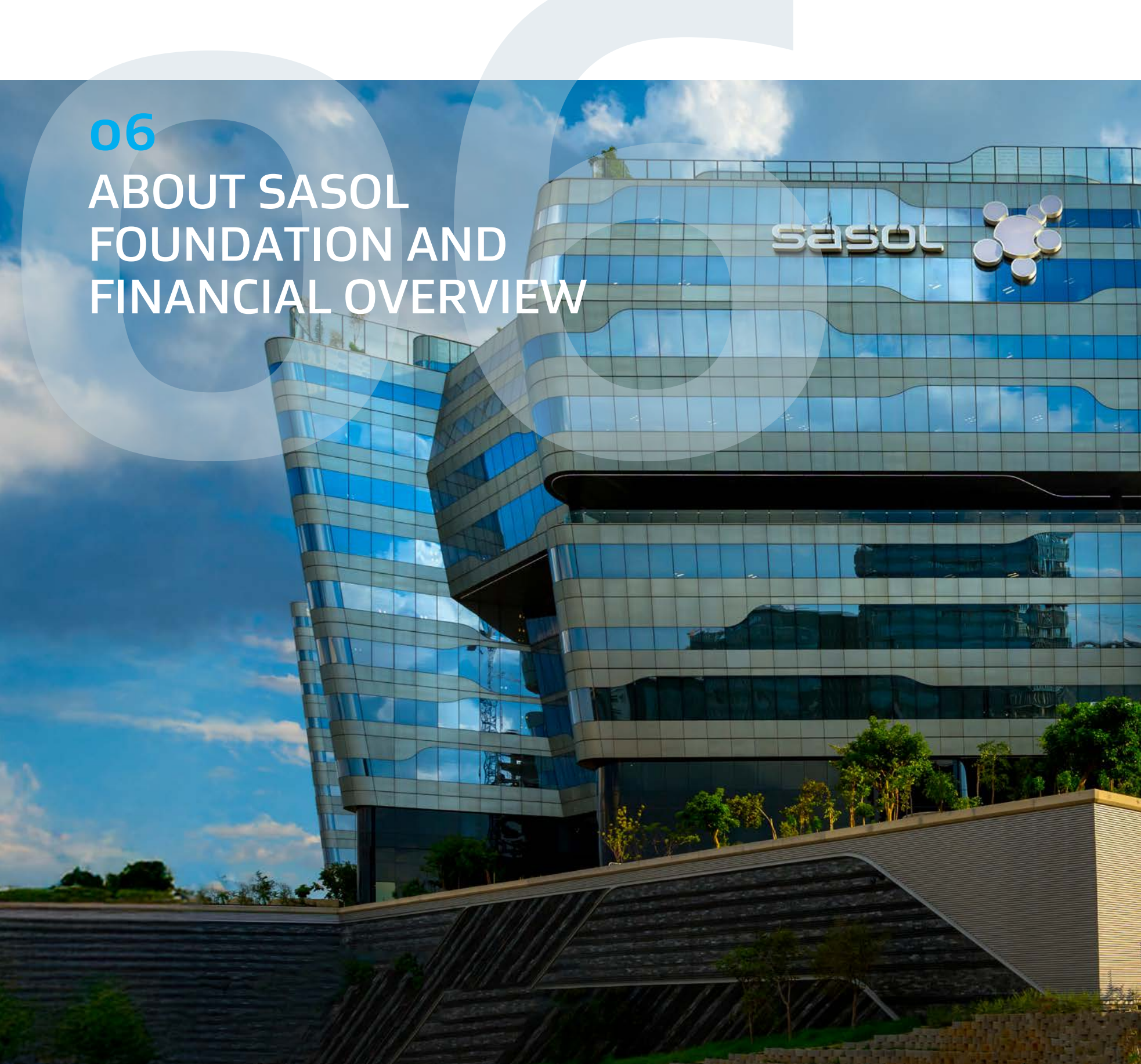
The Foundation's 2030 strategy addresses this challenge by strengthening **ECD education** to build foundational cognitive and social skills early on, promoting **STEM education** to foster critical thinking and problem-solving abilities, enhancing **Technical education** to prepare learners for specialised vocational roles, and supporting **Tertiary education** to develop advanced expertise.

**Together, these pillars ensure that South Africa's youth are empowered to thrive in an increasingly complex and competitive global economy.**

EDUCATION PILLAR	FOCUS AREAS	GOALS	TARGET OUTCOMES BY 2030
ECD education	Early cognitive development, social skills, and foundational literacy	Build strong foundations in literacy, numeracy, and social-emotional skills to support lifelong learning	Increased school readiness and foundational skills among children in underserved communities
STEM education	Mathematics, Science, and technology programmes	Enhance critical thinking, creativity, and problem-solving abilities through STEM-focused curricula	Improved learner outcomes in STEM subjects, with a rise in students pursuing STEM careers
Technical education	Vocational and technical skills training, particularly in high-demand sectors	Equip students with practical skills for technical careers, addressing South Africa's skills gap	Increased employability and readiness for vocational roles among students in technical education programmes
Tertiary education	University scholarships, industry-aligned programmes, and research support	Develop advanced skills and expertise to meet the demands of the modern economy and foster innovation	Greater access to tertiary education, with more graduates prepared for high-impact roles in Science and industry

06

# ABOUT SASOL FOUNDATION AND FINANCIAL OVERVIEW







# ABOUT THE SASOL FOUNDATION

## Overview of the Sasol Foundation's history

The Sasol Foundation is an independent Trust which is governed by its trust deed and a Board of Trustees made up of both Sasol-appointed Trustees and independent Trustees; the latter form a majority of the Board.

The Foundation is the delivery vehicle for Sasol education programmes in South Africa, including in its fenceline communities.

# 2008

### FOUNDED IN A PIVOTAL YEAR

#### A year of thirds

- 1/3 of those entering the school system did not matriculate
- 1/3 of teachers were under-qualified to teach
- 1/3 of undergraduate students did not graduate

In 2008, the education system faced a crisis of staggering proportions: over a third of students entering formal schooling failed to matriculate. Equally alarming, one-third of teachers were inadequately qualified, and a third of undergraduates abandoned their studies before earning their degrees.

This trifecta of challenges underscored the urgent need for systemic reform – and provided the basis for the formation of the Sasol Foundation.

## Our mission and vision

### SASOL FOUNDATION STRATEGY AND KEY STRATEGIC PILLARS/FOCUS AREAS

In 2023 the Foundation's Board of Trustees, refocused the Trust's mandate and simplified the delivery and approach to the Foundation's programmes to improve the scale of impact in the future. The revised strategy specifically focuses on a redefined ambition and mandate of the Foundation.

#### OUR AMBITION

The ambition of the Foundation is 'to be a transformational pathfinder in education, fuelling growth of human potential in the fields of Engineering, Science and Technology'.

#### OUR MANDATE

Our mandate comprises a comprehensive framework designed to effectively address the diverse needs of our stakeholders, with a particular focus on achieving positive outcomes for learners, built upon education systems that are responsive to market needs.

#### The mandate focuses on:

- Cultivating a strong foundation for STEM education.
- Producing human capital for the future growth of the energy and chemicals sector.

The Foundation's new strategy is underpinned by a comprehensive framework designed to effectively address the diverse needs of our beneficiaries and stakeholders, with a particular focus on achieving positive outcomes for learners, built upon education systems that are responsive to market needs.

- ✓ From pipeline of excellence to excellent systems
- ✓ Plan and implement for system adoption (cost constraints)
- ✓ Innovation in order to learn, learn fast, share learnings
- ✓ Collaborate and convene to catalyse model uptake by others

BEST-IN-CLASS

SCALABLE

INNOVATIVE

ACCESSIBLE

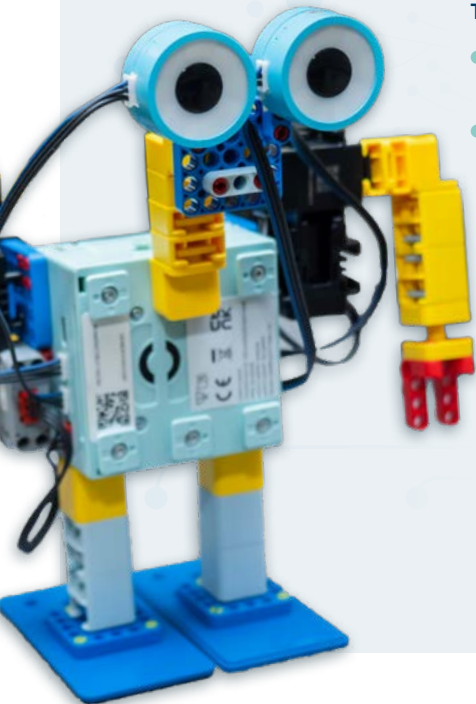
The Foundation is deliberately moving away from an inputs-based approach to an outcomes-based one where our key deliverables will be:

Children with a passion for science and technology

School leavers with strong foundations for technical careers and entrepreneurship







A technical workforce for the sector and the economy

Human capital and research capacity for Science and Technology



## KEY STRATEGIC PILLARS

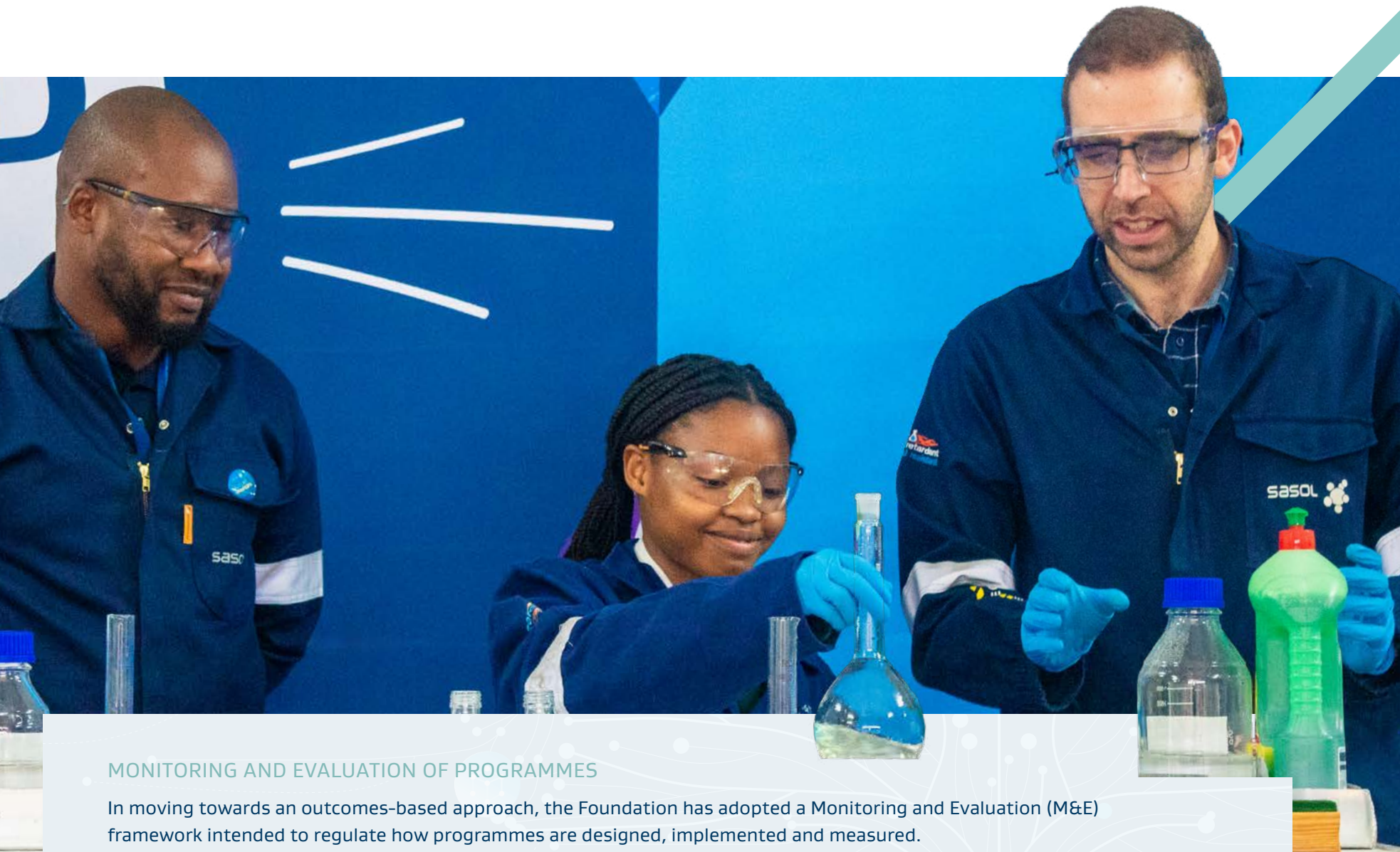
The Sasol Foundation has six pillars which define the key focus areas within which programmes are executed:

- |          |   |  |
|----------|---|--|
| <b>1</b> | <b>Enhancing childhood development and education as an anchor for STEM careers</b>  |  Develop replicable systems that contribute to development of a strong foundation for STEM learning, ensuring school readiness and holistic development of children                             |
| <b>2</b> | <b>Scalable innovation in STEM education that improves learning and proficiency that supports the future world of work</b>                          |  Develop systemic interventions that improve the uptake of STEM disciplines, drive catalytic innovation in teaching that ensure learning outcomes prepare learners for the future world of work |
| <b>3</b> | <b>Investing in technical education that supports the closure of the skills gap in the industry and drive adaptability in a transitioning world</b> |  Support the changing landscape of technical and vocational education and training influenced by climate change adaptation and innovation   |
| <b>4</b> | <b>Graduate development that responds to the needs of the industry, and research development and innovation that lead to beneficial solutions</b>   |  Create access to tertiary education opportunities that equip youth with skills that will enhance their employability to address the industry and country's skills shortage                    |
| <b>5</b> | <b>Psychosocial support that enables success and ensures achievement of goals of the programme</b>  |  Provide support to mitigate psychological and social challenges that hinder academic success of the learners we support  |
| <b>6</b> | <b>Programme implementation that focusses on learning for impact to execute at scale</b>  |  Provide execution capacity that creates scale and sets the benchmark for education and training enablement   |

These pillars support our focus on Early Childhood Education to entrepreneurship and employment whilst providing the learners with a strong psychosocial support programme to ensure that they have the ability to navigate mental and psychological challenges.

### OUTCOMES

One of the strategic goals of the Foundation is to measure the impact of delivering all programmes implemented over time. This is achieved through understanding the outcomes of each programme from inception to impact.



## MONITORING AND EVALUATION OF PROGRAMMES

In moving towards an outcomes-based approach, the Foundation has adopted a Monitoring and Evaluation (M&E) framework intended to regulate how programmes are designed, implemented and measured.

The M&E framework defines explicit deliverables as well as the links between, and the influence of past, present and future interventions and results. It consists of a compendium of indicators which are used to measure each level and stage of our future programmes to ensure that an agile process is used to better manage changes faced during the implementation process. It also assists to improve the effectiveness of programmes and ensures that we invest in programmes which address the needs of society.

**The main objectives of the Monitoring and Evaluation framework are to:**

- Ensure programme development follows a scientific methodology
- Ensure programmes are valuable, measurable and impactful
- Ascertain brand leverage for all programmes through a uniform process

# FINANCIAL OVERVIEW

## IMPACT OF PUBLIC EDUCATION SPENDING IN SOUTH AFRICA

### Overview of public spend trends

Education continues to play a critical and pivotal turn key role in reducing unemployment and in creating resilient sustainable economies. As the Sasol foundation we prioritise our contribution to education spending more than R986 million annually on education, we continue to be one of South Africa's largest institutional investors in Education.

In 2021, spending was recorded at 18,42%, a 1,11% decrease from 2020, which stood at 19,53%. The trend indicates a continued reduction from 2019, when spending was at 19,60%, and from 2018, which saw a figure of 18,90%. Despite these reductions, the government's expenditure on education remains a significant portion of its GDP, underscoring its commitment to the sector.

These trends, however, must be critically evaluated as even slight decreases in funding can have a ripple effect on the quality and accessibility of education, particularly in under-resourced areas.

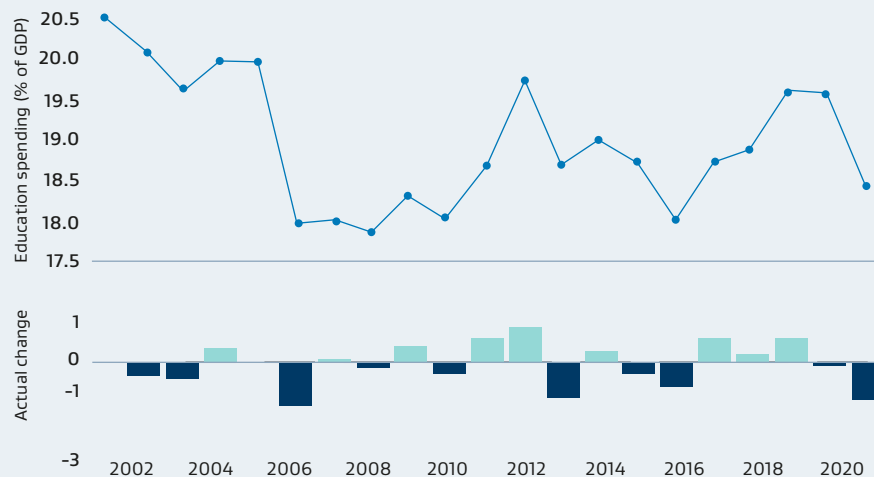
The graph below further illustrates a volatile trend over the past two decades, with spikes and declines reflecting broader economic challenges and policy shifts.

For instance, the sharp decreases post-2019 are likely reflective of broader fiscal austerity measures and the financial strain posed by the global COVID-19 pandemic. On a global scale, South Africa remains relatively strong in its allocation of government expenditure toward education. As shown in the world map representation (below), many countries, particularly across Africa and Latin America, struggle to allocate as high a percentage of their GDP to education.

This global comparison is vital in understanding South Africa's position in terms of prioritising education, despite its recent internal fluctuations.

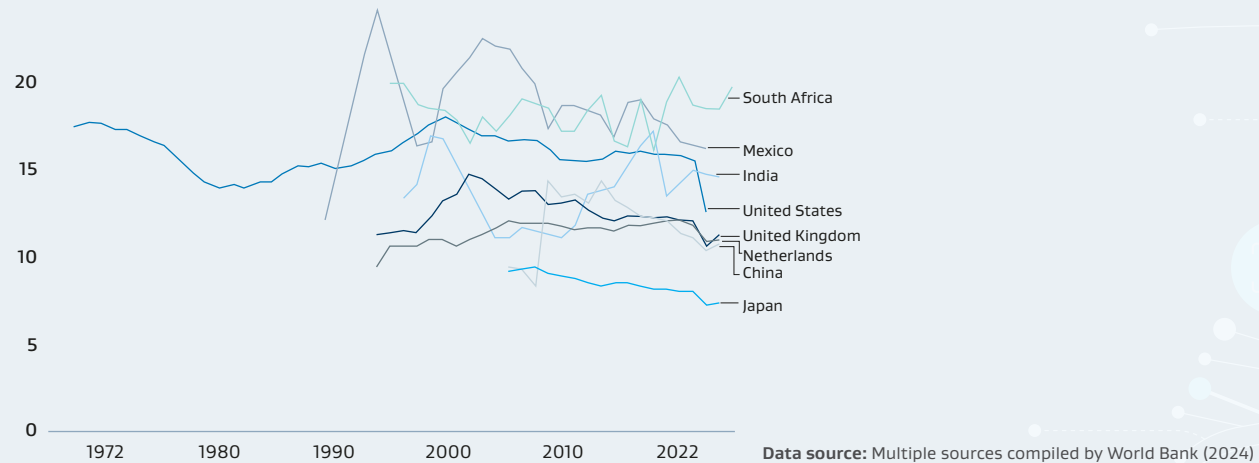
An April 2023 study by the World Bank ('The adequacy of public expenditure on education and the needs post COVID-19 ') highlights that countries spending more than 20% of their government budgets on education tend to see better outcomes in terms of literacy rates and skilled workforce development. South Africa's spending levels, although currently below this threshold, still position it among nations that prioritise education as a key element of government investment. However, the marginal decline in recent years points to potential challenges ahead if this trend continues.

South Africa public spending on education, total (% of GDP) 1972 to 2022



Data source: Multiple sources compiled by World Bank (2024)

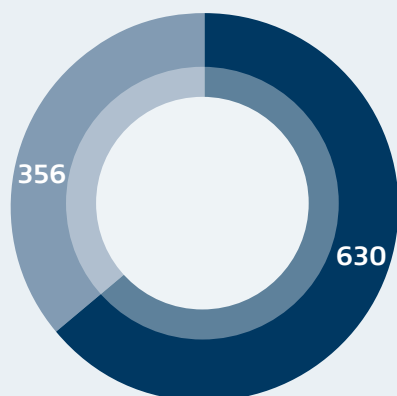
## Education spend as a share of total government expenditure, 1972 to 2022



The previous graphs show the impact of public education spend in South Africa. Below is Sasol Foundation's contribution to improving the education outcomes in the country.

## 15 YEAR INVESTMENT

Total investment (R'm)

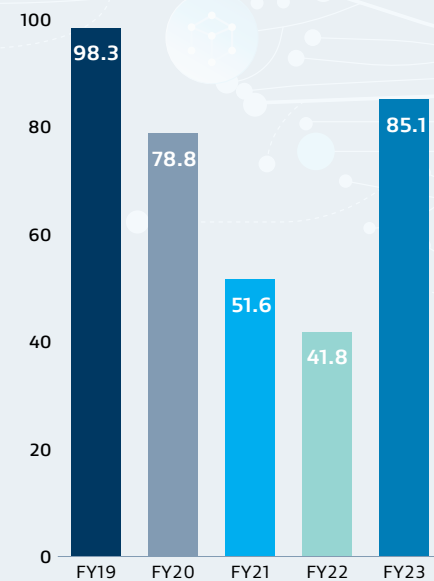


● Setting the foundation for education excellence 2008 - 2018  
● Transforming education systems 2019 - 2023

Total investment in education over 15 years

**R986 million**

Total spend (R'm)







# ANNUAL FINANCIAL STATEMENTS

for the year ended 30 June 2024

## Sasol Foundation Trust

Registration number IT 1181/2008

Trustees' report

Independent auditor's report

Statement of financial position

Income statement

Statement of comprehensive income

Statement of changes in Trust funds

Statement of cash flows

Notes to the financial statements

## Preparers of the Annual Financial Statements

Melissa Govender CA(SA) is responsible for this set of Annual Financial Statements and has supervised the preparation thereof in conjunction with Alné Annandale CA(SA) and Mlungisi Radebe CA(SA).

## TRUSTEES' REPORT

The Trustees of the Sasol Foundation Trust (the Foundation) have pleasure in presenting their report for the year ended 30 June 2024.

### Nature of business

The Foundation is a significant contributor to sustainable economic growth in South Africa by carrying on one or more of the public benefit activities in order to significantly develop the pool of skilled people in South Africa, including the communities in the Sasolburg and Secunda areas.

The Foundation gives preference to the following in achieving the above principle objective:

- alleviating the lack of skilled Mathematics, Science and Technology tuition in schools so as to boost the number of pupils graduating with Mathematics, Science and Technology subjects and skills from secondary schools;
- boosting the vocational skills pool in South Africa; and
- promoting success rates for pupils from secondary schools in achieving entry into degree courses with a Mathematics, Science and/or Technology base and graduating in those degrees and undertaking post-graduate study.

The Foundation is intended to be an 'evergreen' structure for Sasol Limited. The Foundation holds Sasol Limited shares and makes donations into the various communities and programmes it currently funds. The principle activities of the Foundation remained unchanged during the year. The Foundation is a registered non-profit organisation and therefore has been granted tax exemption from income tax.

### Operational overview

The Sasol Foundation Trust continued to impact STEM (Science, Technology, Engineering and Mathematics) education positively, guided successful execution of the key strategic interventions and also guided the development of interventions to respond to 4IR (Fourth Industrial Revolution) challenges and opportunities, thus preparing the learners for the future world of work. The Trustees are proud of the role the Sasol Foundation Trust continued to play during the year.

### Trustees

The Trustees in office during the year were:

Dr MI Pule (Chairperson)	
Ms CK Mokoena	
Mr S Baloyi	(Resigned 1 April 2024)
Mr MT Manyoni	
Ms SS Khumalo	
Ms BA Mallinson	
Mr V Bester	(Appointed 17 July 2024)

### Subsequent events

Sasol Limited did not declare a final dividend for the year ended 30 June 2024.

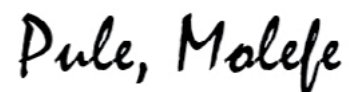
### Registered office

The registered addresses of the Sasol Foundation Trust are:

Postal address	Physical address
Private Bag X10014 Sandton 2146 South Africa	50 Katherine Street Sandton 2196 South Africa

### Approval of the Annual Financial Statements

The annual financial statements for the year ended 30 June 2024, as set out on pages 111 to 125 were approved by the Board of Trustees on 15 October 2024 and are signed on its behalf by:



**Dr MI Pule**

**Chairperson and Trustee of the Sasol Foundation Trust**

# INDEPENDENT AUDITOR'S REPORT

## To the Trustees of Sasol Foundation Trust

### Opinion

We have audited the financial statements of Sasol Foundation Trust (the Trust) set out on pages 111 to 125, which comprise the Statement of financial position as at 30 June 2024, and the Income statement, Statement of comprehensive income, Statement of changes in trust funds and Statement of cash flows for the year then ended, including a summary of material accounting policies and notes to the Financial statements.

In our opinion, the Financial statements present fairly, in all material respects, the financial position of Sasol Foundation Trust as at 30 June 2024, and its financial performance and cash flows for the year then ended in accordance with IFRS Accounting Standards as issued by the International Accounting Standards Board (IFRS Accounting Standards) and the requirements of the Trust Deed.

### Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the Financial statements section of our report. We are independent of the Trust in accordance with the Independent Regulatory Board for Auditors' Code of Professional Conduct for Registered Auditors (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Other matter

The Financial statements of the Trust as at and for the year ended 30 June 2023, were audited by another auditor who expressed an unmodified opinion on those Financial statements on 18 October 2023.

### Other information

The Trustees are responsible for the other information. The other information comprises the information included in the document titled "Sasol Foundation Trust Annual Financial Statements for the year ended 30 June 2024", which includes the Trustees' Report. The other information does not include the Financial statements and our auditor's report thereon.

Our opinion on the Financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the Financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Responsibilities of the Trustees for the Financial statements

The Trustees are responsible for the preparation and fair presentation of the Financial statements in accordance with IFRS Accounting Standards as issued by the International Accounting Standards Board (IFRS Accounting Standards) and the requirements of the Trust Deed, and for such internal control as the Trustees determine is necessary to enable the preparation of Financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the Financial statements, the Trustees are responsible for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the Trust or to cease operations, or have no realistic alternative but to do so.

### Auditor's responsibilities for the audit of the Financial statements

Our objectives are to obtain reasonable assurance about whether the Financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these Financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Trustees.
- Conclude on the appropriateness of the Trustees' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw

attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report.

- However, future events or conditions may cause the Trust to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG Inc.  
Registered Auditor  
Per Phakama Maimela  
Chartered Accountant (SA)  
Registered Auditor  
Director  
4 November 2024

KPMG Crescent  
85 Empire Road,  
Parktown,  
Johannesburg  
2193

## Statement of financial position as at 30 June

	Note	2024 Rm	2023 Rm
<b>Assets</b>			
<b>Non-current assets</b>			
Investment in securities	2	1 362	2 107
<b>Current assets</b>			
Other receivables	3	22	–
Cash and cash equivalents	4	208	128
<b>Total assets</b>		<b>1 592</b>	<b>2 235</b>
<b>Trust funds and liabilities</b>			
Trust equity		1 487	2 133
<b>Non-current liabilities</b>			
Long-term debt	5	90	90
<b>Current liabilities</b>			
Other payables	6	15	12
<b>Total Trust funds and liabilities</b>		<b>1 592</b>	<b>2 235</b>

## Statement of comprehensive income for the year ended 30 June

	2024 Rm	2023 Rm
<b>Profit for the year</b>	<b>99</b>	124
<b>Other comprehensive income, net of tax</b>		
<b>Items that can be subsequently reclassified to the income statement</b>	<b>(745)</b>	(1 192)
Fair value of investment through other comprehensive income	(745)	(1 192)
<b>Total comprehensive loss for the year</b>	<b>(646)</b>	(1 068)

## Income statement for the year ended 30 June

	Note	2024 Rm	2023 Rm
Dividends received	7	123	192
Employee-related expenditure	8	(12)	(17)
Other expenses and income	9	(27)	(58)
<b>Operating profit</b>		<b>84</b>	117
Interest received	10	15	7
<b>Profit for the year</b>		<b>99</b>	124

## Statement of changes in Trust funds for the year ended 30 June

	Investment fair value reserve Rm	Accumulated profit Rm	Total trust equity Rm
<b>Balance at 30 June 2022</b>	(177)	3 378	<b>3 201</b>
Total comprehensive (loss)/income for the year	(1 192)	124	<b>(1 068)</b>
income	–	124	<b>124</b>
other comprehensive loss for the year	(1 192)	–	<b>(1 192)</b>
<b>Balance at 30 June 2023</b>	(1 369)	3 502	<b>2 133</b>
Total comprehensive (loss)/income for the year	(745)	99	<b>(646)</b>
income	–	99	<b>99</b>
other comprehensive loss for the year	(745)	–	<b>(745)</b>
<b>Balance at 30 June 2024</b>	(2 114)	3 601	<b>1 487</b>

## Statement of cash flows for the year ended 30 June

	Note	2024 Rm	2023 Rm
<b>Cash utilised in operating activities</b>	11	<b>(58)</b>	(94)
Dividends received	7	<b>123</b>	192
Interest received	10	<b>15</b>	7
<b>Cash generated in operating activities</b>		<b>80</b>	105
Loan raised		–	30
Loan repaid		–	(30)
<b>Cash generated by financing activities</b>		<b>–</b>	–
<b>Increase in cash and cash equivalents</b>		<b>80</b>	105
Cash and cash equivalents at the beginning of year		<b>128</b>	23
<b>Cash and cash equivalents at the end of the year</b>	4	<b>208</b>	128

# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

## 1 Statement of compliance

The Annual Financial statements of the Sasol Foundation Trust (the Trust) are prepared in compliance with International Financial Reporting Standards (IFRS) and Interpretations of those standards, as issued by the International Accounting Standards Board, the SAICA Financial Reporting Guides as issued by the Accounting Practices Committee and Financial Reporting Pronouncements as issued by Financial Reporting Standards Council. The Annual Financial Statements were approved for issue by the Board of Trustees on 16 October 2024.

### Basis of preparation of financial results

The Annual Financial statements are prepared using the historic cost convention except that, as set out in the accounting policies below, certain items, including available-for-sale financial assets, are stated at fair value. The financial results are presented in rand which is the Sasol Foundation Trust's functional and presentation currency, rounded to the nearest million.

The Annual Financial statements are prepared on the going concern basis.

### Accounting policies

The accounting policies applied in the preparation of these Annual Financial statements are in terms of IFRS and are consistent with those applied in the Annual Financial statements for the year ended 30 June 2023. These accounting policies are consistently applied throughout these Annual Financial statements.

### Accounting standards, amendments and interpretations issued which are relevant to the Trust, but not yet effective

The Trust continuously evaluates the impact of new accounting standards, amendments to accounting standards and interpretations. It is expected that where applicable, these standards and amendments will be adopted on each respective effective date as indicated below. The new accounting standards and amendments to accounting standards issued which are relevant to the Trust, but not yet effective on 30 June 2024, include:

### Amendments to IAS 1 'Presentation of Financial Statements'

The amendments provide guidance on the classification of liabilities as current or non-current in the Statement of financial position and does not impact the amount or timing of recognition of any asset, liability income or expenses, or the information that entities disclose about those items. The amendments clarify that the classification of liabilities as current or non-current should be based on rights that are in place at the end of the reporting period which enable the reporting entity to defer settlement by at least 12 months. The amendments further make it explicit that classification is unaffected by expectations or events after the reporting date. The amendments are effective for the Trust from 1 July 2024, will be applied retrospectively and are not expected to significantly impact the Trust.

### Amendments to IFRS 9 and IFRS 7 – 'Classification and Measurement of Financial Instruments'

These amendments:

- clarify the requirements for the timing of recognition and derecognition of some financial assets and liabilities, with a new exception for some financial liabilities settled through an electronic cash transfer system;
- clarify and add further guidance for assessing whether a financial asset meets the solely payments of principal and interest (SPPI) criterion;
- add new disclosures for certain instruments with contractual terms that can change cash flows (such as some instruments with features linked to the achievement of environment, social and governance (ESG) targets); and
- make updates to the disclosures for equity instruments designated at Fair Value through Other Comprehensive Income (FVOCI).

The Trust is still assessing the impact of these amendments which are effective for the reporting period beginning on 1 July 2026.

### IFRS 18 'Presentation and Disclosure in Financial Statements'

The IASB issued a new standard in response to Investors' concerns about the comparability and transparency of entities' performance reporting. The new requirements will help to achieve comparability of the financial performance of similar entities, especially related to how operating profit or loss is defined. The standard will be effective for reporting period beginning on 1 July 2027.

## NOTES TO THE FINANCIAL STATEMENTS continued

for the year ended 30 June	Note	2024 Rm	2023 Rm
<b>2 Investment in securities</b>			
<b>Reflected as non-current assets</b>			
Financial assets designated at fair value through other comprehensive income			
unlisted equity investments	14	–	1
listed investments	14	1 362	2 106
Investments in securities per Statement of financial position		1 362	2 107

### Fair value of investments

Financial assets are recognised on transaction date when the company becomes a party to the contract and thus obtains rights to receive economic benefits and are derecognised when these rights expire or are transferred.

Investments in securities are designated at fair value through other comprehensive income.

The unlisted investments represent strategic investments of the Trust and are long-term in nature as management has no intention of disposing of these investments in the foreseeable future. This investment has been classified as a level 3 for a fair value hierarchy purposes. The fair value of the Sasol Khanyisa Public (RF) Limited shares is based on the weighted average fair value of R4,08 as at 30 June 2024 (2023: R17,10) which was derived using the Monte Carlo option pricing model which is reflective of the underlying characteristics of each part of the Khanyisa transaction.

The fair value of the listed investments is based on the quoted market price of the Sasol Limited ordinary share (SOL) of R138,10 per share (2023: R233,26) and Sasol Limited BEE ordinary share (SOLBE1) of R117,10 per share as listed on the Johannesburg Stock Exchange at 30 June 2024 (2023: R120,00). This is a level 1 fair value measurement.

As at 30 June 2024, the Trust held 7 735 455 Sasol Limited (SOL) ordinary shares, 2 507 853 Sasol BEE (SOLBE1) ordinary shares and 73 262 Sasol Khanyisa Public (RF) Limited shares.

Name	Country of incorporation	Nature of activities	% interest		Carried at fair value	
			2024 %	2023 %	2024 Rm	2023 Rm
<b>Significant investment in securities</b>						
<b>Unlisted</b>						
Sasol Khanyisa Public (RF) Limited	Republic of South Africa	Investment holding company	0,28	0,28	–	1
<b>Listed</b>						
Sasol Limited	Republic of South Africa	Holding company of the Sasol Group	1,60	1,60	1 362	2 106
					1 362	2 107



for the year ended 30 June	Note	2024 Rm	2023 Rm
<b>3 Other receivables</b>			
Other receivables	14	22	–
		22	–

### Accounting policies

Other receivables are recognised initially at fair value which equates to transaction price and subsequently stated at amortised cost using the effective interest rate method, less impairment losses. A simplified expected credit loss model is applied for recognition and measurement of impairments in other receivables, where expected lifetime credit losses are recognised from initial recognition, with changes in loss allowances recognised in profit and loss. Other receivables are written off where there is no reasonable expectation of recovering amounts due. The other receivables do not contain a significant financing component.

for the year ended 30 June	Note	2024 Rm	2023 Rm
<b>4 Cash and cash equivalents</b>			
Standard Bank South Africa		29	14
Sasol Financing Limited	14	179	114
Per statement of cash flows		208	128

### Fair value of cash

The carrying amount of cash and cash equivalents approximates fair value due to the short-term maturity of these instruments. This is considered a level 1 fair value measurement.

### Accounting policies

Cash and cash equivalents are stated at carrying amount which is deemed to be fair value.

The Statement of cash flows is presented on the direct method. Notes are supplied as supplemental information to the Statement of cash flows. Finance income received, finance costs paid and dividends received and paid are presented under operating activities in the Statement of cash flows.

for the year ended 30 June	Note	2024 Rm	2023 Rm
<b>5 Long-term debt</b>			
Total long-term debt - from related party*	14	90	90
<b>Analysis of long-term debt</b>			
<b>Reconciliation</b>			
Balance at beginning of year		90	90
Loans raised		–	30
Loans repaid		–	(30)
Balance at end of year		90	90
<b>Interest-bearing status</b>			
Non-interest-bearing debt		90	90
		90	90
<b>Maturity profile</b>			
One to five years		90	90

\* Sasol Limited approved an interest free loan facility of R120 million to the Trust, available for draw down from 1 July 2020. During 2022 the availability period was contractually amended to 31 August 2022. The purpose of the interest free loan is to provide funds for commitments made in respect of undergraduate and post graduate bursary programme, educator training towards artisanship, 4IR roll out in schools, teacher and learner support, technical education support for TVET colleges and schools, and operational support, and for no other purpose. As at 30 June 2024, R90 million has been drawn down on this loan facility. The loan facility is repayable on written demand by Sasol Limited. Sasol Limited made an election not to exercise its right to demand payment from the Trust for the 12-month period from 1 July 2024 to 30 June 2025.

### Accounting policies

Debt, which constitutes a financial liability, includes short-term and long-term debt. Debt is initially recognised at fair value, net of transaction costs incurred and is subsequently stated at amortised cost. Debt is classified as short-term unless the borrowing entity has an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

Debt is derecognised when the obligation in the contract is discharged, cancelled or has expired. Premiums or discounts arising from the difference between the fair value of debt raised and the amount repayable at maturity date are charged to the Statement of comprehensive income as finance expenses based on the effective interest rate method.

A debt modification gain or loss is recognised immediately when a debt measured at amortised cost has been modified.

NOTES TO THE FINANCIAL STATEMENTS continued

	Note	2024 Rm	2023 Rm
for the year ended 30 June			
<b>6 Other payables</b>			
Accrued expenses		12	5
Other payables*		3	7
		15	12

\* Other payables include related party payables.

**Fair value of other payables**

The carrying value approximates fair value because of the short period to settlement of these obligations. This is considered a level 3 fair value measurement.

**Accounting policies**

Other payables are initially recognised at fair value and subsequently stated at amortised cost.

		2024 Rm	2023 Rm
for the year ended 30 June			
<b>7 Dividend income</b>			
Dividends received from investment available-for-sale		123	192
Per income statement and Statement of cash flows		123	192

		2024 Rm	2023 Rm
for the year ended 30 June			
<b>8 Employee-related expenditure</b>			
Salaries and other employee-related expenditure		12	17

		2024 Rm	2023 Rm
for the year ended 30 June			
<b>9 Other expenses and income</b>			
<b>Includes</b>			
Programmes costs		51	68
Other income (credits received)		(24)	(10)
		27	58

		2024 Rm	2023 Rm
for the year ended 30 June			
<b>10 Finance income</b>			
Interest received on cash and cash equivalents		15	7
Standard Bank South Africa		1	
Sasol Financing Limited		14	(7)
Per income statement and Statement of cash flows		15	7

	Note	2024 Rm	2023 Rm
for the year ended 30 June			
<b>11 Cash utilised in operating activities</b>			
Cash flow from operations	12	(39)	(75)
Increase in working capital	13	(19)	(19)
		(58)	(94)

	Note	2024 Rm	2023 Rm
for the year ended 30 June			
<b>12 Cash flow from operations</b>			
Operating profit		84	117
Adjusted for			
Dividends received	7	(123)	(192)
		(39)	(75)

	2024 Rm	2023 Rm
<b>13 Increase in working capital</b>		
Increase in other receivables	(22)	–
Increase/(decrease) in other payables	3	(19)
<b>Increase in working capital</b>	<b>(19)</b>	<b>(19)</b>

#### 14 Related party transactions

During the year the Trust, in the ordinary course of business, entered into various transactions with Sasol Group companies, and special purpose entities. The effect of these transactions is included in the financial performance and results of the Trust.

##### Material related party transactions

Amounts owing to related parties are disclosed in the respective notes to the Financial statements for those Statement of financial position items.

for the year ended 30 June	2024 Rm	2023 Rm
<b>Income statement items</b>		
<b>Interest received</b>		
Sasol Financing Limited	15	7
<b>Dividends received</b>		
Sasol Limited	123	192

for the year ended 30 June	2024 Rm	2023 Rm
<b>Amounts reflected as non-current assets</b>		
<b>Investments in securities</b>		
Sasol Khanyisa Public (RF)	–	1
Limited Sasol Limited	1 362	2 106
	<b>1 362</b>	<b>2 107</b>

for the year ended 30 June	2024 Rm	2023 Rm
<b>Amounts reflected as current assets</b>		
<b>Other receivables</b>		
Sasol Oil	15	–
Sasol Group Services	7	–
<b>Cash and cash equivalents</b>		
Sasol Financing Limited	179	114

for the year ended 30 June	2024 Rm	2023 Rm
<b>Amounts reflected as non-current liabilities</b>		
<b>Long-term debt</b>		
Sasol Limited	90	90

#### 15 Subsequent events

Sasol Limited did not declare a final dividend for the year ended 30 June 2024.

#### 16 Going concern

The Trustees have made an assessment of the Trust's ability to continue as a going concern and there is no reason to believe the Trust will not be a going concern in the year ahead.

## NOTES TO THE FINANCIAL STATEMENTS continued

### 17 Financial risk management and financial instruments

#### Financial instruments overview

The following table summarises the classification and measurement of financial instruments:

	Note	Carrying value		
		Designated at fair value through other comprehensive income Rm	Amortised cost Rm	Fair value Rm
<b>2024</b>				
<b>Financial assets</b>				
Investments in listed securities	2	1 362	–	1 362
Investments in unlisted securities*	2	–	–	–
Other receivables	3	–	22	22
Cash and cash equivalents	4	–	208	208
<b>Financial liabilities</b>				
Long-term debt	5	–	90	90
Other payables	6	–	15	15

\* Nominal amount less than R 1 million.

	Note	Carrying value		
		Designated at fair value through other comprehensive income Rm	Amortised cost Rm	Fair value Rm
<b>2023</b>				
<b>Financial assets</b>				
Investments in listed securities	2	2 106	–	2 106
Investments in unlisted securities	2	1	–	1
Cash and cash equivalents	4	–	128	128
<b>Financial liabilities</b>				
Long-term debt	5	–	90	90
Other payables	6	–	12	12

## 17 Financial risk management and financial instruments continued

### Financial instruments overview continued

The Trust is exposed in varying degrees to a variety of financial instrument-related risks. The Board of Trustees has the overall responsibility for the establishment and oversight of the Trust's risk management framework. These risks are continuously monitored and managed. The Trust's financial risks relating to its operations are managed by the Sasol Limited Group. A comprehensive risk management process has been developed to continuously monitor and control these risks.

#### Risk profile

Risk management and measurement relating to each of these risks is discussed under the headings below (subcategorised into credit risk, liquidity risk and market risk) which entails an analysis of the types of risk exposure, the way in which such exposure is managed and quantification of the level of exposure in the Statement of financial position.

#### Credit risk

Credit risk, or the risk of financial loss due to counterparties not meeting their contractual obligations.

#### How we manage the risk

The risk is managed by the application of credit approvals, limits and monitoring procedures. Where appropriate, the Trust obtains security in the form of guarantees to mitigate risk. Counterparty credit limits

are in place and are reviewed and approved by the respective subsidiary credit management committee. The central treasury function provides credit risk management for the entity-wide exposure in respect of a diversified entity of banks and other financial institutions. These are evaluated regularly for financial robustness especially in the current global economic environment. Management has evaluated treasury counterparty risk and does not expect any treasury counterparties to fail in meeting their obligations.

#### Liquidity risk

Liquidity risk is the risk that the Trust will be unable to meet its obligations as they become due.

#### How we manage the risk

The Trust manages liquidity risk by effectively managing its working capital and cash flows. The Trust finances its operations mainly with dividend income from Sasol Limited.

## NOTES TO THE FINANCIAL STATEMENTS continued

### Our exposure to and assessment of the risk

The maturity profile of the contractual cash flows of financial instruments at 30 June were as follows:

	Note	Contractual cash flows* Rm	Within one year Rm	One to five years Rm	More than five years Rm
<b>2024</b>					
<b>Financial assets</b>					
<b>Non-derivative instruments</b>					
Investment in securities	2	1 362	1 362	–	–
Other receivables	3	22	22	–	–
Cash and cash equivalents	4	208	208	–	–
		<b>1 592</b>	<b>1 592</b>	<b>–</b>	<b>–</b>
<b>Financial liabilities</b>					
<b>Non-derivative instruments</b>					
Long-term debt	5	(90)	–	(90)	–
Other payables	6	(15)	(15)	–	–
		<b>(105)</b>	<b>(15)</b>	<b>(90)</b>	<b>–</b>
	Note	Contractual cash flows* Rm	Within one year Rm	One to five years Rm	More than five years Rm
<b>2023</b>					
<b>Financial assets</b>					
<b>Non-derivative instruments</b>					
Investment in securities	2	2 107	2 106	–	1
Cash and cash equivalents	4	128	128	–	–
		<b>2 235</b>	<b>2 234</b>	<b>–</b>	<b>1</b>
<b>Financial liabilities</b>					
<b>Non-derivative instruments</b>					
Long-term debt	5	(90)	–	(90)	–
Other payables	6	(12)	(12)	–	–
		<b>(102)</b>	<b>(12)</b>	<b>(90)</b>	<b>–</b>

\* The amount disclosed is the contractual cash flows including finance expenses.

## 17 Financial risk management and financial instruments continued

### Market risk

Market risk is the risk arising from possible market price movements and their impact on the future cash flows of the Trust. The market price movement that the Trust is exposed to includes interest rates and Sasol Limited's share price. The Trust has developed policies aimed at managing the volatility inherent in this exposure which is discussed in the risk below.

### Interest rate risk

Interest rate risk is the risk that the value of short-term investments and financial activities will change as a result of fluctuations in the interest rates.

Fluctuations in interest rates impact on the value of short-term investments and financing activities, giving rise to interest rate risk. Exposure to interest rate risk is particularly with reference to changes in South African interest rates.

### How we manage the risk

In respect of financial assets, the entity's policy is to invest cash at floating rates and cash reserves are to be maintained in short-term investments (less than one year) in order to maintain liquidity, while achieving a satisfactory return for beneficiaries.

### Our exposure to and assessment of the risk

At the reporting date, the interest rate profile of the Trust's interest-bearing financial instruments was:

	Carrying value	
	2024 Rm	2023 Rm
<b>Variable rate instruments</b>		
Financial assets	208	128
Interest profile (variable: fixed rate as a percentage of total financial assets)	100:0	100:0

### Cash flow sensitivity for variable interest rate instruments

Financial assets affected by interest rate risk include deposits. A change of 1% in the prevailing interest rate in that region at the reporting date would have increased/(decreased) earnings by the amounts shown below before the effect of tax. The sensitivity analysis has been prepared on the basis that all other variables, in particular foreign currency exchange rates, remain constant and has been performed on the same basis for 2023.

	Equity – 1% increase Rm	Income statement – 1% increase Rm
<b>30 June 2024</b>	2	2
30 June 2023	1	1

A 1% decrease in the interest rate at 30 June would have the equal but opposite effect for rand exposure.

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The Sasol Foundation publication, “Fifteen Years of Transformative Impact,” was developed using a wide array of sources, including articles, published reports, and insights from subject matter experts. We extend our gratitude to the individuals and organizations who contributed their insights, enabling the creation of this comprehensive account of the Foundation’s journey.

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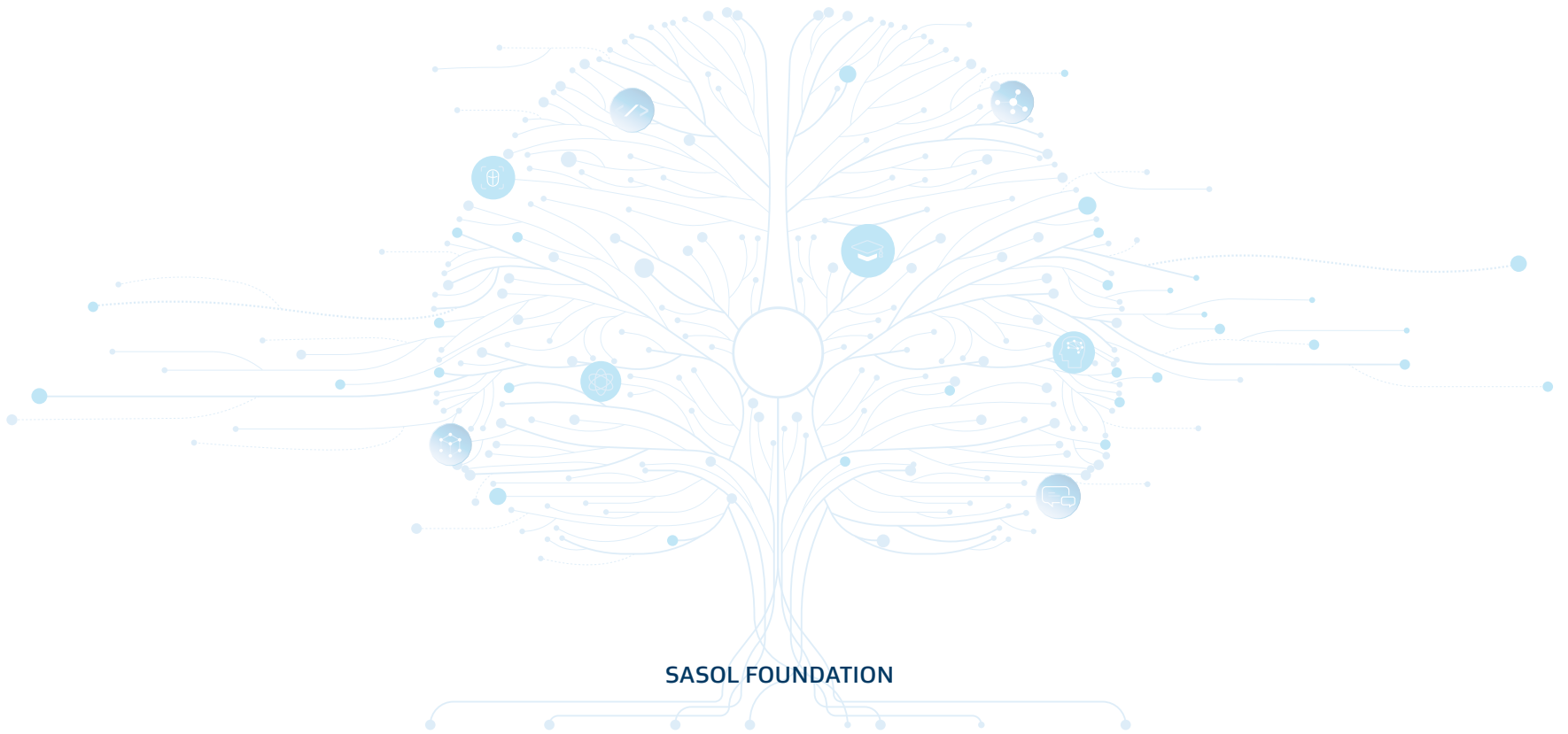
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SASOL FOUNDATION

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Years of transformative  
impact in South Africa  
2008 – 2023