

SASOL FOUNDATION
ANNUAL REPORT 2022



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Joel Dikgole, Sasol Foundation: Chairperson

The past year brought an overwhelming wave of complex challenges including far-reaching impacts of the Covid-19 pandemic such as unemployment; power outages, social unrest and devastating floods in KwaZulu-Natal. All this resulting in severe pressure not only on the educational sector but extending to numerous socio-economic contributors and placing communities and society under great strain.

The rate at which all the stakeholders had to navigate and reimagine the way forward was unprecedented. It was against this backdrop that we as the Board of Trustees were inspired by the resilience with which our team rose to the occasion to confront the ripple effect of these challenges to our environment. The limitations of movement due to lockdowns, hindered the implementation of our conventional educational programmes. However, through agility and collaboration the Sasol Foundation team worked tirelessly to convert learning materials to an online platform, by maximising technology. It was heart-warming to experience the passionate outpouring of creativity and innovation by our team, ensuring that students did not lose out on precious learning time.

For the Trustees, this was a great achievement because not only did this reach our direct beneficiaries, but also other young people in STEM education initiatives. As a board we could only marvel at the way our team brought these programmes to life amidst the multitude of pressures.

As we reflect on the July unrest in 2021 and remember the loss of lives, the looting and the socio-economic destruction that took place, our attention was drawn to our predecessors and the decades many labored to build our young democracy. The immense collaborative effort to stimulate business development and an inclusive economy supported by the infrastructure to provide a better life was sadly almost lost in an instant. The drums of instability have been beating for a while now and there is certainly a lot of work to be done to confront and resolve the historical and socio-economic triggers that hold the power to set off destructive protests. Although South Africa is the country with the world's largest social grant system, what we really need is to focus our collective energies to progressively build, in a novel manner, on the foundations already laid. Then, we will be able to step into a brighter future.

Within this socio-economic climate, the Foundation is poised for greater things with ample opportunity for entities within and outside of Sasol. We believe the next phase will be for the Foundation to partner with many organizations wanting to roll out similar types of programmes. We need to respond to the yearning of many learners and educators who need access to these initiatives.

Our passion has always been in education and skills development, having spent a number of years in this field collectively. Whilst bringing our expertise to the Foundation, we still found ourselves learning a lot from the management team and our passionate and skilled board members. It is no wonder that their efforts fashioned the most touching testimonies from our beneficiaries. These testimonies and experiences on my journey as chairperson deeply impacted me on a personal level.

The Foundation has risen to the occasion to carry out its vision. The partnership with the Department of Basic Education is for us a very clear indication of the potential imbedded in fostering collaboration between the private and public sectors. Such relationships are imperative to enhancing and furthering the best developments for the future.

Our message to the incoming Board members is that they are inheriting a great organization with an impeccable governance framework. The course has been prepared for the way forward through a reviewed Trust Deed made relevant to the new environment.

To the new trustees, be open to learn of the opportunities afforded by the Foundation. Be courageous and agile in furthering the vision and values of the socio-economic change you and the team live by.

It has been an honor and a privilege to be part of this Foundation. We will cherish the memories, relationships and experiences of journeying with the Foundation.



Charlotte Mokoena, Sasol Limited: Executive Vice President: Human Resources and Stakeholder Relations

Dear stakeholder,

Since its establishment, the Sasol Foundation has played a critical role in the development of human capital in fields that are critical for modern society to thrive.

Guided by Sasol's Purpose – Innovating for a better world – and our promise to be a catalyst for positive socio-economic change that drives shared value creation, the Foundation continues to cement its aspiration to be a centre of excellence, contributing to and supporting the expansion, sustainability and accessibility of quality educational resources throughout South Africa's education value chain.

I am pleased that this past year the Foundation invested in extensive studies to evaluate the needs and challenges our communities face and consulted education experts to develop the best possible interventions.

While the pandemic severely impacted the education sector, particularly in marginalised areas – where poverty restricted access to online learning and natural disasters and social unrest affected schools and Early Childhood Development (ECD) centres – the Foundation was able to pivot resources and respond decisively to ensure learning was not disrupted. This demonstrates the resilience, resourcefulness, agility, and innovativeness of the Sasol Foundation team.

In an effort to maximise impact, given the vast challenges in our society, the Foundation focused on expanding resources and delivery through partnerships. This past year new partners were welcomed, while sustaining and solidifying existing relationships, aligned to its values and intent.

As an example, the longstanding partnership with the Department of Basic Education (DBE) – to whom the Foundation is considered a trusted and reliable partner – is instrumental in **accelerating progress in STEM subjects and technical studies in secondary schools**. Here the Foundation lends its expertise and support towards the development of education models that can be applied and replicated by government.

Furthermore, the partnership with the National Research Foundation has been vital in ensuring **we are ahead of the curve in developing human capital to contribute to and shape the future low carbon economy**.

As we look ahead, the Foundation will intensify and capitalise on its strengths, partnerships and resources to make it more efficient in contributing to solving systemic challenges in education through:

Early Childhood Education (ECE) development projects

- Working with the DBE and other partners in co-creating solutions for ECE to strengthen early learning foundations to map out a better trajectory for future learning that can break the poverty cycle.

STEM Education

- Continuing to **invest in STEM and technical education** through learner support and teacher development by rolling out the 4IR curriculum that includes coding and robotics.

Technical Education Schools infrastructure; Learner and Teacher Development

- Consolidating **interventions in Technical Vocational Education and Training (TVETs)** by advancing digital skills training for lecturers.
- Extending bursaries to learners and taking a more active role in aligning the **TVET** curriculum to the needs of industry, especially for the green economy.

Higher Education Funding for Graduate Development

- Continuing support to learners through bursaries, both at undergraduate and post graduate levels, to enable entry to the ever-changing future world of work.

Research Grants

- Further enhancing sponsorships and research grants to include **research in the green economy, in particular green hydrogen**, while maintaining a deliberate focus on previously disadvantaged institutions.

In closing, on behalf of Sasol we express our heartfelt appreciation to the Board of Trustees for their sterling efforts in steering the Foundation's strategic direction. We also extend our gratitude to the Foundation's management and programme execution teams whose focus, resilience and determination have ensured continued progress towards enabling systemic change in the delivery of education in South Africa.

Charlotte Mokoena

Executive Vice President: Human Resources and Stakeholder Relations

02 Board of Trustees



Mr Joel Dikgole

Chairman of the Sasol Foundation



Adv. Nonkumbulo Tshombe

Trustee



Mr Simon Baloyi

Trustee



Dr. Masasekani Khosa

Chairman of the bursary committee



Prof. Maurice Radebe

Trustee



Ms Charlotte Mokoena

Trustee

03 About the Sasol Foundation



Who we are

The Sasol Foundation (the Foundation) was established in 2008, with one single goal; contributing to the improvement and reform of the education sector, particularly in the areas of science, technology, engineering and mathematics (STEM), in South Africa.

14 years down the line, the Foundation has evolved into a formidable force, making a meaningful impact in addressing the systemic challenges of South Africa's STEM education and skills development sectors, working in partnership with the Department of Basic Education and other key stakeholders in the education sector.



The mandate of the Foundation is to create impactful change through supporting access to quality education as a driver of sustainable economic participation captured under United Nations' Sustainable Development Goal 4. The focus is on the learner and executing through the school and the national government systems.

Nature of the report

The Sasol Foundation Annual Report integrates reporting on the social, financial, governance, strategic and operational activities of the Foundation. It is aimed at audiences who have an interest in all the education work that Sasol does for the greater good.

This report reflects the period 01 July 2021 – 30 June 2022.

04 Historical milestones

In 2008 considerably more than a third of those who had entered the formal school system failed to matriculate.

A third of teachers were underqualified to teach science and mathematics, a reality which universities believed, informed the fact that 30% of undergraduates dropped out before graduating. University enrolments were rising but academics reported that too many high school leavers were underprepared in terms of knowledge and language skills, lacking the psychosocial skills needed to transition from school to university or college.

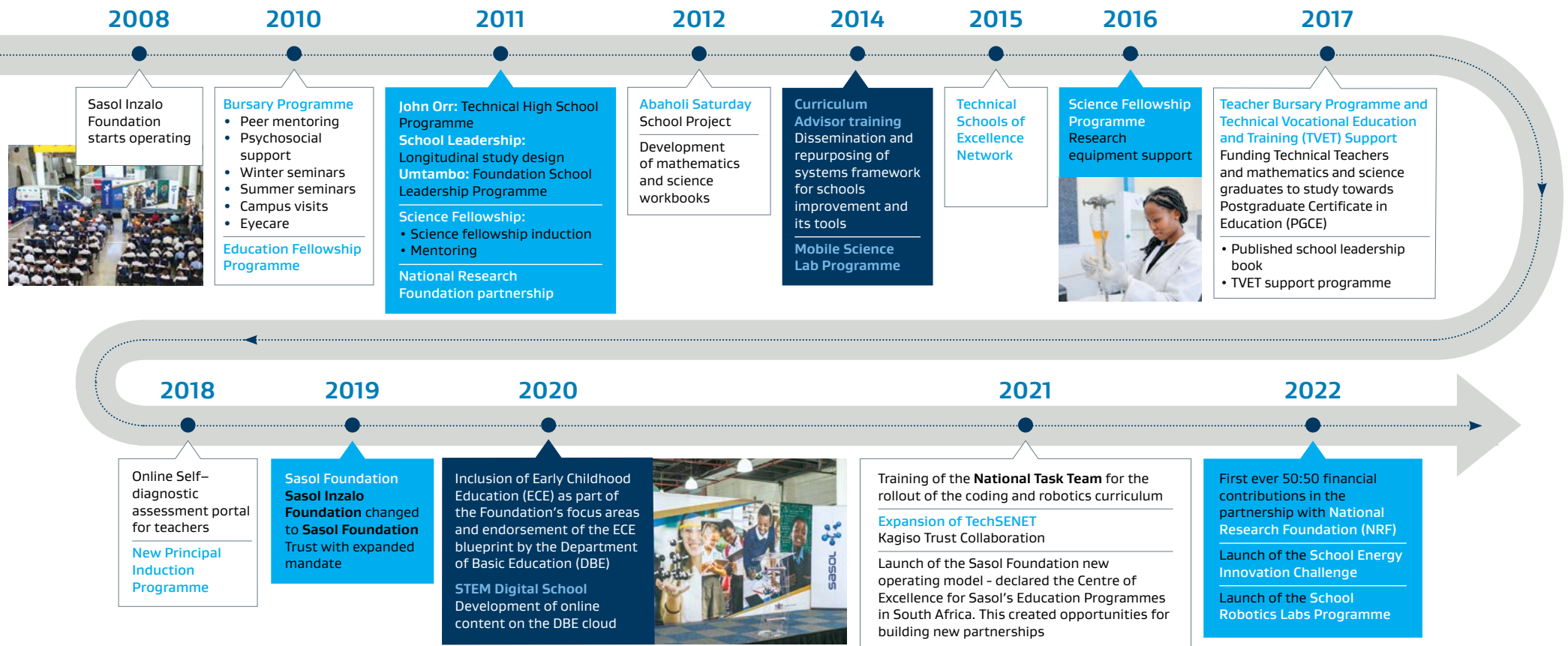
It is within this context that the Sasol Foundation was founded, determined to raise the bar of STEM education – starting in South Africa. Those heading the Foundation understood the challenges ahead and were prepared

to roll up their sleeves and get to work, understanding the importance of partnerships, collaboration and shared responsibility.

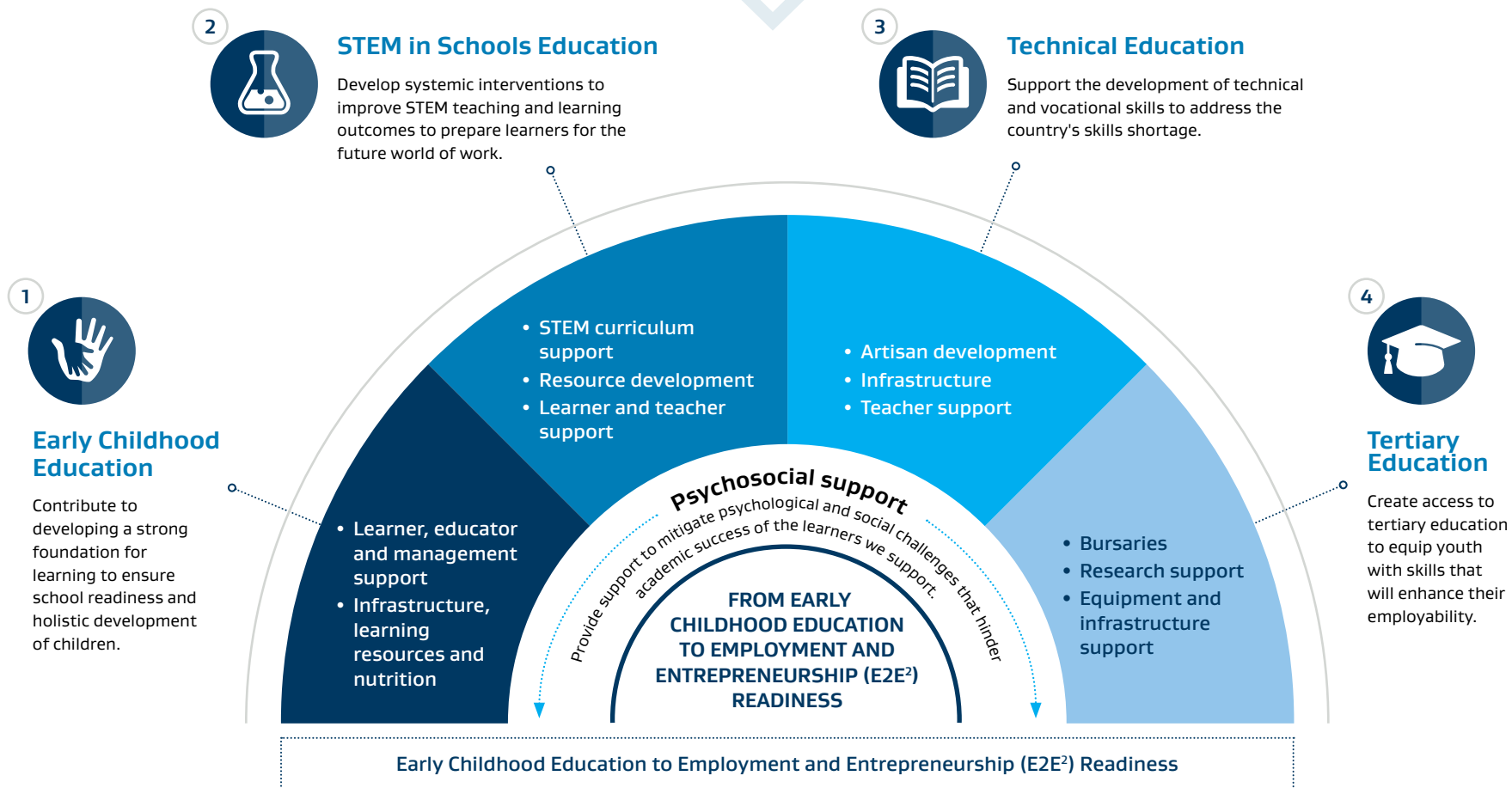
As the challenges and needs were so great, it was decided, that the Foundation would not seek to merely be another education resource providing localised, add-on or palliative solutions; it would aim to have a systemic impact on South Africa's education and skills development sectors, in partnership with government and other key stakeholders.

It was a big, audacious goal but the Foundation had the men and women who would prove themselves equal to the formidable task at hand – leveraged by the strength of the Sasol brand.

Since inception and over the past 14 years these are some of the Foundation's key milestones:



The Sasol Foundation has **four pillars** which define the key strategic focus areas within which programmes are executed. These are aligned with Sasol’s strategic focus areas to deliver education in the country.



The Sasol Foundation’s approach to delivering value to society is premised on an understanding that global and national priorities are key baseline levers used to assess the needs of a country and communities. In this regard, the Foundation looks at global instruments such as the Sustainable Development Goals, National instruments such as the National Development Plan (NDP) and sector-specific policies and frameworks

to contextualise the environment in order to respond to key strategic issues which impact both the country and the key stakeholders.

In addition, partnerships play a key role in the delivery approach of the Foundation, this includes partnering with governments, non-governmental organisation (NGO), society, beneficiaries and other key stakeholders to deliver initiatives to key beneficiaries, who are historically disadvantaged South Africans, with a bias towards women and girl-children in our programmes.

To determine initiatives, it is important to look at the country’s national agenda, needs and limitations of beneficiaries and the Sasol Foundation’s strategy so that the value which is delivered can be impactful, relevant and create shared value in society.



In addition, our approach includes a clear plan, management approach, partnership model and sustainable funding strategy to deliver value to our beneficiaries.



We have a tactical execution plan

- Implement a logic model that **guides planning, implementation and reporting of programmes** to ensure impact.



We have a clear portfolio management approach

- **Consolidated and streamlined portfolio**, that is centrally guided and executed regionally and nationally.
- Focus on **programmes that enable skills** that lead to employability now and in the future.
- Provide **thought leadership** in STEM education.



We partner for successful execution

- A **clear collaboration framework** centered on academia, government, industry, civic society (NGOs, social entrepreneurs) and local community partnership, that leverages our impact and reduces duplication.
- Repositioned **fenceline community implementing partners** with clear visibility of impact and alignment of strategy.



We have a sustainable funding strategy

- Funding model that **leverages the funds** under management of the Sasol Foundation for enhanced systemic impact.
- Source **funding from various sources** locally and internationally where our mandates align.
- Develop programmes that are accredited to **leverage Sector Education and Training Authority (SETA) funding**.

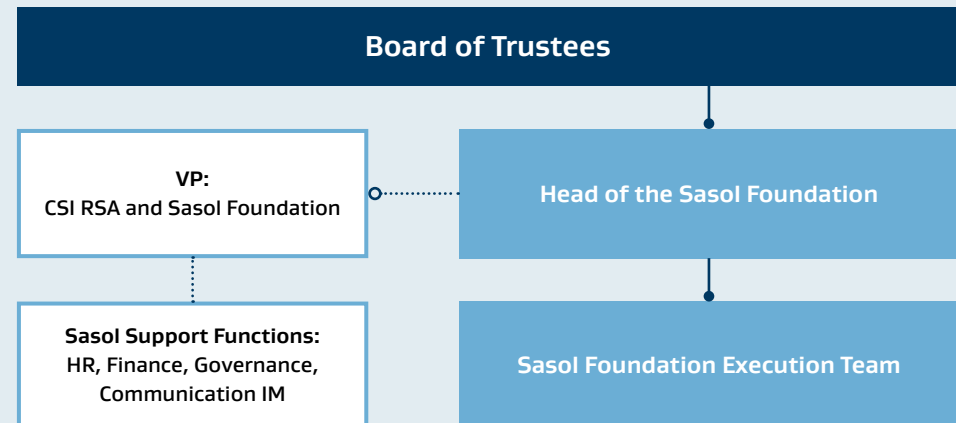


Sasol Foundation Team: Noxolo Kahlana (Head of Sasol Foundation), Dr. Bulelwa Keke, Keitumetsi Moalafi, Edwin Madisha, Dr. Cynthia Malinga, Mpolai Koloko, Londiwe Zulu, Gugu Zulu, Lydia Podile, Dr. Nontokoza Xaba

The administration of the Foundation is led by the Head of the Foundation, appointed by Sasol and seconded to the Foundation to administer all the activities in line with the mandate of the Trust.

In addition, a team of experts in education, implement the programmes of the foundation in line with the focus areas. The support functions of the Foundation, such as Finance, Human Resources, Information Management, Governance and Compliance, and Legal Services are managed externally through the support of the Sasol, 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 Sasol gives administration support for the support functions of the Foundation.

Governance framework



Context

The vision of the Foundation has always been to be a catalyst for positive social change in society, contributing to quality educational outcomes and making a significant impact – throughout the education value chain – enabling not only learners but also teachers, principals and governing bodies at local, provincial and national levels.

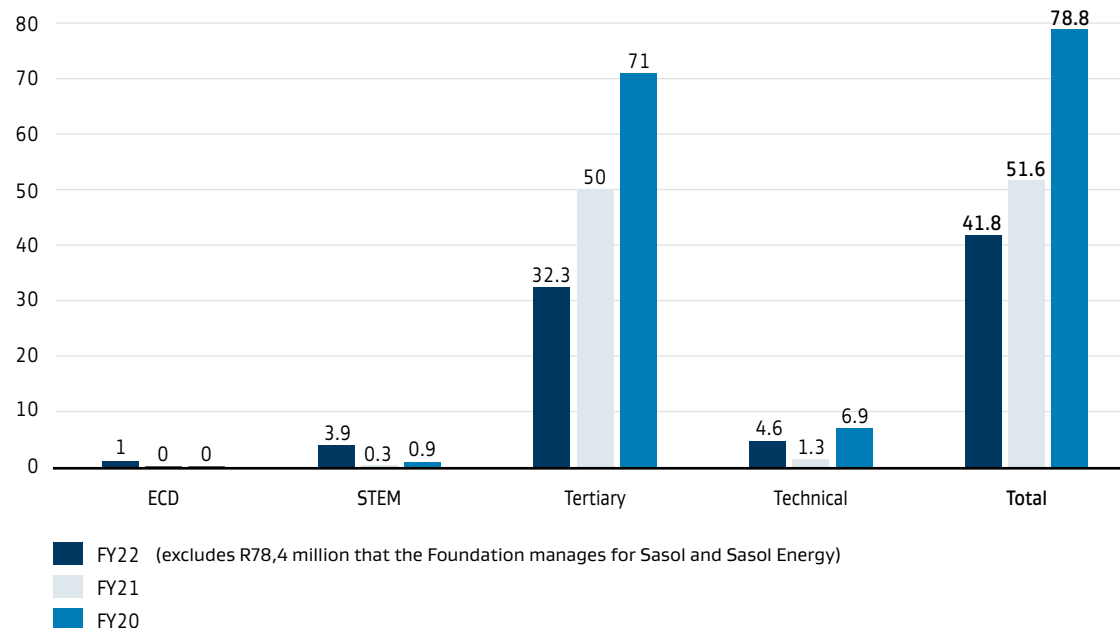
Over the years, the Foundation has always drawn on Sasol’s immense organisational expertise that has helped to shape the current and future strategy.

Below is the financial contribution made by the Foundation to execute its mandate:

Note: The Sasol Foundation also implements education programmes on behalf of Sasol in South Africa. In FY22 the total funds that the Foundation managed for Sasol is R43,2 million for CSI and R35,2 million for Sasol Energy.

Highlights for the year: spend and programmes

Sasol Foundation spend per focus area





This year has been a valuable incubator for innovation and creativity at various levels of our education development initiatives with a global economic storm raging in the background. Although we were already geared towards conforming to a Fourth Industrial Revolution (4IR) future, the reset necessitated a gearshift, accelerating the trajectory.

Additionally, while facing strong economic headwinds, intensive and purpose-driven action was taken to refocus, reassess, redirect and refine many of our initiatives and engage with new partners, fast-tracking the strategies that will enable us to incorporate lessons learnt and start the new year running.

The Sasol Foundation, having the relevant expertise and access thereto, are in a position to develop initiatives in STEM and technical education, in collaboration with government, we can contribute to the alignment of current curriculums to evolving industry demands and our support for green research initiatives at PhD level carries the potential for students to play their part in the transition to a low-carbon economy.

Not only do we recognise the role of education to irradiate poverty, but also as cultivator of innovation and tomorrow's legacy. We believe in creating opportunities for young students to be at the frontline of progress and development.

With this in mind, it is imperative to ensure the successful journey throughout our entire education value chain, from building skills in early childhood development, primary and secondary schooling all the way through to PhD degrees, contributing to the critical need to increase doctoral research outputs for South Africa.

The socio-economic fabric of the communities surrounding the educational value chain is also considered a key focus area towards a sustainable future by the Foundation, which is addressed through ring-fenced projects and partnerships.

“ We must strive to lay a solid foundation where children will be positively stimulated and nurtured to become responsible citizens. ”

Minister Angie Motshekga





HOLISTICALLY GROWING HEALTHY AND HAPPY CHILDREN FOR TOMORROW

To contribute to the architectural foundations supportive of the holistic development in young children, ensuring they are cognitively stimulated, stunting is prevented and ready for school. The Foundation is guiding the design of programmes and supporting the implementation provided by the different partners in our fenceline communities as well as national interventions to ensure adherence to quality, the Sasol Blueprint and alignment with government priorities.

ECE/D PROGRAMME ELEMENTS

ECD training

accredited and non-accredited training of Managers and Practitioners



Leadership training

general management and leadership training for owners of Centres



Toy libraries

mobile and purpose built



Nutrition

food packs and food gardens



Infrastructure

improvement of existing structures and provision of mobile classes



Safety training

first aid training for Practitioners



Resources

learning, indoor and outdoor play equipment



Comprehensive programmes

i.e. offering services such as training, nutrition, infrastructure etc. as a package at Centres



Advocacy

communities of practice for NGOs that support the sector to enable access to resources and provide general support on policy matters





Certification ceremony



held for

44 Centre Managers and

32 Practitioners in Ekandustria and Rustenburg for completing the Early Care Foundation training.

The Govan Mbeki Municipality



Toy library reached

58 Early Childhood Development Centres

and **656** children, orientated, and workshopped 72 ECD practitioners.



22 ECD Centres site visits were conducted and five were done with the ECD execution specialist.



Reached **1 184** children with the Mobile Toy Library in Mpumalanga and Gauteng North.

The practitioners are gaining confidence to facilitate sessions using the educational toys provided by the Mobile Toy Library.

In KZN, the Richards Bay comprehensive programme had refresher training with practitioners from all 10 Centres in attendance. On site mentoring and coaching visits: Practitioners from all 10 ECD Centres were visited and supported. Cluster workshops and

490 children received nutritional support as part of the programme.

Eight teacher training workshops



were held in Metsimaholo, 70 ECD Practitioners attended the Level 4 and Level 5 workshops in the programme that is implemented by our partner Rampadise.

On site mentoring and coaching visits were done in 34 ECD Centres. A total of 2 249 children were reached, and

140

Practitioners were supported in the programme that is implemented by our partner The Unlimited Child.



In Komatipoort Mpumalanga, the upscaling of the ECD Centre programme commenced as planned. Penreach had an onboarding session for

15 ECD Practitioners registered

for Teacher Development Workshop.

7 Practitioners were oriented on NQF ECD Level 4. 12 coaching and mentoring visits were conducted to the ECD Centres as an ongoing process in offering support to Centres.



Completed **five** ECD Centres that were outstanding for repairs in partnership with the implementing partner.

On the nutrition programme monitoring of the fruit and veggie gardens continued, there was **delivery of educational resources to the 17 ECD Centres**, practitioner's training was held and needs assessment at the

seven new schools was conducted. A total of 1 713 children were reached.





EARLY CHILDHOOD EDUCATION – A CRITICAL FOUNDATION IN SUPPORTING STEM AND TECHNICAL EDUCATION

During the year we continued the delivery on longer-term ECD initiatives launched in 2020. Our holistic approach integrates all aspects of a young child’s development such as nutrition, cognitive stimulation, and an environment that enables the development of executive function. Stepping in at this crucial time of a child’s formative years, gives us an opportunity to provide them with the foundational architecture to fortify their progress throughout the entire education value chain.



Sasol Foundation is **supporting**
a total of 10 398
ECD learners in 189 ECD Centres:



> In Sasolburg, Free State we have partnered with Rotary Club, The Unlimited Child, Rejuvenation Trust and Rampadise supporting **4 936 learners** in 68 ECD Centres through the provision of learning and teaching resources, nutrition support through food gardens and a breakfast meal, improvement of infrastructure and teacher training and development for NQF level 2 and 5 national qualification framework (NQF) level 4 and 5 as well as skills based training. 70 ECD practitioners are attending level 4 and 5 training and 10 ECD Centres received infrastructure improvement, 2 009 ECD learners were reached through the nutrition programme.

> In Komatipoort and Secunda, Mpumalanga; we have partnered with Penreach, Topsy Foundation and Osizweni, supporting **3 962 ECD learners** in 89 ECD Centres. Through the provision of the toy library service, 1 079 ECD learners were reached. There is an ongoing training of 7 ECD practitioners on the NQF level 4 and mentoring and coaching for ECD practitioners in 15 ECD Centres as well as provision of nutrition through established food gardens reaching 2 716 ECD learners.

> In KwaZulu-Natal Richards Bay, Sasol Foundation supports **590 ECD learners** in 10 ECD Centre through a comprehensive ECD programme which entails, Teacher skills development training, provision of educational toys and teaching material and provision of breakfast.

In Gauteng Ekandustria Sasol Foundation partnered with Osizweni supporting 1 184 ECD learners in 22 ECD Centres through the mobile toy library.

An imperative has been to provide caregivers and Practitioners with the relevant training, education resources and skills to ensure quality early childhood education. We extended this to develop leadership capacity. Moreover, our toy libraries have enabled explorative learning and outdoor playgrounds provided gross motor skills development. Children and staff are active participants in the maintenance and development of the food gardens. These have not only provided educational opportunities but also furthered income streams at some Centres. The Sasol ECD Rejuvenation Trust takes care of the much needed infrastructure such as maintaining fences and installing hygiene facilities to ensure the health and safety of the children and staff.

An additional intervention was required due to the KZN floods that adversely affected a number of ECD Centres, mainly in eThekweni. The development of a nutrition scheme is underway to mitigate child hunger and will not only serve children registered at the ECD Centres, but also those in affected surrounding communities.

While we did not launch new initiatives at the beginning of 2021, we kick-started our feasibility and best practice study in April, as part of our refocus, to survey the ECD landscape for the purposes of fine-tuning our investments going forward. This evaluation of various strata at which ECD Centres operate will ensure quality impact going forward and will be tailored to assist Centres with the requirements set by the Department of Education they now fall under. The outcomes will inform new initiatives and refine current approaches to align with our impact objectives in cooperation with implementing partners. Furthermore, from this assessment, we will explore targeted strategies involving partnerships with NGOs in fenceline communities to maximise synergies and access to funding and supporting the Department of Basic Education in the transition of ECDs.



CASE STUDY

For many years Sasol has been supporting Early Childhood Development and education projects. In 2017, we increased access to early learning opportunities by adding 85 Centres in the Sasol ECD network and extending our toy library services to Ekandustria. Our Centres are supported by different implementing partners. Over the years the progress reviews have indicated that while our interventions cognitively enable access to care, Centres do not offer learning programmes that cognitively stimulate cognitive development in accordance with their stages of development and therefore the quality of the learning programmes needed to be enhanced.



➤ ECD Practitioners trained on the new learning materials received for ECD learners

“ Before the programme I used to see a toy as just a toy and nothing more, I have since learned there is so much more you can do with a toy, I play and teach with it.

ECD Practitioner from Tharollo



➤ Practitioner demonstrating learning resource pack during training.

Issues of quality ECD programmes are widely covered by sector reports locally and the UNICEF internationally; and different organisations employ a variation of strategies to address them. In Sasolburg, we have partnered with Rotary Club since 2012 to support ECD Centres address nutrition given the high levels of poverty in the community that they serve. The project started with four Centres and expanded, in the past year, with additional seven ECD Centres increasing the number of Centres supported to 24.

Working with the Centres over the years, we recognised that most of the Practitioners do not have the requisite knowledge of child development and how to engage with children in ways that stimulate them cognitively and develop their social, physical and emotional skills.

The Practitioners were in desperate need for support that was practical and would help them to meaningfully engage with children beyond offering them a place of safety as many have no formal education in Early Childhood Development. Our intervention therefore supports hands-on practical skills development, backed by the provision of learning resources, such as musical instruments, sandpits, playground equipment and other educational materials for gross and fine motor skills development. Practitioners are taught how to use these to ensure that the children remain engaged and gain maximum benefits. These include exposure to opportunities that will develop problem solving and communication skills as well as inhibitory control and the formation of healthy relationships.



➤ Children at Itsoseng ECD in Sasolburg learning how to care for their food garden.

//
Viewing all facets of a child's development, it is imperative for us to address the risks of malnutrition. Therefore, our approach comprises the support and continued maintenance of fruit and vegetable gardens.
//

To date the project has trained 122 practitioners and 98 were trained in the year under review. In addition, all Centres have received learning resources. The skills offered in the project are not accredited, their value is recognised in their ability to improve practitioners' practice in the classroom and the learning experience of children under their care. We have observed that practitioners in this programme offer structured and meaningful engagements with learners evidenced in the way they layout their classrooms according to relevant themes, ages and play-based learning activities that promote holistic development.

Viewing all facets of a child's development, it is imperative for us to address the risks of malnutrition. Therefore, our approach comprises the support and continued maintenance of fruit and vegetable gardens. We provide the resources needed to successfully cultivate nutritious food such as vegetables tunnels, seeds and on-site support. Children also learn important life skills as they participate in taking care of the gardens.

A notable outcome is the fact that some 5 ECD centres are producing excess nutritious food enabling them to sell produce to the community. The estimated income from excess sales ranges between R300 and R400 a month. Furthermore, 13 practitioners who have received training are now able to mentor new practitioners, in the 7 new ECD Centres growing the capacity to care for more than 224 children and open additional ECD centres. With more children having access to ECD centres, young mothers and caregivers are able to participate in the economy whilst having the peace of mind that their children are safe and looked after.

Human dignity and self-worth are reinforced through our ECD initiatives. The programmes continue to expand, having cascading benefits to the children and their future as well as their surrounding communities.



DRIVING EXCELLENCE IN STEM EDUCATION AT ALL LEVELS OF THE EDUCATION VALUE CHAIN

Supporting the Department of Basic Education to improve the quality of outcomes and results for learners from Grade 1 – 12. The focus is mainly on teacher and learner development including resources to ensure a better understanding of science, mathematics and technology by learners. The focus was on enhancing our online classes as we dealt with the challenges faced due to the COVID-19 pandemic. Increased investments were made to capacitate schools with digital enablement, bringing learners back in step with the curriculum.

STEM PROGRAMME ELEMENTS

Teacher Development



Learner Development



Leadership Development



Education Resources



Career Guidance



- Books/Text Books
- Robotics and Fourth Industrial Revolution (4IR) enablement
- Mobile Science Laboratories

Artificial Intelligence ('AI'), 'Automation', 'Coding', 'Virtual Reality' are all terms that we have become accustomed to in recent times. However, a lot of groundwork needs to be done to enable and empower both schools and teachers with resources and skills needed to provide contemporary education in these areas. This is why the Foundation has taken it upon themselves to work with the Department of Education and other partners to intervene extensively into this area of our development. Our strategy includes fast-tracking efforts to prepare students for the 'future world of work' and to excel in STEM subjects.

Future projections are for education to reflect socio-economic structures such as virtual teachers, virtual classrooms and laboratories. The COVID-19 pandemic acted as a catalyst to make this emergency shift from in-class teaching to remote education, affecting our mobile laboratory, high-flyer initiatives and more. We increased our investments to include digital enablement at schools as well as navigate teachers through a rapid migration to online lessons, with supportive training in the new technology.

Coding and robotics curriculum

We are pleased to have contributed, as an inaugural supporter, to the DBEs development of the coding and robotics curriculum that is currently being implemented as a pilot project in 200 public schools country-wide. We further supported the rollout of workshops in all provinces which were led by experts in the field who infused their insights into the design and development thereof. A major milestone was reached with the Umalusi Examination Board sign-off of the Draft Coding and Robotics curriculum, and we look forward to the outcomes of the pilot project underway. Virtual training of subject advisors and teachers took place in March, utilising the Orientation Training Manual we developed in partnership with the DBE specialists after obtaining results from self-diagnostic assessments, identifying potential conceptual gaps.



HIGHLIGHTS

Coding and robotics laboratories

We continue to strive towards increasing our impact in this area of education through collaborations with various partners. The Foundation together with Sasol Oil has entered into an agreement with Tshikulu Social Investment Trust, to implement the Sfiso Edtech comprehensive solution that includes robotics kits and equipment, as well as accredited training and support. Work to establish seven fully fledged coding and robotics laboratories is underway in five schools, one science centre and one teachers' centre.



Online lessons

The implementation of smart boards in **10 schools** in the Free State and Gauteng has revived an interest in STEM subjects among learners.



In Mpumalanga, live virtual lessons are broadcasted to a 15 schools providing a diversified and interactive educational experience for both learners and teachers. It has also enabled animations of science experiments, creating a stimulating audio-visual experience and keeping learners engaged.

These initiatives are crucial in addressing the vast systemic digital inequalities persisting in our country and for ensuring that we remain relevant in the global context.

Science innovation in schools

To stimulate innovation, develop science research skills of learners, make science education fun and raise awareness about issues of sustainable development we introduced the Sasol Energy Innovation Schools competition in schools around our operations in Sasolburg, Secunda and Ekandustria.

Over **4 000 learners** from 61 schools participated and over 1 200 science projects were presented in the competition.



Science experiments

The lack of science education resources is a major barrier to science learning. From 2014 we have mitigated this through our mobile science laboratory programme where we have donated 10 mobile science laboratories to various partners across the country with each lab servicing 20 schools on average in the year. Our partners in Osizweni and Boitjhorisong Resource Centre (BRC) operate six mobile labs that supported over 3 000 learners in 35 schools with prescribed experiments in Sasolburg, Secunda and Ekandustria. We have also increased the number of labs by adding three new labs donated to Mpumalanga University, Umkhanyakude District and the Cofimvaba Science Centre.

We have further supported the training of **98 science** teachers on experiments in the Fezile Dabi District in Free State to enhance their science experiment skills.



Extra classes for Grade 12 learners

We recognise that while we support STEM education in general, learning outcomes in South Africa are mainly measured through Grade 12 results. This puts a lot of pressure on learners with potential to perform in order to meet the tertiary education requirements for STEM related studies. To increase the chances of success for learners with potential in STEM subjects our partners at Osizweni implement a high flyer programme in 10 high schools in Ekandustria. The programme offers Saturday and holiday camps for learners with potential, transport, lunch and learning resources are offered in the programme.



The recent health challenges presented by the COVID-19 pandemic have resulted in most learners losing significant learning time (60% in 2020 and 50% in 2021). This triggered an urgent need for the education system to pivot from what was predominately a face-to-face, in class approach schooling to a hybrid of classroom and remote learning that is facilitated by technology.

Online support programme



activated in more schools, particularly in the Free State and broadcasting efforts were enhanced with Osizweni offering extra classes in the evenings during school holidays.

A workshop on infusing public comments on the coding and robotics curriculum and Umalusi directives took place in which



40% of the work was done, while rolling out of robotics labs in public school was initiated, in partnership with SIFISO EdTech.





Below are two case studies reflecting our STEM initiatives:

CASE STUDY

STEM online learning: Mpumalanga

The University of Johannesburg's Vice-Chancellor advised that the country's education system should prepare learners for a future driven by technology. This will see some occupations become redundant, but it is certain that careers in science, technology, mathematics and engineering will become the jobs of the future. In 2021, one in three Grade 12s wrote mathematics and, one in four Grade 12s wrote physical sciences, indicating a much-needed increase in participation and improvement in results - if we are to remain relevant.

Our partnership with Ligbron Academy has enabled us to advance the teaching of mathematics and physical science at 15 schools in Mpumalanga by broadcasting lessons online via interactive smartboards. Seven of these schools were onboarded in 2021/2022. Apart from providing smartboards and connectivity, we maintain the equipment thereby ensuring sustainability of the learning environment.

e-Teachers can encourage learner interaction during these virtual lessons, giving them opportunities to ask or post questions and write or input their answers on the smartboard with real-time engagement. Simultaneously, their in-classroom teacher can further support them in terms of bridging any language barriers and, if needed, extra explanations. Recorded lessons are made available to learners to catch-up on missed classes and for revision purposes. Our online resource centre provides additional notes and past exam papers. Exposure to this technology enhances the learning experience of learners and they can benefit from different teaching styles. Our hope is that this will

encourage more learners to take interest in the STEM subjects.

The diversification of the teaching environment through technology increases the teachers' exposure and collaboration with other teachers. This facilitates fresh approaches to challenges students may have.

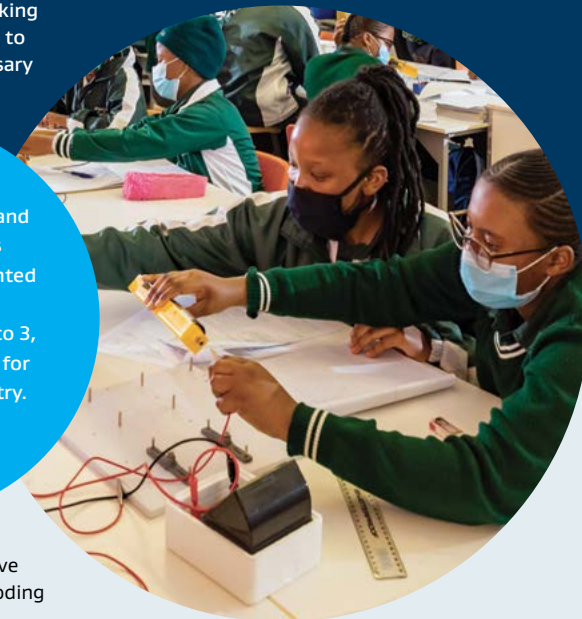
Our most recent addition to the programme is the Dlomodlomo Secondary School where we equipped two classrooms. Being centrally located, this interactive technology enabled facilities can now also be enjoyed by eight surrounding schools who are welcomed to participate in smartboard-based science classes by sending their students to our Sasol Saturday school online classes or during holidays when such classes are offered.

The delivery of education has evolved from being restricted to a physical classroom to embracing other modes such as interactive online learning. A hybrid educational environment is evolving which will prepare learners for a future in which innovation and technology together with STEM will be central.

Sasol Foundation helps bring coding and robotics to South African schools

The accelerated digital revolution is making it essential for all learners and teachers to acquire skills that are absolutely necessary for the Fourth Industrial Revolution.

The pilot for the coding and robotics curriculum is currently being implemented in **200 primary schools** for Grades R to 3, and in **100 schools** for Grade 7 across the country.



More affluent schools in South Africa have been ahead of the curve in developing coding and robotics skills.

With the pressing need to develop these skills among thousands of more schools, Sasol partnered with the Department of Basic Education (DBE) to help develop the coding and robotics curriculum for Grade R to 9. The curriculum was gazetted by the Minister of Basic Education in March 2021.

Sasol Foundation is providing support to the Department of Basic Education in the pilot phase of this curriculum implementation by helping fund the training of the relevant subject advisors as well as the National Training Team in all provinces. Sasol Foundation is also directly taking part in this training.

To date, the pilot phase for the coding and robotics curriculum is currently being implemented in 200 primary schools for Grades R to 3, and in 100 schools for Grade 7 across the country.



DEVELOPING TECHNICALS SKILLS IS KEY TO THE COUNTRY'S INDUSTRIALISATION AGENDA

To support the development of technical and vocational skills to address the shortage of critical skills and mismatch between demand and supply of skilled manpower in South Africa. We raise awareness about technical-vocational education in schools and TVET Colleges and its contribution to the economy to enhance employability. We build capacity in these institutions and develop engineering-related skills in the sector.

TECHNICAL EDUCATION PROGRAMME ELEMENTS

Teacher Development



TVET College Lecturer Development



Learner Development



Resources – equipment for technical workshops



Career Guidance



Work-integrated learning (WIL)



PROGRAMME DELIVERABLES

Our support for technical education at technical schools and TVET Colleges seeks to address unemployment in this sector by enlarging the pool of skilled artisans to match evolving industry needs in line with technological advances. We have imparted and contributed our expertise in these high-demand and scarce skills development initiatives to drive a meaningful socio-economic impact.

- > Our 5th Annual Technical Teachers Conference was held virtually at the end of June with a turnout of over **500 delegates**. This was an astounding 90% increase in attendance. Insights into how other countries have integrated 4IR technologies into their curricula as well as operations were demonstrated. Topics around best practice, various interactive classroom technologies and methodologies relating to the progression from knowledge to competence acquisition were also explored.



The Sasol Foundation continues to play a pivotal role in embedding technical subjects and courses, building teacher and college lecturer capacity as well as providing the resources required for technical vocational education to succeed in the South African education system. The Technical Education programme focuses, on Technical Vocational Schools' and TVET Colleges programmes as revised in Sasol 2.0 operation model. It is designed to contribute to Human Capital development of the country and increase the pool of skilled people in the STEM discipline.



TechSENet – TEACHER SUPPORT

30 Gauteng teachers attended

10 hour solar installation training at John Orr Engineering School of Specialisation. The Foundation provided photovoltaic components and the training facilitator. Teachers were trained on how to design and wire a solar installation.



The Foundation introduced a Teacher Skills Competition as a pre-conference workshop and provincial chapter of the 6th Annual Technical Teachers Conference (ATTC).

150 teachers from Free State, Gauteng, Limpopo, Mpumalanga and Northern Cape participated in construction, power systems and welding skills competition.



KAGISO TRUST PARTNERSHIP

52 teachers attended First Aid Level 1 and 2 Training to build capacity for maintaining safety in the workshops and classrooms.



ADOPT A SCHOOL PROJECT

Refurbishment and equipment installation in

four workshops at Zinikeleni Secondary School was completed. The project impacts about 350 learners year-on-year and the number is envisaged to grow. The school introduced construction, as a new trade at Grade 10 level.



TVET COLLEGE INTERVENTION

A four-day digital skills training session based on results of a survey that was conducted for engineering and related courses was rolled out to

360 TVET College lecturers from the Eastern and Western Cape. Training to an additional 650 lecturers will be rolled out later.



32 successful candidates were awarded a TVET College bursary in electrical and chemical engineering designed for three colleges in partnership with Sasol Energy Business. This will be a three-year programme where electrical engineering students will get a specialised training in solar power installation and maintenance while chemical engineering student will receive specialised training in hydrogen fuel technology.





PARTNERING FOR IMPACT IN OUR TECHNICAL SCHOOLS

> The third Free State Learner Skills competition on seven specialisations that could not take place in 2020 was held with **3 800 learners** participating from 40 schools. The number of participating schools increased and schools spent more time honing skills of the learners in preparation for the competition. A Teacher skills competition was also introduced this year with 150 teachers from five provinces participating in various categories including construction, power systems and welding. A two-fold objective was achieved. One to inform the design of future interventions and the other to provide motivation to further personal growth. In Gauteng, 30 electrical subject teachers received solar training and received photovoltaic components for them to design and wire a house for solar installation.

> In collaboration with our implementing partner, Osizweni Resource Centre, we enabled online learning at **four TechSENet** schools in Mpumalanga and the Free State via their state-of-the-art virtual learning studio. We invested in online lesson equipment at the schools such as interactive white boards, data projectors, and data to enhance lesson delivery by Osizweni Resource Centre. Not only has this elevated the learning experience for students, but it also allows for continued quality and monitoring of content delivery.

> Our collaboration with Adopt-a-School has resulted in the adopted Zinikeleni Secondary School now boasting **four fully equipped** and functional mechanical, electrical, civil engineering workshops. Refurbishments at two other schools are currently underway to ensure a comprehensive, high-quality learning experience. The Technical Schools of Excellence Network widened to include five Limpopo schools in partnership with the Kagiso Trust. A baseline evaluation and schools needs analysis was conducted which informed the intervention at the new schools. The school's improved their technical subject results by at least 20% merely by association with the project. Forty-five technical subject teachers received First Aid level 1 and 2 training as well as personal protective clothing and First Aid kits to enforce safety at the schools.





CASE STUDY

Our learners participated in the development of a car for the future at John Orr Technical High School (JOTHS)

A solar car for the future

John Orr Technical High School (JOTHS), previously known as the Witwatersrand Technical College Trade School, is the site of great achievement. Situated in Milpark, Johannesburg, JOTHS is one of 27 targeted schools earmarked by the Gauteng Department of Education for a highly specialised skills development programme to prepare youngsters for the job market. Eighteen schools have already been launched and nine schools are planned to be launched this year.



The MEC for Gauteng Education Mr Panyaza Lesufi launched John Orr on 18 August 2022 as an Engineering School of Specialisation, which focuses on alternate sources of energy. JOTHS' staff and pupils took the idea and ran with it, building a car named Voltage. "It was based on renewable energy so we decided not just make an electric car let's make a solar electric car" said Mr Vishendren Chinasammy, the automotive teacher who oversaw the project. He responded to a question about how fast it goes, "I say about 20 kilometres an hour."

That may be slow for a society that values speed but considering it was built by a group of boys and girls from



//
It was based on renewable energy so we decided not just make an electric car let's make a solar electric car.
//

Grade 10 to 12 in the same year when the world's first production-ready solar electric car Lightyear 0, built in the Netherlands, was launched. This bodes well for the future of the pupils involved as well as for the country. Pupils are learning practical skills that will enable them to find employment or start their own business.

Voltage's design is modelled on a go-kart from which it borrowed its chassis, motor, wheels and steering wheel. With the go-kart chassis line Mr Chinasammy and his team managed to finish the solar car in two months. They also built upholstered seats. Then they experimented with the solar panels on the roof which would regenerate energy as it runs.

One girl claimed to be the designer of the car. The leader of the project, a mechanical engineer of the car said "I was the leader. As the girls we were the leaders and were able to coordinate all the ideas." They were all very enthusiastic saying "It was really fun."

The car was modelled in the shape of a Range Rover according to one of the boys who worked on the project. It was also fitted with a Bluetooth radio.

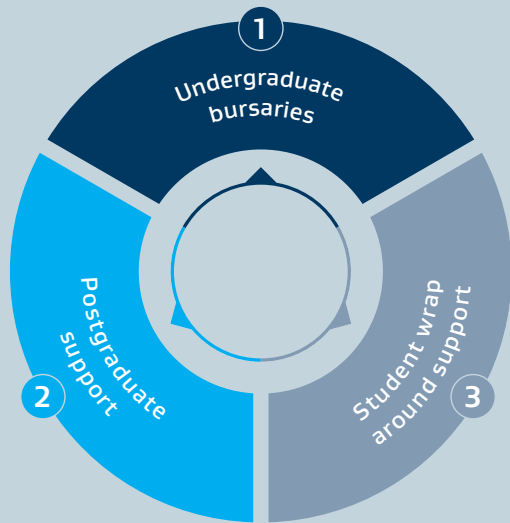
Mr Michael Mutsharini, the Deputy Principal responsible for planning project said "We communicated with our major sponsor Sasol to assist us with ways in which we can make these guys succeed. Sasol was instrumental in funding the solar panels." Sasol has been involved in the school for 10 years. The company provided equipment for the technical workshops at the school: automotive, electrical, construction, welding, woodwork and plumbing, among others.

Coming from a background of disciplinary problems with pupils, JOTHS had gone the way of so many inner-city schools, wrecked by vandalism and violence towards teachers. The Sasol Foundation took the school under its wing, providing mentors and psychosocial support to learners and managed to create a good environment of well-trained teachers and respectful learners.

The Matric pass rate improved and JOTHS has sustained a pass rate above 85% over the past few years. Now JOTHS is a functional school that lives up to these lines from the school song "Here we build our future in the service of our land." The groundwork and lessons learnt from rehabilitating the school were used to establish Sasol's Technical Schools of Excellence Network (TechSENNet) which has 13 schools across five provinces.



The Foundation invests in tertiary education to help individuals build the skills that will enable them to participate in the economy, contribute to social development and allow them to be responsible self-reliant citizens. We also support institutions with research and capacity building for innovation, economic growth and social advancement. The Sasol Foundation Tertiary Education portfolio's mandate is to provide support in the following strategic areas:



UNDERGRADUATE

101  **undergraduate bursars** completed their degrees in 2021.

POSTGRADUATE SCHOLARSHIPS

40  **postgraduate bursars** completed their Masters and Doctoral degrees in 2021.

69  **publications** were produced by HDIs during the 2021 academic year.

22  **new scholarships** were awarded for the 2022 academic year.



PREPARING OUR YOUTH FOR FUTURE WORLD OF WORK

To increase access to tertiary education and enhance research and development to benefit our country and fenceline communities. We invest in tertiary education to help individuals build the skills that will enable them to participate in the economy, contribute to social development and enable them to be responsible self-reliant citizens. We also support institutions with research and capacity building to advance innovation and improve South Africa's global competitiveness in scientific research.

TERTIARY PROGRAMME ELEMENTS

Bursaries and Scholarships



Research Resources



Research and Training Development



Student-Wraparound Support

- Graduate Development
- Mentorship Support
- Psychosocial Support
- Work Readiness and Entrepreneurship Support



INVESTING IN OUR YOUTH FOR A JUST SOCIETY

The lack of access to tertiary education undermines the broader economic development and social stability. Our bursary and scholarship programmes underscore the importance of social justice, equality, diversity and inclusion with a mandate to recruit and support youth pursuing undergraduate studies at all 26 public universities, as well as postgraduate students undertaking Honours, Masters and Doctoral studies at five Historically Disadvantaged Universities.

Undergraduate Bursaries

Produced over
1 000

graduates since inception in 2010, with focus predominantly in STEM fields such as Engineering, IT, Health Sciences and other critical skills areas required by the country.



In recent years, the programme was expanded to include sponsorships for non-STEM degrees, targeting students from our fenceline communities, children of Sasol Employees and those of Sasol Khanyisa shareholders.

During the 2021 academic year, we supported 255 undergraduates, with a total of 91 bursars completing their studies at the end of the academic year.



INVESTING IN OUR YOUTH FOR A JUST SOCIETY continued

Postgraduate scholarships

This programme has produced over 500 graduates since the launch of the scholarship in 2012. The partnership with the National Research Foundation (NRF) has played a critical role in ensuring that we reach as many beneficiaries, and more importantly, improving the retention of graduates through to PhD level of study at 5 Historically Disadvantaged Institutions (HDIs). These are



The impact we have achieved over the years, was fervently expressed during our campus visits that took place over the course of May and June 2022.

In December 2021, our refined and enhanced partnership with the NRF was finalised with the inclusion of research in green hydrogen, over and above existing scholarships in chemical and environmental sciences. We have had an enormous show of interest from our postgraduates looking to play an active role in researching and innovating low carbon solutions, while contributing to building skills for energy transitioning. A highlight of the year was the revival of our postgraduate fellowship programme which was temporarily paused due to the dynamics of COVID-19, wherein we recruited and awarded 22 new scholarships for the 2022 academic year.

The Foundation holds young, black researchers in high regard and believe they represent the next generation of researchers that will contribute towards transforming the science, technology, engineering and mathematics skills base in South Africa. Over the years, there has been a gradual improvement in research outputs from HDIs, notwithstanding the persistent challenge of lack of research equipment. A total of 69 research outputs were produced by HDIs in 2021.

A total of 40 postgraduate bursars completed their degrees at the end of the year, with 33 Masters and seven Doctoral graduates. A student from the University of Limpopo was part of the team that won an SMME award for their doctoral research on treating acid mine water. The developed technologies will address one of the major challenges of society by producing water of sufficiently high quality to discharge into public streams.

Student Wraparound support

Our Student-Wraparound-support initiatives ensure that we address the full spectrum of student needs to facilitate successful outcomes, from psycho-social support to expert mentorships, and soft skills development to transition into the job market.

Psychosocial Support

During the year, our psychosocial support aimed at mitigating psychological and social challenges benefited all our 255 undergraduate students who received support ranging from individual counselling, to life skills training.

Mentorship support

More than
800 hours
of industry mentorship support was provided our 58 Masters and Doctoral students, through one-on-one interactions with our in-house Scientists and Engineers.

The mentors covered all aspects of research and academics, project management, time management, financial management, transition into the workplace, including the general wellbeing of the mentees.

Graduate development, Work readiness and entrepreneurship support

A series of workshops were conducted as part of our bursar/graduate development programmes run through in-house support from Sasol Graduate Centre. Particular attention was paid to skills such as the job search tools in the digital era, creating the CV of 2021, creating a professional brand with LinkedIn, training on new emerging skills such as agility, social intelligence, etc. A new concept to enhance experiential learning and incorporate entrepreneurial development for both undergraduates and postgraduates was also developed. This is aimed at improving chances of employability of graduates while also positioning entrepreneurship as an alternative to employment in order to reduce the scourge of youth unemployment in the country.



Postgraduate Science Fellowship Programme - Tertiary

General market research shows that throughput rates from undergraduates to postgraduates are, to a large degree, affected by financial constraints. With our Postgraduate Fellowship Programme, which we launched in 2012, we provide postgraduates, studying at Historically Disadvantaged Institutions (HDI), with a scholarship to see them through to Doctorate level. Our primary aim is to increase the number of black researchers majoring in chemistry and environmental chemistry.

In 2021, we revitalised our partnership with the National Research Foundation (NRF) and incorporated **green chemistry** as part of the programme. The intention was to broaden the scholarship's value and to create access to new opportunities for a sustainable future. This is part of **Sasol's** and the country's **energy transition and innovation drive**.

To further build research capacity at HDIs and improve postgraduate research training, Sasol Foundation donates critical research equipment.

Twenty-two new scholarships were awarded to postgraduates in 2022. Our unique top-up benefit to postgraduates is the provision of research mentorship supported through our in-house subject matter experts. We assist students with short term access to well-equipped institutions for additional research training and sample analysis.

The impact of this programme was made especially clear when we saw a 90% transition of our bursars from Honours to MSc, which was a 50% increase from our set target of 40%. Furthermore, with the perceived "over-qualification" of a doctoral degree, risking unemployment associated to an expensive study, we were pleased to hear that six of our recent doctoral students are now academics in a fulltime capacity teaching and supporting upcoming postgraduate students. One of our students from the

University of Limpopo was part of a team that won an SMME (Small Micro Medium Enterprise) award for their doctoral research on treating acid mine-water.

We are proud to report that our bursars produced **69 publications** with **40 students** having completed their **MSc and PhD studies** in 2021.

In South Africa, only 54 PhD graduates per million were produced in 2017. Although this number reflects an increase from 2010, the production rate of PhD graduates in South Africa remains low compared to international standards. We hope to contribute, to the National Development Plan's set target to produce 100 doctoral graduates per million per year by 2030.

Our goal for this initiative is to further social justice, diversity, equality and inclusivity (DEI) and to be cultivators of innovation to build a better world.



Statement of the Board of Trustees

The Trustees are responsible for the preparation and fair presentation of the Annual Financial Statements for the Sasol Foundation Trust (the Trust) in accordance with International Financial Reporting Standards and for such internal control as the Trustees determine it necessary to enable the preparation of Annual Financial Statements that are free from material misstatement, whether due to fraud or error.

In preparing the Annual 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.

The Trustees are responsible for the systems of internal control. These are designed to provide reasonable, but not absolute, assurance as to the reliability of the Annual Financial Statements, to adequately safeguard, verify and maintain accountability of assets, and to prevent and detect material misstatement and loss. Nothing has come to the attention of the Trustees which indicates that, in all material aspects, the Trust's system of internal control and risk management is not effective and that the internal financial controls do not form a sound basis for the preparation of reliable Annual Financial Statements.

The Annual Financial Statements have been audited by the independent auditing firm, PricewaterhouseCoopers Inc., which was given unrestricted access to all financial records and related data, including minutes of all meetings, the Board of Trustees and Committees of the Board. The external auditor was engaged to express an independent opinion on the Annual Financial Statements. In preparing the Annual Financial Statements, the Trust has used appropriate accounting policies, supported by reasonable and prudent judgement and estimates, and prepared the Annual Financial Statements in accordance with International Financial Reporting Standards. The Trustees believe that all representations made to the independent auditor during the audit were valid and appropriate. Their unqualified report appears on pages 32 and 33. The Annual Financial Statements of the Trust set out on pages 34 to 42, which have been prepared on the going concern basis were approved by the Board of Trustees on 19 October 2022.

The Trustees are of the opinion that the Annual Financial Statements fairly present the financial position of the Trust as at 30 June 2022 and the results of its operations and cash flows for the year then ended. The Trustees have considered the Trust's past results, expected future performance and reasonable changes thereto, and access to its funding, material and other resources, and in light of this review and the Trust's current financial position, are satisfied that the Trust has access to adequate resources to continue in operational existence for the foreseeable future as a going concern.

Sasol Foundation Trust

Registration number IT 1181/2008

Annual Financial Statements for the year ended 30 June 2022

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Preparers of the Annual Financial Statements

Mr Christo Nel CA(SA) is responsible for this set of Annual Financial Statements and has supervised the preparation thereof in conjunction with Ms Letshego Netshaulu CA(SA).

The Trustees of the Sasol Foundation Trust (Foundation) have pleasure in presenting their report for the year ended 30 June 2022.

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 principal 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 programs it currently funds. The principal activities of the Foundation remained unchanged during the year.

Operational overview

Despite a very challenging year, with a budget that had to be reduced substantially due to the effects of the COVID-19 pandemic, the Sasol Foundation continued to impact STEM education positively. The Trustees guided successful execution of the key strategic interventions such as the participation of the Foundation in promoting digital classes and the repurposing of the Mobile Laboratories to mitigate the effects of the pandemic. The Trustees also guided the development of interventions to respond to 4IR challenges and opportunities, thus preparing the learners for the future world of work. The Trustees are proud of the role the Foundation continued to play in a year characterised by unprecedented events.

Trustees

The Trustees in office during the year were:

Mr TJ Dikgole (Chairman, with effect 9 July 2019) (appointed on 25 October 2018)
 Ms NL Tshombe
 Mr M Radebe
 Dr MM Khosa
 Ms CK Mokoena
 Mr S Baloyi

Subsequent events

During August 2022, the remaining R30 million available on the Sasol Limited loan facility was drawn down by the Foundation.

On 18 August 2022, Sasol Limited declared a final gross cash dividend of R14,70 (30 June 2021 – Rnil per ordinary share) for the year ended 30 June 2022. The cash dividend is payable on the ordinary shares and the Sasol Black Economic Empowerment (BEE) ordinary shares.

Registered office

The registered addresses of the Sasol Foundation Trust are:

Postal address

Private Bag X10014
 Sandton
 2146
 South Africa

Physical address

50 Katherine Street
 Sandton
 2196
 South Africa

Approval of the Annual Financial Statements

The Annual Financial Statements for the year ended 30 June 2022, as set out on pages 34 to 42 were approved by the Board of Trustees on 19 October 2022 and are signed on its behalf by:

Joel Dikgole
 Chairman of Sasol Foundation Trust

Charlotte Mokoena
 Trustee

Independent auditor's report

To the Trustees of Sasol Foundation Trust

Our opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Sasol Foundation Trust (the Trust) as at 30 June 2022, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards.

What we have audited

Sasol Foundation Trust's financial statements set out on pages 34 to 42 comprise:

- the statement of financial position as at 30 June 2022;
- the statement of comprehensive income for the year then ended;
- the statement of changes in trust fund for the year then ended;
- the statement of cash flows for the year then ended; and
- the notes to the financial statements, which include a summary of significant accounting policies.

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 believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

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).

Other information

The Trustees are responsible for the other information. The other information comprises the information included in the document titled "Sasol Foundation Trust Audited Annual Financial Statement for the year ended 30 June 2022". 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 identified above 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.

INDEPENDENT AUDITOR'S REPORT continued

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 International Financial Reporting Standards 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.

PricewaterhouseCoopers Inc.

PricewaterhouseCoopers Inc.
 Director: MM Mokone
 Registered Auditor
 Johannesburg, South Africa
 4 Lisbon Lane, Waterfall City
 19 October 2022

Statement of financial position

at 30 June

	Note	2022 Rm	2021 Rm
Assets			
Non-current assets			
Investment in securities	2	3 299	1 979
Current assets			
Cash and cash equivalents	3	23	12
Total assets		3 322	1 991
Trust funds and liabilities			
Trust equity			
		3 201	1 948
Non-current liabilities			
Long-term debt	4	90	40
Current liabilities			
Other payables	5	31	3
Total trust funds and liabilities		3 322	1 991

Income statement

for the year ended 30 June

	Note	2022 Rm	2021 Rm
Employee related expenditure	6	(14)	(12)
Other expenses (net)		(54)	(51)
Other operating expenses	7	(63)	(51)
Other operating income	7	9	–
Operating loss		(68)	(63)
Finance income	8	1	–
Loss for the year		(67)	(63)

Statement of comprehensive income

for the year ended 30 June

	2022 Rm	2021 Rm
Loss for the year	(67)	(63)
Other comprehensive income, net of tax		
Items that can be subsequently reclassified to the income statement	1 320	720
Fair value of investment available-for-sale	1 320	720
Total comprehensive income for the year	1 253	657

Statement of changes in trust funds

for the year ended 30 June

	Investment in fair value reserve Rm	Accumulated profit Rm	Total trust equity Rm
Balance at 30 June 2020	(2 217)	3 508	1 291
Total comprehensive income/(loss) for the year	720	(63)	657
Loss	–	(63)	(63)
Other comprehensive income for the year	720	–	720
Balance at 30 June 2021	(1 497)	3 445	1 948
Total comprehensive income/(loss) for the year	1 320	(63)	1 253
Loss	–	(67)	(67)
Other comprehensive income for the year	1 320	–	1 320
Balance at 30 June 2022	(177)	3 378	3 201

Statement of cash flows

for the year ended 30 June

	Note	2022 Rm	2021 Rm
Cash utilised in operating activities	9	(40)	(60)
Finance income received	8	1	–
Cash utilised in operating activities		(39)	(60)
Loan raised		50	40
Cash generated by financing activities		50	40
Increase/(Decrease) in cash and cash equivalents		11	(20)
Cash and cash equivalents at the beginning of year		12	32
Cash and cash equivalents at the end of the year	3	23	12

Notes to the 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 19 October 2022.

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 2021. 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 2022, include:

Amendment to IAS 16 'Property, plant and equipment'

The amendment prohibits deducting from the cost of an item of property, plant and equipment any proceeds from selling items produced while bringing that asset to the location and condition necessary for it to be capable of operating in the manner intended by management. Instead, an entity recognises the proceeds from selling such items, and the cost of producing those items, in profit or loss. The amendments are effective for the Trust's reporting period beginning on 1 July 2022 and will be applied retrospectively to items of property, plant and equipment that are brought to the location and condition necessary for them to be capable of operating in the manner intended by management on or after the beginning of the earliest period presented in the financial statements in which the Trust first applies the amendments. The amendments are not expected to result in material restatement of previously reported amounts.

Amendments to IAS 37 'Provisions, Contingent Liabilities and Contingent Assets'

The amendments specify which costs an entity needs to include when assessing whether a contract is onerous or lossmaking. The amendments apply a 'directly related cost approach'. The costs that relate directly to a contract to provide goods or services include both incremental costs (e.g. the costs of direct labour and materials) and an allocation of costs directly related to contract activities (e.g. depreciation of equipment used to fulfil the contract). The amendments are effective for the Trust's reporting period beginning on 1 July 2022. The effect of the implementation of the standard will not have a material impact on the Trust's results.

IFRS 17 'Insurance Contracts'

IFRS 17 supersedes IFRS 4 'Insurance Contracts' which currently permits a wide variety of practices in accounting for insurance contracts. The overall objective of IFRS 17 is to provide an accounting model for insurance contracts that is more useful and consistent for insurers. IFRS 17 applies to all types of insurance contracts (i.e. life, non-life, direct insurance and re-insurance) regardless of the type of entities that issue them, as well as to certain guarantees and financial instruments with discretionary participation features. A few scope exceptions will apply. IFRS 17 is effective for the Trust's reporting period starting on 1 July 2023, with comparative figures required. The effect of the implementation of the new standard is ongoing but is not expected to have a material impact on the Trust's results.

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 twelve months. The amendments further make it explicit that classification is unaffected by expectations about whether an entity will exercise its right to defer settlement of a liability. The amendments are effective for the Trust from 1 July 2023, will be applied retrospectively and are not expected to significantly impact the Trust.

NOTES TO THE FINANCIAL STATEMENTS continued

for the year ended 30 June	2022 Rm	2021 Rm
2 Investment in securities		
Reflected as non-current assets		
Financial assets designated at fair value through other comprehensive income		
Unlisted equity investments	5	5
Listed investments	3 494	1974
Investments in securities per statement of financial position	3 299	1 979

Fair value of investments

Investments 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 2 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 R69,39 as at 30 June 2022 (2021: R69,39) 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 R371,68 per share (2021: R218,01) and Sasol Limited BEE ordinary share (SOLBE1) of R167,00 per share as listed on the Johannesburg Stock Exchange at 30 June 2022 (2021: R115,00). This is a level 1 fair value measurement.

During May 2021, the Trust agreed on an off market trade not concluded through an exchange, to transfer 1 683 427 Sasol Limited (SOL) ordinary shares to the Sasol Khanyisa Employee Share Ownership Trust in exchange for 2 389 646 Sasol BEE (SOLBE1) ordinary shares.

On 15 October 2021, the Trust acquired 89 036 Sasol BEE (SOLBE1) ordinary shares by utilising proceeds received from the disposal of 43 000 Sasol Limited (SOL) ordinary shares on 28 September 2021.

Name	Country of incorporation	Nature of activities	% interest		Carried at fair value		Carried at cost	
			2022 %	2021 %	2022 Rm	2021 Rm	2022 Rm	2021 Rm
Significant investment in securities								
Unlisted								
Sasol Khanyisa Public (RF) Limited	Republic of South Africa	Investment holding company	0,28	0,28	5	5	5	5
Listed								
Sasol Limited	Republic of South Africa	Holding company of the Sasol Group	1,60	1,61	3 294	1 974	3 294	1 974
					3 299	1 979	3 299	1 979

NOTES TO THE FINANCIAL STATEMENTS continued

for the year ended 30 June		2022 Rm	2021 Rm
3 Cash and cash equivalents			
Per the statement of cash flows		23	12

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.

for the year ended 30 June		Note	2022 Rm	2021 Rm
4 Long-term debt				
Total long-term debt – from related party*	15		90	40
Reconciliation				
Balance at beginning of year			40	–
Loans raised			50	40
Balance at end of year			90	40
Interest-bearing status				
Non-interest-bearing debt			90	40
			90	40
Maturity profile				
One to five years			90	40

* Sasol Limited approved an interest free loan facility of R120 million to the Trust, available for draw down from 1 July 2020 to 30 June 2022. During FY22 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 postgraduate 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 2022, R90 million has been drawn down on this loan facility. Sasol Limited has classified the full R90 million drawn down on the loan facility as a long-term receivable as at 30 June 2022. During August 2022, the remaining R30 million available on the loan facility was drawn down by the Trust.

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 method.

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

for the year ended 30 June		2022 Rm	2021 Rm
5 Other payables			
Accrued expenses		12	–
Other payables*		19	3
		31	3

* 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.

for the year ended 30 June		2022 Rm	2021 Rm
6 Employee related expenditure			
Salaries and other employee related expenditure		14	12

NOTES TO THE FINANCIAL STATEMENTS continued

for the year ended 30 June		2022 Rm	2021 Rm
7 Other expenses (net)			
<i>Includes</i>			
Programmes costs		63	51
Other income (cash distributions received)		(9)	–
		54	51

for the year ended 30 June		Note	2022 Rm	2021 Rm
8 Finance income				
Interest received on cash and cash equivalents	12		1	–
Per income statement and statement of cash flows			1	–

Accounting policies:

Finance income comprises of interest received.

for the year ended 30 June		Notes	2022 Rm	2021 Rm
9 Cash utilised by operating activities				
Cash flow utilised by operations	10		(68)	(63)
Decrease in working capital	11		28	3
			(40)	(60)

for the year ended 30 June		Note	2022 Rm	2021 Rm
10 Cash flow from operations				
Loss before tax			(67)	(63)
Adjusted for				
Finance income	8		(1)	–
			(68)	(63)

for the year ended 30 June		2022 Rm	2021 Rm
11 Decrease in working capital			
Decrease in other receivables			
Per the statement of financial position		–	1
Increase in other payables			
Per the statement of financial position		28	2
Decrease in working capital		28	3

12 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		2022 Rm	2021 Rm
Income statement items			
Finance income			
Sasol Financing Limited		1	–
		1	–

NOTES TO THE FINANCIAL STATEMENTS continued

12 Related party transactions continued

Material related party transactions continued

for the year ended 30 June	2022 Rm	2021 Rm
Amounts reflected as non-current assets		
Investments in securities		
Sasol Khanyisa Public (RF) Limited	5	5
Sasol Limited	3 294	1 974
	3 299	1 979

for the year ended 30 June	2022 Rm	2021 Rm
Amounts reflected as non-current liabilities		
Long-term debt		
Related party		
Sasol Limited	90	40
	90	40

13 Subsequent events

During August 2022, the remaining R30 million available on the Sasol Limited loan facility was drawn down by the Trust.

On 18 August 2022, Sasol Limited declared a final gross cash dividend of R14,70 (30 June 2021 – Rnil per ordinary share) for the year ended 30 June 2022. The cash dividend is payable on the ordinary shares and the Sasol Black Economic Empowerment (BEE) ordinary shares.

14 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.

15 Financial risk management and financial instruments

Financial instruments overview

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

	Notes	Carrying value			
		At fair value through profit and loss Rm	Designated at fair value through other comprehensive income Rm	Amortised cost Rm	Fair value Rm
2022					
Financial assets					
Investments in listed securities	2	–	3 294	–	3 294
Investments in unlisted securities	2	–	5	–	5
Cash and cash equivalents	3	–	–	23	23
Financial liabilities					
Long-term debt	4	–	–	90	90
Other payables	5	–	–	31	31

	Notes	Carrying value			
		At fair value through profit and loss Rm	Designated at fair value through other comprehensive income Rm	Amortised cost Rm	Fair value Rm
2021					
Financial assets					
Investments in listed securities	2	–	1 974	–	1 974
Investments in unlisted securities	2	–	5	–	5
Cash and cash equivalents	3	–	–	12	12
Financial liabilities					
Long-term debt	4	–	–	40	40
Other payables	5	–	–	3	3

NOTES TO THE FINANCIAL STATEMENTS continued

15 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.

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:

	Notes	Contractual cash flows* Rm	Within one year Rm	One to five years Rm	More than five years Rm
2022					
Financial assets					
Non-derivative instruments					
Investment in securities	2	3 299	3 294	–	5
Cash and cash equivalents	3	23	23	–	–
		3 322	3 317	–	5
Financial liabilities					
Non-derivative instruments					
Long-term debt	4	(90)	–	(90)	–
Other payables	5	(31)	(31)	–	–
		(121)	(31)	(90)	–
2021					
Financial assets					
Non-derivative instruments					
Investment in securities	2	1 979	1 974	–	5
Cash and cash equivalents	3	12	12	–	–
		1 991	1 986	–	5
Financial liabilities					
Non-derivative instruments					
Long-term debt	4	(40)	–	(40)	–
Other payables	5	(3)	(3)	–	–
		(43)	(3)	(40)	–

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

NOTES TO THE FINANCIAL STATEMENTS continued

15 Financial risk management and financial instruments continued

Financial instruments overview 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	
	2022 Rm	2021 Rm
Variable rate instruments		
Financial assets	23	12
Fixed rate instruments		
Financial liabilities	90	40
Interest profile (variable: fixed rate as a percentage of total interest bearing)	20:80	23:77

Accounting classifications and fair values

The table below sets out the Foundation's classification of financial assets and financial liabilities, and their fair values:

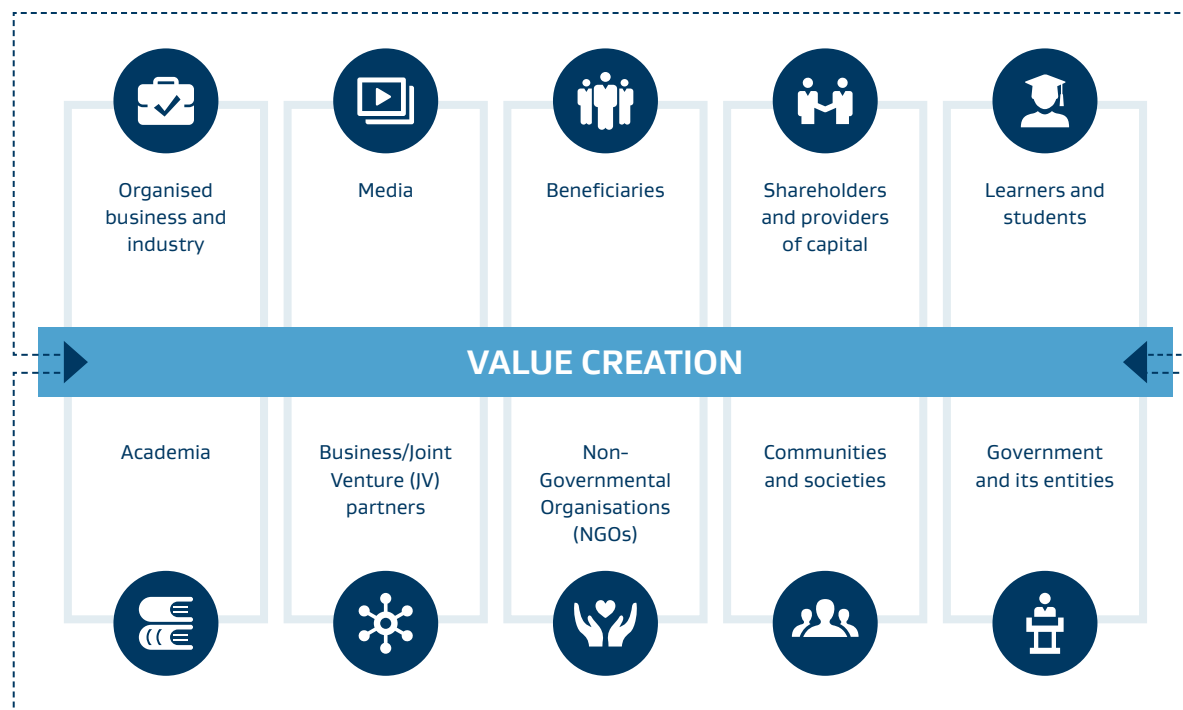
	Note	2022		2021	
		Fair value ¹ Rm	Carrying value Rm	Fair value ¹ Rm	Carrying value Rm
Financial assets					
Investment available-for-sale					
Investments in securities	2	3 299	3 299	1 979	1 979
Financial assets measured at amortised cost					
Cash and cash equivalents	3	23	23	12	12
		3 322	3 322	1 991	1 991
Financial liabilities					
Financial liabilities measured at amortised cost					
Long-term debt	4	(90)	(90)	(40)	(40)
Other payables	5	(31)	(31)	(3)	(3)
		(121)	(121)	(43)	(43)

¹ Carrying value has been used where it closely approximates fair values. Fair value estimates are made as of a specific point in time based on the characteristics of the financial instruments and relevant market information. Where available, the most suitable measure for fair value is the quoted market price. In the absence of market prices which are not always available, the fair value was calculated on the basis of valuation techniques using current market parameters.

Partnering to maximise societal impact

Partnerships are key to delivering value to society and maximising the impact on initiatives and optimising resources. This is more important in an era where resources continuously shrink, while needs continue to increase. In line with our delivery approach, we work with a broad range of stakeholders locally, nationally and globally. These stakeholders range from government, civil society, business, academia, learners, teachers, amongst others; who we impact and, who in turn, impact us.

Our key stakeholders and partners in development



Our partners who supported our programmes throughout the year:

Department of Basic Education	
Kagiso Trust	
National Research Foundation	
NECT	
Department of Higher Education (Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern Cape, North West)	

We understand that trust is a key element of stakeholder relations, so we endeavour to build this through open dialogue. We prioritise our commitments by being responsive and solutions-focused. We identify, assess and monitor stakeholders' expectations together with significant issues that could have a bearing on our operations and strategy, and track and provide regular feedback on our commitments and the issues that stakeholders raise. We have a partnership model which outlines the pact we have and can create with our partners in order to meet the needs of our society. Our stakeholders are listed on the left.

4IR	Fourth Industrial Revolution
AASF	Adopt a School Foundation
ATTC	Annual Technical Teachers Conference
Beneficiaries	Stakeholders that benefit from programmes which are run by the Sasol Foundation
BRC	Boitjhorisong Resource Centre
BSc	Bachelor of Science
Bursary Programme	An access to tertiary programme providing comprehensive support to selected students
CAPS	Curriculum Assessment Policy Statements
Covid-19	Coronavirus pandemic
CSI	Corporate Social Investment
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DWSDP	District Whole School Development Programme
E2E²	Early Childhood Education to Employment and Entrepreneurship
ECD	Early Childhood Development
ECE	Early Childhood Education
FY	Financial Year
HDIs	Historically Disadvantaged Institutions
Hons	Honours
HR	Human Resources
IM	Information Management
JOTHS	John Orr Technical High School
JV	Join Venture
KT	Kagiso Trust
Mobile Science Lab	A programme aimed at supporting schools without mobile laboratories
MSc	Master of Science
National Agenda	National needs as defined by the Education directorate
NRF	National Research Foundation

New Principal Induction Programme	An induction programme that supports new principals in Public schools
NGO's	Non-Government Organisations
NMU	Nelson Mandela University
NPO	Non-Profit Organisation
NWU	North West University
PGCE	Postgraduate Certificate in Education
PhD	Doctor of Philosophy
Psychosocial support	Psychological and social support
RSA	Republic of South Africa
Sasol 2.0	A transformation programme to enable the business to be competitive, highly cash generative and able to deliver attractive returns, even in a low oil price environment
Sasol fenceline communities	Communities where Sasol operates
Science Fellowship Programme	Financial and equipment support to selected postgraduate students from historically disadvantaged Universities
SETA	Sector Education and Training Authority
STEM	Science, Technology, Engineering and Mathematics
TechSENett	Technical Schools of Excellence Network - Sasol Foundation adopted Technical schools.
THS	Technical High School
TVET	Technical Vocational Education and Training
UFH	University of Fort Hare
UFS	University of the Free State
UL	University of Limpopo
UNESCO	United Nations Educational, Scientific and Cultural Organisational
UNIVEN	University of Venda
VP	Vice President

Photography

Photographs used in this report have been sourced from our photographic library and many were taken before the Covid-19 outbreak. Some of these photographs do not reflect the social distancing and protocols approved by the World Health Organization (WHO) such as wearing of masks in public places and social distancing. All initiatives and related photographs done during the pandemic were carried out in line with country -specific requirements. Photographs used from stock libraries have been sourced with relevant licences.

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Disclaimer - Forward-looking statements

Sasol may, in this document, make certain statements that are not historical facts and relate to analyses and other information which are based on forecasts of future results and estimates of amounts not yet determinable. These statements may also relate to our future prospects, expectations, developments, and business strategies. Examples of such forward-looking statements include, but are not limited to, the impact of the novel coronavirus (COVID-19) pandemic, and measures taken in response, on Sasol's business, results of operations, markets, employees, financial condition and liquidity; the effectiveness of any actions taken by Sasol to address or limit any impact of COVID-19 on its business; the capital cost of our projects and the timing of project milestones; our ability to obtain financing to meet the funding requirements of our capital investment programme, as well as to fund our ongoing business activities and to pay dividends; statements regarding our future results of operations and financial condition, and regarding future economic performance including cost containment, cash conservation programmes and business optimisation initiatives; recent and proposed accounting pronouncements and their impact on our future results of operations and financial condition; our business strategy, performance outlook, plans, objectives or goals; statements regarding future competition, volume growth and changes in market share in the industries and markets for our products; our existing or anticipated investments, acquisitions of new businesses or the disposal of existing businesses, including estimates or projection of internal rates of return and future profitability; our estimated oil, gas and coal reserves; the probable future outcome of litigation, legislative, regulatory and fiscal developments, including statements regarding our ability to comply with future laws and regulations; future fluctuations in refining margins and crude oil, natural gas and petroleum and chemical product prices; the demand, pricing and cyclicity of oil, gas and petrochemical product prices; changes in the fuel and gas pricing mechanisms in South Africa and their effects on prices, our operating results and profitability; statements regarding future fluctuations in exchange and interest rates and changes in credit ratings; total shareholder return; our current or future products and anticipated customer demand for these products; assumptions relating to macroeconomics; climate change impacts and our climate change strategies, our development of sustainability within our Energy and Chemicals Businesses, our energy efficiency improvement, carbon and GHG emission reduction targets, our net zero carbon emissions ambition and future low-carbon initiatives, including relating to green hydrogen and sustainable aviation fuel; our estimated carbon tax liability; cyber security; and statements of assumptions underlying such statements. Words such as "believe", "anticipate", "expect", "intend", "seek", "will", "plan", "could", "may", "endeavour", "target", "forecast" and "project" and similar expressions are intended to identify forward-looking statements but are not the exclusive means of identifying such statements. By their very nature, forward-looking statements involve inherent risks and uncertainties, both general and specific, and there are risks that the predictions, forecasts, projections, and other forward-looking statements will not be achieved. If one or more of these risks materialise, or should underlying assumptions prove incorrect, our actual results may differ materially from those anticipated. You should understand that a number of important factors could cause actual results to differ materially from the plans, objectives, expectations, estimates and intentions expressed in such forward-looking statements. These factors and others are discussed more fully in our most recent annual report on Form 20-F filed on 31 August 2022 and in other filings with the United States Securities and Exchange Commission. The list of factors discussed therein is not exhaustive; when relying on forward-looking statements to make investment decisions, you should carefully consider foregoing factors and other uncertainties and events, and you should not place undue reliance on forward-looking statements. Forward-looking statements apply only as of the date on which they are made, and we do not undertake any obligation to update or revise any of them, whether as a result of new information, future events or otherwise.



Contact:
Lydia.podile@sasol.com

Telephone:
+27 (0) 10 344 5000

Fax:
+27 (0) 11 788 5092

Physical Address:
Sasol Place, 50 Katherine Street,
Sandton, Johannesburg, 2196
South Africa

SASOL FOUNDATION
