



# SASOL FOUNDATION

Annual Report **2025**

## The Sasol Foundation Trust (the Foundation/the Trust)

This report will take you through a journey of how the Foundation has fulfilled its mandate and how it is realising its ambition to deliver inclusive, transformative and sustainable socio-economic development in South Africa.

The Sasol Foundation Annual Report integrates reporting of the social, financial, governance, strategic and operational activities. It is published annually for an audience who have an interest in the development of the education as well as the activities of Sasol within its local communities and nationally.

This report reflects the period, 01 July 2024 – 30 June 2025, termed as financial year 2025 (FY25).

### This report is an interactive PDF.

It is best viewed in Adobe Acrobat for desktop, mobile or tablet.\*

\* Functionality may differ according to device and app version.

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# ABOUT THE SASOL FOUNDATION

The Foundation is an independent Trust, which was founded in 2008. It is governed by the Trust Deed and external and internal Board of Trustees. It delivers science, technology, engineering and mathematics (STEM) education development programmes for Sasol and other entities that require this service and expertise in South Africa.

We envision ourselves as a uniquely positioned catalyst partner to government, and other stakeholders in the industry, in the development of critical skills and workforce for the future world of work.



**Mandate**  
Cultivating a strong foundation for science, technology, engineering and mathematics (STEM) education and producing human capital for the future growth of the energy and chemicals sector.

**Ambition**  
To be transformational pathfinder in education fuelling the growth of human potential in the fields of engineering, science and technology.

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

In FY25, the Foundation implemented the third year of its Vision 2030 strategy, which has yielded great strides and progress, shared in this report. The shift towards contributing to initiatives, which respond to the future world of work and entrepreneurial focus, are starting to show signs of success.

We continue to support the Department of Basic Education (DBE), Department of Higher Education and Department of Science, Technology and Innovation in addressing the systemic challenges of South Africa's STEM education, research and skills development in partnership with various stakeholders and education experts.

**Our strategy and mandate reflect the current changes in the environment in which our learners operate with specific focus to:**

Cultivate a strong foundation for STEM education from as early as possible in a learner's education journey

Produce human capital for the future growth of the energy and chemicals sector

We will continue to create impactful change by supporting access to quality education as a driver of sustainable economic participation captured under Sustainable Development Goal (SDG) 4 with a specific focus on improving the lives of the learners from early childhood education to entrepreneurship and employment (E2E) through schools, universities, government systems and beyond.

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# CHAIRPERSON'S MESSAGE

Dr Molefe Pule



It is an honour and a privilege to present this message in what has been another remarkable year for the Sasol Foundation. As the Board of Trustees, we remain deeply inspired by the Foundation's steadfast commitment to transforming education in South Africa and by the collective spirit that drives the creation of lasting, meaningful impact in the lives of learners, educators and communities.

This year marked a particularly significant milestone – the 10th anniversary of the Technical Schools of Excellence Programme – a powerful demonstration of Sasol's long-standing belief in the transformative power of technical education. Over the past decade, this programme has become a cornerstone of the Foundation's mission, equipping thousands of young South Africans with vital technical and vocational skills while nurturing curiosity, creativity and confidence.

As this achievement was celebrated, it also provided an opportunity to reflect not only on how far the Foundation has come but on the immense opportunities that lie ahead to deepen impact, broaden reach and build on a legacy that continues to open pathways to opportunity.

The year was further defined by a significant expansion of partnerships across sectors. The Sasol Foundation's ability to create sustainable impact has always been rooted in collaboration – joining hands with government, academia, civil society and the private sector to craft shared solutions to complex challenges. These partnerships have extended the Foundation's reach, enhanced the relevance of its programmes and ensured that initiatives remain responsive to a rapidly evolving world. They reaffirm a deeply held conviction: collective action is the most powerful catalyst for change.

On behalf of the Board of Trustees, sincere appreciation is extended to Sasol's leadership for their unwavering support, strategic insight and steadfast belief in the Foundation's mission. This partnership has been instrumental in aligning the Foundation's work with Sasol's broader purpose – innovating for a better world – and in reinforcing education as the cornerstone of a more inclusive, equitable and prosperous society.

In this context, it is also fitting to acknowledge the exceptional contribution of Charlotte Mokoena, the outgoing Executive Vice President: Human Resources and Corporate Affairs, whose leadership and vision have had a profound and lasting influence on the Sasol Foundation. Her tenure was marked by a deep commitment to education, social investment and transformation, which helped shape the Foundation's strategic direction and strengthen its impact across the education value chain. Under her leadership, the Foundation sharpened its focus on innovation, partnerships and long-term sustainability. As Ms Mokoena concludes her journey with Sasol, the Board of Trustees records its sincere appreciation for her distinguished service, leadership and the enduring legacy she leaves within Sasol and the Sasol Foundation.

At its heart, the Sasol Foundation's work is guided by one enduring purpose: to make education accessible, relevant and empowering for all South Africans. Education is recognised as a means of personal advancement and a powerful driver of national transformation. It is the foundation upon which equality, innovation and progress are built.

The Foundation's vision is to nurture a generation of critical thinkers, problem solvers and innovators who are prepared to contribute meaningfully to a dynamic and evolving economy.

As technology and digitalisation continue to reshape the world, the Foundation remains committed to ensuring that the education system evolves accordingly. Ongoing efforts champion digital literacy, access to technology and the integration of digital tools in learning environments while ensuring that no learner is left behind in the digital era. At the same time, focus remains firmly on strengthening the human element of education: empowering educators, developing leadership in schools and cultivating environments in which learning can thrive.

The Foundation has also advanced its efforts in research and innovation as enablers of education reform and skills development. Through strategic research collaborations and targeted investments, it continues to contribute to the national knowledge base and to foster a culture of curiosity and critical inquiry among South Africa's youth.

Looking to the future, the Foundation's focus remains clear: to build on achievements, deepen impact and extend reach. Priorities include strengthening partnerships that drive innovation and inclusion while supporting initiatives that empower learners and educators, advance STEM education and unlock opportunities for communities across the country.

None of this would be possible without valued partners, educators, school leaders, government collaborators and private-sector allies whose shared vision and commitment continue to fuel success. Equally central to this work are the learners, teachers and communities served by the Foundation whose resilience and determination remain the driving force behind its mission.

As this chapter in the Sasol Foundation's journey is celebrated, there is strong optimism for what lies ahead. Alongside significant challenges within the education landscape are opportunities for meaningful and lasting transformation.

Through shared purpose and unwavering resolve, the Sasol Foundation will continue to contribute to building an education system that not only imparts knowledge but empowers young people to shape a future defined by progress, equity and hope. Through collaboration, innovation and compassion, the Foundation will remain a beacon of opportunity for generations to come.

**Dr Molefe Pule**  
Chairperson of the Board of Trustees



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# MESSAGE FROM OUTGOING EVP: HR AND CORPORATE AFFAIRS



**Charlotte K Mokoena**

The Sasol Foundation is carrying out a profound mission: to make education a great bridge to dignity and a spark of possibility for generations to come.

The Sasol Foundation was born from a deeply held conviction that, if Sasol was to live its purpose authentically, we needed to invest meaningfully and consistently in education. In doing so, the Foundation has demonstrated that education is far more than a sectoral priority; it is the root of transformation. It is the lever that lifts families out of poverty, the compass that orients young people towards a hopeful future

and the engine that fuels national development. For over 15 years, this vision has been lived out with integrity and unwavering commitment, and I am humbled to have walked alongside the Foundation during my tenure.

The Foundation's journey has always been intertwined with Sasol's broader evolution – from the People Promise, which affirmed our commitment to empowering our employees, to the Promise to Society, which expanded our responsibility outward to the communities we serve. The Sasol Foundation stands as one of the most tangible, enduring expressions of that promise.

Among its most impactful contributions is the bursary programme. Over the years, thousands of young South Africans have been able to pursue tertiary education because of this support. For many, it has meant the difference between potential unrealised and a future transformed. What has always moved me most are the ripple effects. A bursary does more than uplift one learner; it alters the trajectory of an entire family. Parents find relief and renewed pride. Siblings witness possibility. Communities benefit when graduates return as contributors – bringing skills, income, mentorship and hope.

The Foundation's investment in infrastructure – building and equipping modern science laboratories and learning centres in under-resourced schools – has been equally transformative. For many learners, these facilities provide their first exposure to hands-on science, robotics and digital learning tools. Equally significant has been the Foundation's focus on early childhood development and education (ECDE). By investing in ECDE centres training practitioners, improving learning environments and providing age-appropriate resources, we have strengthened the very foundation of the education pipeline. Quality early learning shapes cognitive, emotional and social development in ways that last a lifetime. When a child receives the right stimulation and support in their earliest years, we are not only preparing them for school; we are positioning them for life.

When the COVID-19 pandemic disrupted education almost overnight, the Foundation responded with agility and compassion. By expanding digital learning platforms and offering content freely online and via mobile, we ensured that learners in disadvantaged communities still had access to quality learning resources at a time when they needed them most.

Perhaps one of the legacies I hold closest to heart is the Foundation's contribution to advancing STEM education for women and girls. Through targeted bursaries, teacher training and opportunities that open doors into fields where they remain underrepresented, we have helped unlock brilliance that might otherwise have gone unseen. Educating a woman does not transform only her life; it transforms generations. This is a truth I have witnessed time and again. None of this would have been possible without partnership.

To our colleagues in government, thank you for your steadfast commitment to learners and for aligning our efforts with national priorities. To universities, schools and TVET colleges, thank you for shaping the next generation with us. To NGOs and community organisations, your insight and dedication have been invaluable. To our private-sector partners, development agencies and civil society organisations, thank you for believing in our vision and co-investing in programmes whose impact will echo for decades.

And to my colleagues at Sasol, thank you for your passion, your belief in the power of education and your heart for service.

As I bid farewell, I do so with immense pride and deep gratitude. The Foundation is in capable hands and its mission is more urgent than ever. The world our young people are stepping into is dynamic and demanding but with the right skills, support and opportunities, they will not only navigate it; they will lead within it.

**Charlotte Mokoena**

Trustee: Representing Founder, Sasol Limited



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**Molefe Pule**  
Trustee:  
Chairperson of the Board of Trustees



**Charlotte Mokoena**  
Trustee: Representing Founder,  
Sasol Limited



**Victor Bester**  
Trustee: Representing Founder,  
Sasol Limited



**Sibongile Khumalo**  
Independent Trustee:  
Chairperson of the Bursary Committee



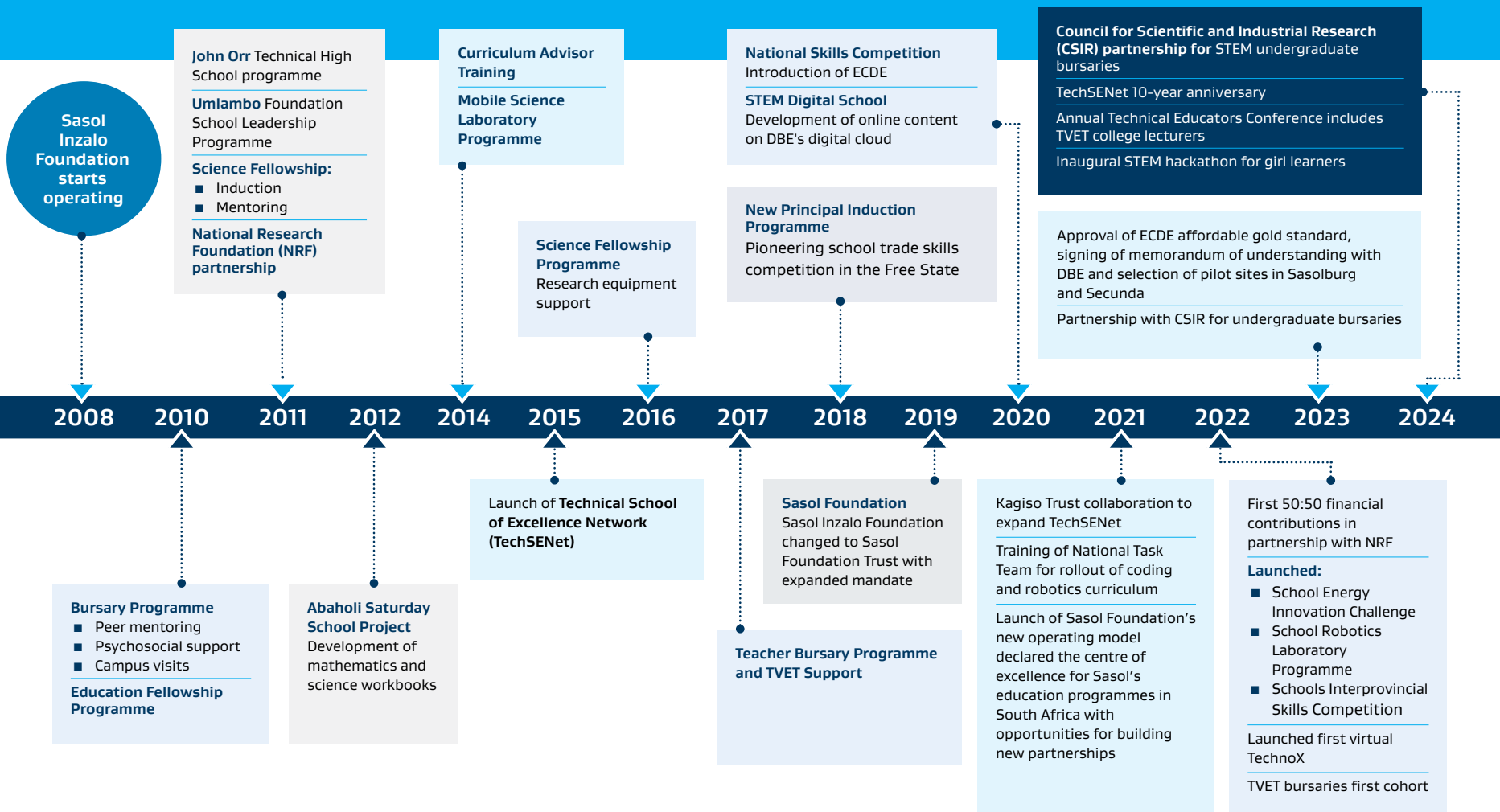
**Barbara Mallison**  
Independent Trustee



**Tilson Manyoni**  
Independent Trustee

# HISTORICAL MILESTONES

Since the Foundation was established 16 years ago, great strides have been made, contributing to easing some of the challenges and needs within the education sector. However, there is a long way to go in fully resolving key challenges for the sector and contribute to the success of learners in country's public education sector. The Foundation has contributed immensely in ensuring that systemic challenges are addressed in the education sector, partnering with key stakeholders and government. Some key milestones achieved in contributing to changing the lives of our youth for the better, through high quality education development programmes, are highlighted below.



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# EXECUTION MODEL AND IMPLEMENTATION APPROACH

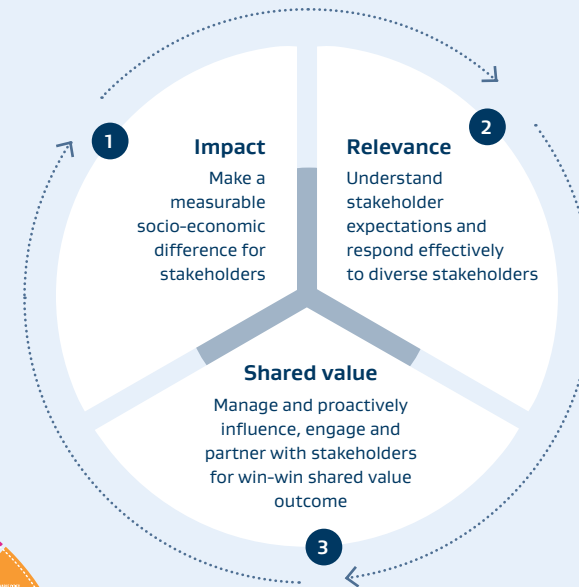
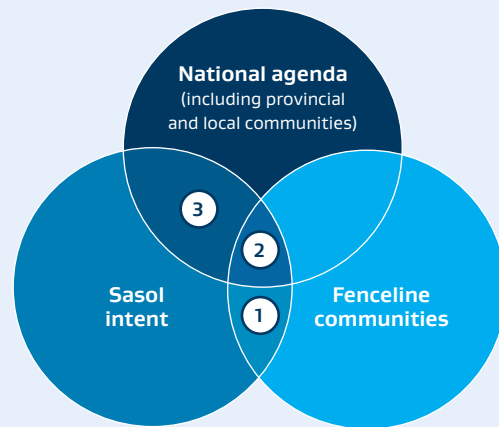
## Execution model

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 SDGs, 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 key stakeholders.

In addition, partnerships play a key role in the delivery approach of the Foundation. This includes partnering with governments, NGOs, 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.

To determine initiatives, it is important to look at the country's national agenda, needs and limitations of beneficiaries and the Foundation's strategy to deliver impactful and relevant shared value to society.

In framing our interventions, we look to the SDGs, national and local priorities supporting our strategy and pillars. In addition, our approach includes a clear plan, management approach, partnership model and sustainable funding strategy to deliver value to our beneficiaries.



### United Nations (UN) Sustainable Development Goals

The Sasol Foundation prioritises SDG 1 No Poverty; SDG 2 Zero Hunger; SDG 4 Quality Education; and SDG 17 Partnerships, as we believe we can contribute most constructively to these.

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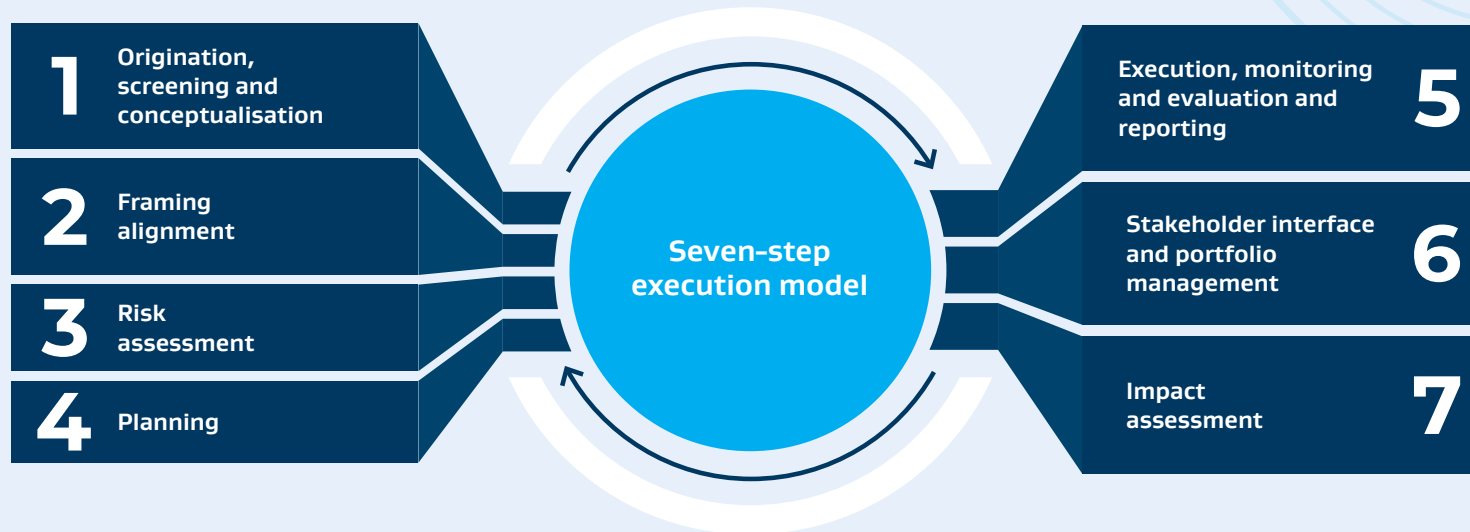
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## Implementation approach

Our programmes use a seven-step execution model from origination to impact assessment. The model is an end-to-end process, which provides a view of the entire project value chain to enable smooth implementation.



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## Delivery through partnerships

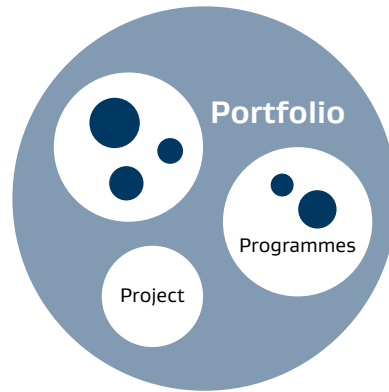
Partnerships are key to development and delivering value to society. SDG 17 is clear that partnerships are a key delivery enabler for sustainable development. The UN Partnership Initiative, indicates that “Our world has limited resources – whether financial, natural or human – and as a society we must optimise their use”. The Foundation looks at the fundamental core of good partnerships as their ability to bring together diverse resources in ways that can achieve more impact, greater sustainability and increased value to all. Cooperation and collaboration with all key and relevant stakeholders delivers higher value and impact, which is the reason the Foundation always seeks partners to deliver societal value. Some of our current partners are civil society, business, academia, research institutions, government, NGOs and foundations.

**This diagram provides an overview of how our organisation delivers impact by aligning strategy, planning and execution to enable meaningful and measurable outcomes in education and broader socio-economic development:**



### We have a tactical execution plan

- Implement a logic model that guides planning, implementation and reporting of programmes to ensure impact
- Establish quarterly interface meetings with business to ensure alignment and focus



### We have a clear portfolio management approach

- Systematic consolidation and streamlining of portfolios are centrally guided and executed regionally and nationally
- Prioritise programmes that facilitate active participation in the economy
- Provide thought leadership in STEM education and ECDE



### We partner for successful execution

- A clear collaboration framework centred on academia, government, industry, civic society (NGOs and social entrepreneurs) and local community partnerships leveraging our impact and reducing duplication
- Reposition local community implementing partners with clear visibility of impact and alignment of strategy

**From education centres of excellence to transformational pathfinder in education fuelling the growth of human potential in the fields of engineering, science and technology**

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# OUR VISION 2030 STRATEGY

## Ambition

To be a transformational pathfinder in education fuelling the growth of human potential in the fields of engineering, science and technology

## Approach

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

STRATEGIC FOCUS AREAS

### Enhancing ECDE as an anchor for STEM careers

Develop **replicable systems** that contribute to development of a **strong foundation for STEM** learning to ensure **school readiness and holistic development of children** through:

- Finalisation and rollout of affordable best-in-class ECDE hub model
- Development of age-appropriate learning resources for science and technology
- Enhancing skills of educators
- Communities of practice that drive scale and reach

### Scaleable innovation in STEM education that improves learning and proficiency supporting the future world of work

Develop **systemic interventions** that **improve the uptake of STEM** disciplines and **drive catalytic innovation** in teaching to ensure learning outcomes prepare learners for the **future world of work** through:

- Enhanced adoption of digital and artificial intelligence skills in basic education
- Development and provision of quality learning and teaching resources that can be used at scale
- Career guidance and coaching that excites learners about technical careers

### Investing in technical education that supports closure of the skills gap in industry and drives adaptability in a transitioning world

Support **changing landscape of technical and vocational education and training**, influenced by climate change adaptation and innovation by:

- Enhancing digital skills of educators and learners through artificial intelligence and digitisation
- Developing a future focused blueprint for technical teacher training and set up a technical teachers college
- Improving throughput numbers of technically trained professionals
- Developing learning resources

### Graduate development that responds to the needs of industry and research development and innovation that leads to beneficial solutions

Create **access to tertiary education** opportunities that equip youth with skills that will **enhance their employability** to address the **industry and country's skills shortage** through:

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

### Psycho-social support that enables success and ensures achievement of programme goals

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

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

### Programme implementation that focuses on learning for impact to execute at scale

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

- Stakeholder management and engagement
- Partnership development and management
- Resource allocation and management
- Market development and fundraising

STRATEGIC ENABLERS

Sustainable funding

Structured portfolio management and implementation approach

Strategic planning, monitoring and evaluation

Strategic collaboration and partnerships

Clear governance and simplified policies



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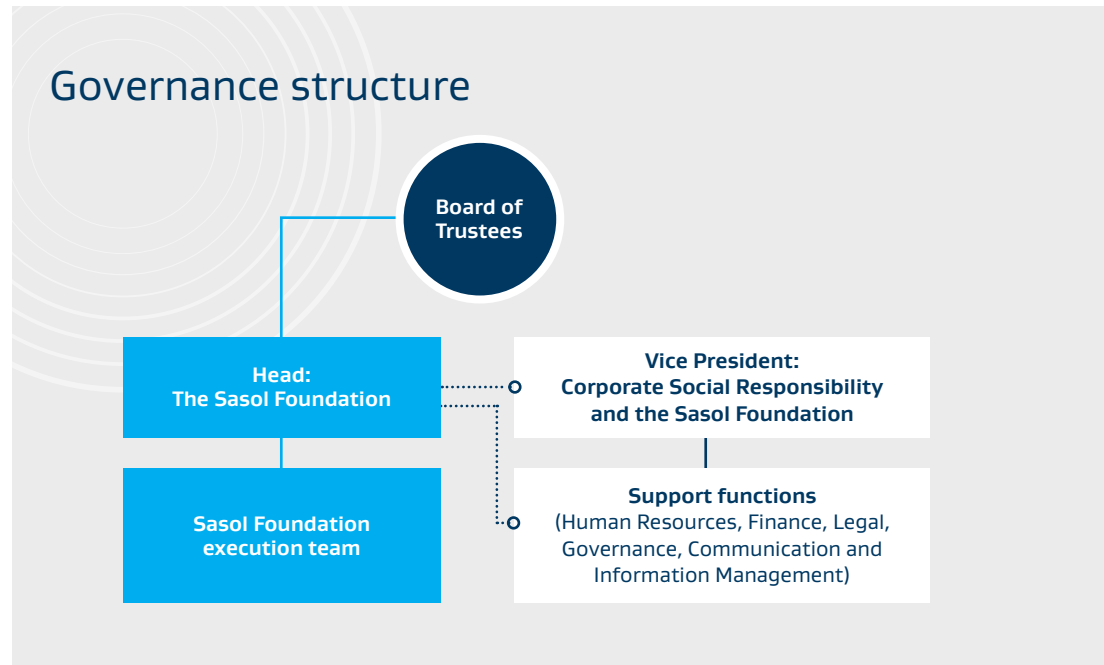
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# GOVERNANCE STRUCTURE AND DELIVERY TEAM

The Foundation is managed by a Board of Trustees comprising four Independent Trustees and two representatives of the Founder, Sasol Limited. The administration of the Foundation is led by the Head of the Foundation, appointed by the Founder and seconded to the Foundation to administer all activities in line with the mandate of Sasol Foundation Trust. In addition, a team of experts in education implement the Foundation's programmes in line with the strategic focus areas.

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



## The Sasol Foundation execution team



**Gao Mothoagae**  
Vice President: Corporate Social Investment (CSI) and the Sasol Foundation



**Tshamani Mathebula**  
Head: The Sasol Foundation



**Dr Xoli Malinga**  
Manager: Further Education and Training and Graduate Technical Education



**Gugu Zulu**  
Manager: Early Childhood Education



**Dr Bulelwa Keke**  
Manager: Graduate Education



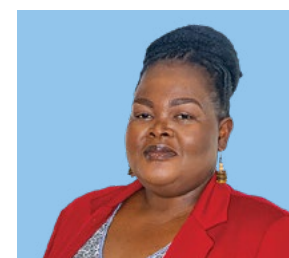
**Londi Luthuli**  
Manager: Education Programme Execution



**Keitumetse Moalafi**  
Specialist: Early Childhood Education



**Mohlopi Madisha**  
Specialist: Technical High Schools Portfolio



**Mpolai Koloko**  
Specialist: Education Programme Execution

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# YEAR IN REVIEW

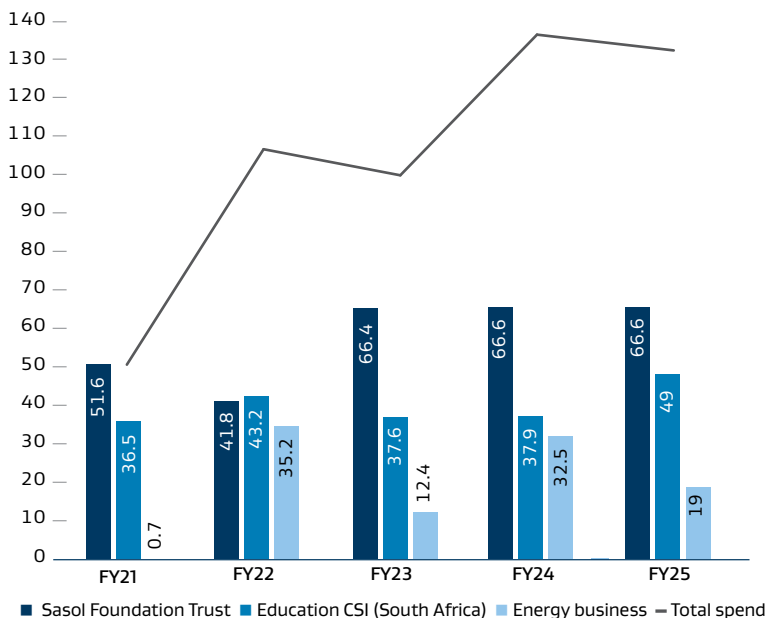
## Our spend and projects

The Foundation aligns with Sasol's Promise to Society to be a catalyst for positive social change, particularly contributing to quality outcomes and making a significant impact throughout the education value chain by helping learners, teachers, principals and governing bodies at local, provincial and national levels.

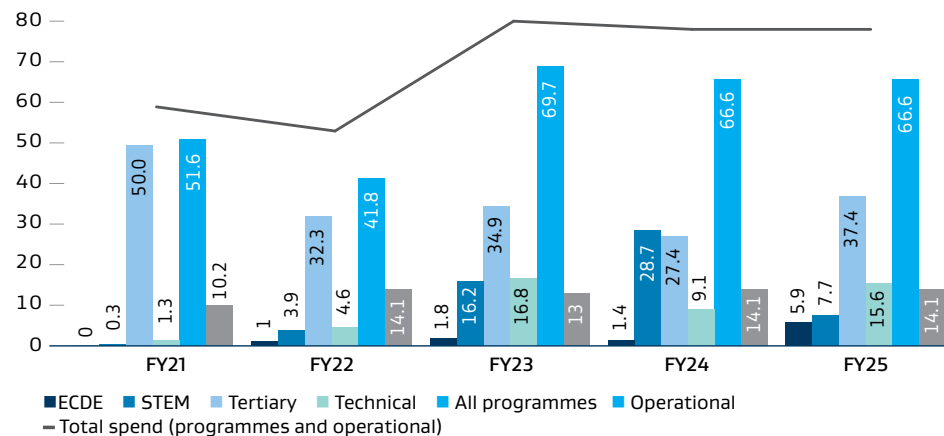
Over the years, the Foundation has drawn on Sasol's immense organisational expertise to help shape the current and future strategy.

### Highlights for the year

Sasol Foundation Trust, education CSI (South Africa) and energy business spend



Spend on programmes



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# Early Childhood Development and Education

Enhancing quality early care and education can offer a win-win solution for re-mobilising the workforce, developing an up-and-coming talent pool and increasing economic activity now and in the decades ahead.

## Why we intervene

### To enable access to quality early learning opportunities and develop strong foundations for STEM careers

The Foundation supports South Africa's NDP assertion that ECDE is the bedrock of building national capabilities. As a result, we seek to contribute towards the achievement of the country's goal to provide universal access to two years of compulsory quality early learning before children start formal education.

Recognising that early learning forms the basis for lifelong learning, our aim is to contribute to the architectural foundations supporting the holistic development of young children, ensuring they are cognitively stimulated, that stunting is prevented and the children are ready for school. The Foundation therefore guides the design and implementation of programmes delivered by the different implementing partners in our local communities to ensure they foster holistic development, are high-quality and are aligned with government priorities.

## How we intervene

### By supporting replicable systems that contribute to the development of a strong foundation for STEM learning ensuring school readiness and holistic development of children through:



Funding training of practitioners and managers to enhance their skills



Providing and improving infrastructure to ensure a safe and stimulating learning environment in the centres we support



Providing nutrition support through food gardens and food packages



Providing learning and play resources



Enabling active parent participation in early learning activities



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### Learning resources and infrastructure

Provide literacy and numeracy packages to support National Curriculum Framework implementation in the Sasol Early Childhood Development Network

Develop age-appropriate science and technology resources as part of hub model

Innovate and establish affordable gold standard ECDE hub model

Contribute to the development of quality readers written in African languages to improve comprehension

### Teacher support

Fund teacher training for qualifications

Provide ongoing mentorship to support local community centres

Employ youth as coordinators and facilitators of integrated child services

Offer digital and entrepreneurship training

### Policy

Design and test the best-in-class scalable model

Contribute to thought leadership through research

Participate in DBE forums to influence policy and utilise Sasol's convening power to establish communities of practice

### Learner support

Provide integrated services to learners through the hub model

### Programme elements



**ECDE training**  
Accredited training, skills development and continuous on-site support for managers and practitioners



**Resources**  
Learning, indoor and outdoor play equipment



**Nutrition**  
Food parcels and food gardens



**Toy libraries**  
Mobile and purpose-built



**Advocacy**  
Communities of practice for NGOs supporting the sector to enable access to resources and provide general support on policy matters



**Safety training**  
First aid training for practitioners



**Infrastructure**  
Improvement of existing structures and provision of mobile classes



**Leadership training**  
General management and leadership training for owners of ECDE centres



**Comprehensive programmes**  
Offering services such as training, nutrition and infrastructure as package at ECDE centres



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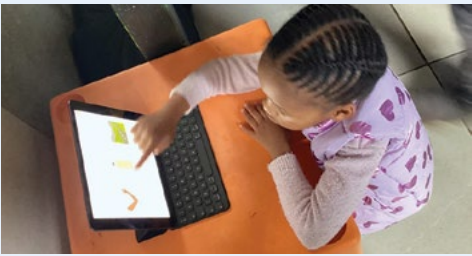
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## Key highlights

Successfully provided training to more than **729 practitioners** and **276 managers** including on-site support, cluster workshops, mentoring and coaching across various regions

Number of children reached in the past year: **14 858**



**10 practitioners** in Komatipoort enrolled in the next National Qualifications Framework (NQF) Level 5 training cohort with training set to conclude in December 2026



**24 practitioners** and **24 ECDE centre managers** participated in Play with a Purpose training facilitated by Early Care Foundation (focused on integrating play-based learning methodologies supporting ECDE context)

**38 practitioners** from Govan Mbeki and Dipaleseng municipalities successfully completed NQF Level 5 training

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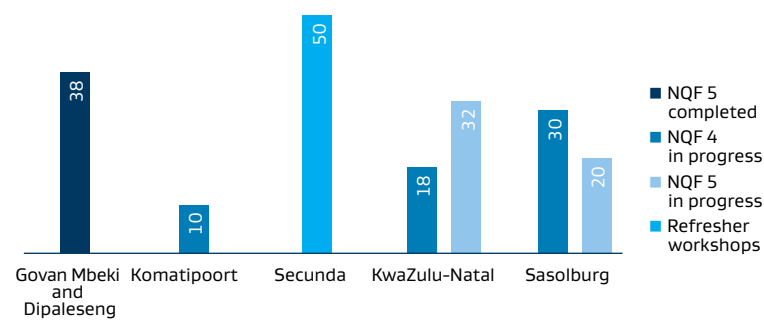
## Training and skills development

### NQF Level 4 and 5



**172 practitioners** completed training programmes across participating regions with **84** pursuing NQF Level 4 qualification and **88** advancing to NQF Level 5

Training and skills development per area



## Capacity and skills development

Successfully trained **40 ECDE practitioners** – **20** from Diepsloot and **20** from Pretoria West

**24 ECDE centres** participated in specialised training programme dedicated to food preparation and hygiene practices in Mopani West District

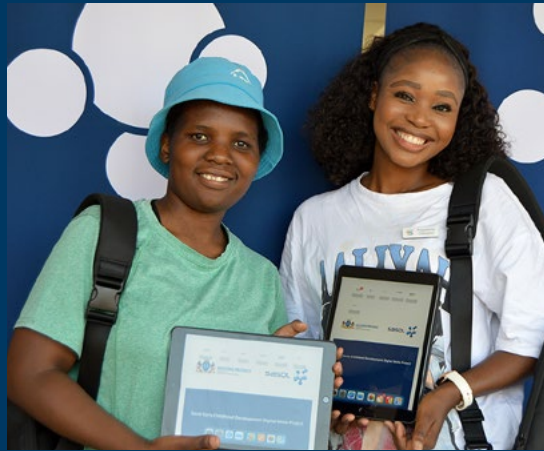
**24 practitioners** and **24 ECDE centre managers** participated in Play with a Purpose training programme

**720 children** directly benefited from capacity and skills programme



**85 ECDE centre managers** successfully completed targeted training in basic financial management:

- 10 from Diepsloot
- 10 from Pretoria West
- 15 from Komatipoort
- 50 from Richards Bay



### Digital skills

In November 2024, the Foundation launched a forward-thinking digital skills initiative aimed at enhancing the technological capabilities of ECDE practitioners. Rolled out over eight structured sessions, the programme concluded successfully in June 2025, marking a significant step towards modernising classroom practices.

Participants included 14 practitioners and managers. It covered lesson planning using digital tools, data management for tracking learner progress and integration of educational software to enrich teaching and learning experiences.

**1 237 children** directly benefited from the digital skills initiative

### Mother Tongue Literacy Programme



The Foundation, in collaboration with the South African Institute for Distance Education implemented literacy programme for **330 ECDE centres**

Each centre received a library box containing **90 African language storybooks**

**236 practitioners** trained to integrate resources into teaching

**14 858 children** directly benefited from this programme



### Toy libraries



The Toy Library Programme has made remarkable progress in broadening access to early learning resources for children from birth to six years of age, with strong focus on underserved communities of Mbalehle and Ekandustria.

**2 079 children** directly benefited from toy libraries

### Nutrition support



The Foundation distributed food hampers to **48 ECDE centres** in KwaZulu-Natal to enable the provision of two nutritious meals per day per child

**1 200 children** benefited from nutrition support in KwaZulu-Natal

In the Mopani West district, **24 ECDE centres** received fortified breakfasts for children every school day

**720 children** benefited from nutrition support in Mopani West District

In Gauteng, Mpumalanga and the Free State, **94 centres** continue to benefit from established food gardens

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# Early childhood development and education (ECDE):

## A critical foundation in supporting STEM and technical education

The early years of a child's life are critical for brain development with early experiences shaping the physical, intellectual and socio-emotional foundations for lifelong learning and wellbeing. However, South Africa's inaugural Thrive by Five Index reveals a sobering reality: more than half of four- to five-year-old children are not meeting age-appropriate developmental milestones, limiting their ability to realise their full potential.

This national challenge is mirrored in the Foundation's 2021 baseline study, which revealed similar developmental gaps in our local communities. In response, the Foundation strategically prioritised strengthening the quality of early learning programmes through targeted literacy and digital skills interventions that build practitioner capacity and enrich learning for children in our local communities.

Recognising that literacy is the foundation for all learning, the Foundation launched a literacy programme designed to cultivate early reading skills and foster a love for storytelling.

We distributed 585 boxes of African storybooks to 326 ECDE centres in our fenceline/local communities, ensuring that children engage with learning materials in their home languages and through stories that reflect their lived experiences.

To ensure sustainability and impact, ECDE practitioners received specialised training on integrating these books into daily routines. They now use storytelling as a dynamic teaching tool to spark curiosity, expand vocabulary and strengthen literacy and numeracy foundations.

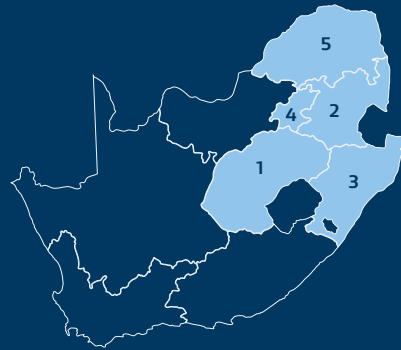
Through the introduction of digital training interventions, children are now able to explore stimulating digital content and hands-on activities that promote creativity, collaboration and problem-solving. Meanwhile, practitioners have gained new digital competencies enabling them to design responsive, learner-centred experiences and to strengthen centre-level management and reporting systems.

Our monitoring indicates that this integration of technology has enhanced classroom participation, supported cognitive and motor development and improved data-driven decision-making within centres. In addition, practitioners gained new tools to facilitate inclusive learning environments that adapt to diverse developmental needs and foster social interaction.

The combined impact of the literacy and digital skills programmes is already evident. Practitioners report greater confidence and professional growth while children show improved cognitive engagement, social interaction and foundational learning outcomes. By equipping ECDE centres with the resources, training and tools they need, we are laying a strong foundation for lifelong learning, future employability and sustainable community development.

Ultimately, these interventions reflect the Foundation's ongoing commitment to finding innovative, scalable solutions that enhance the quality of early learning in under-resourced communities where opportunities and materials are limited. Through these efforts, the Foundation continues to ensure that every child, regardless of circumstances, has the opportunity to learn, grow and thrive.

### Some ECDE programme outcomes during the past year



#### 1 Free State

Sasolburg

98

5 765

50

#### 2 Mpumalanga

Secunda, Dipaleseng and Komatipoort

110

2 779

38

#### 3 KwaZulu-Natal

Umlazi, Lamontville and Wentworth

50

2 102

50

#### 4 Gauteng

Ekandustria, Pretoria West and Diepsloot

52

2 945

40

#### 5 Limpopo

Tzaneen

24

720

25

#### Total

334

14 311

203

- Number of centres
- Number of learner beneficiaries
- Number of practitioners enrolled for accredited and non-accredited training

### ECDE comprehensive programme offering includes:

Accredited skills training with on-site support to ensure practitioners and managers implement lessons learnt and apply child-centred approaches to facilitate learning

Supply indoor and outdoor resources to support adequate development of cognitive, physical and social skills in children

Establish food gardens as a catalyst for food security for centres and local communities (sustainability and income generation for centres raising funds through produce sales)



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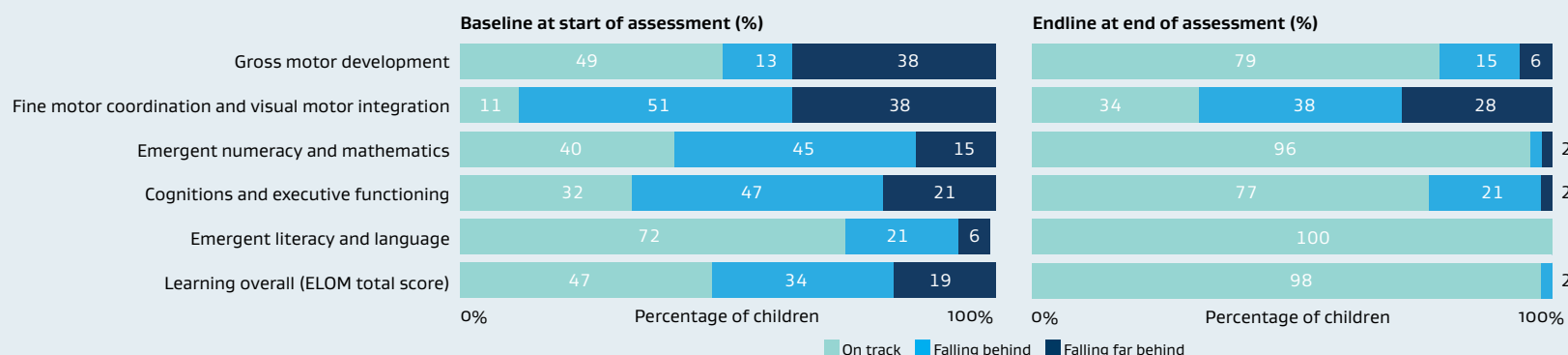
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# Impact measurement

## Learning outcomes

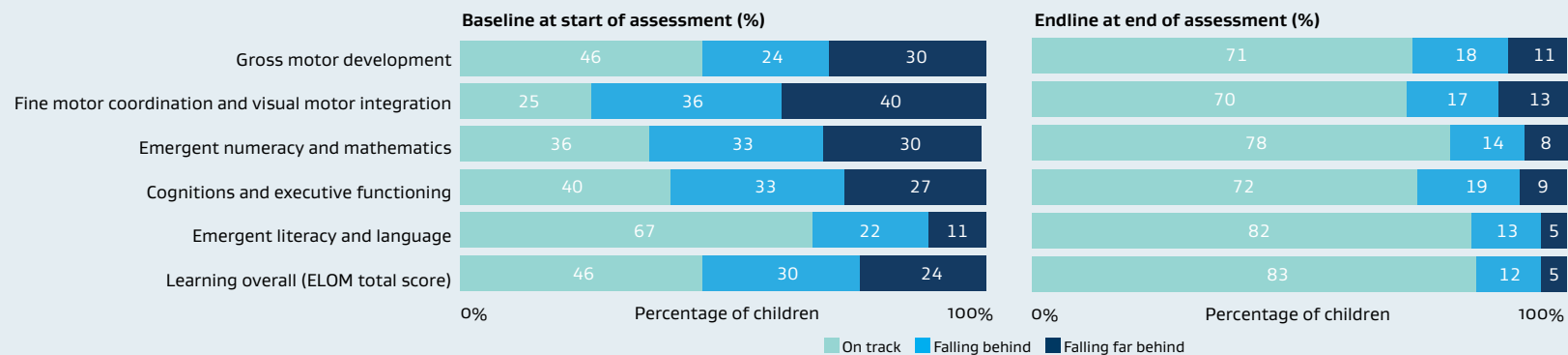
As part of its commitment to evidence-based early childhood development, we introduced learner outcome monitoring across ECDE interventions. In collaboration with implementing partners Penreach and The Unlimited Child, the early learning outcomes measure (ELOM) assessment was conducted in Komatipoort (Mpumalanga) and Richards Bay (KwaZulu-Natal), targeting for four- to five-year-old children.

### Performance of children in the ECDE programme in Komatipoort



The ELOM assessment conducted in Komatipoort revealed significant developmental progress among four- to five-year-old children participating in the Foundation’s ECDE interventions. Across all five ELOM domains, there was a substantial increase in the percentage of children classified as “on track” alongside a clear decrease in those falling behind and falling far behind.

### Performance of children in the ECDE programme in Richards Bay



There was notable improvement in the percentage of children on track between baseline and endline.

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## Practitioner's testimonial

I am a teacher's assistant at Supatsela Day Care in Itireleng, Pretoria West. The centre cares for 27 children. To improve my knowledge, I completed a training course run by Ntataise Further Education at Diepsloot Skills Centre and received the NQF Level 4 certificate.

The early years, typically from birth to age five, represent a period of rapid cognitive, emotional and physical development when quality educational experiences have a profound and long-lasting impact. I realise the important impression I can make on the children at the centre.

The course broadened my understanding of a child's development and how each child needs to develop at their own pace. It also sensitised me to become aware of individual traits and nurture positive behaviour while reshaping less desirable traits. Adopting a holistic approach to early childhood education is key and engaging with children in an open-ended manner to encourage questioning and dialogue was reinforced in the course.

As a result, I am more confident, better prepared and more effective as an educator.

**Petunia Lohobeleng**



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# STEM Education

STEM fields demand curious individuals eager to solve the world's most pressing problems.

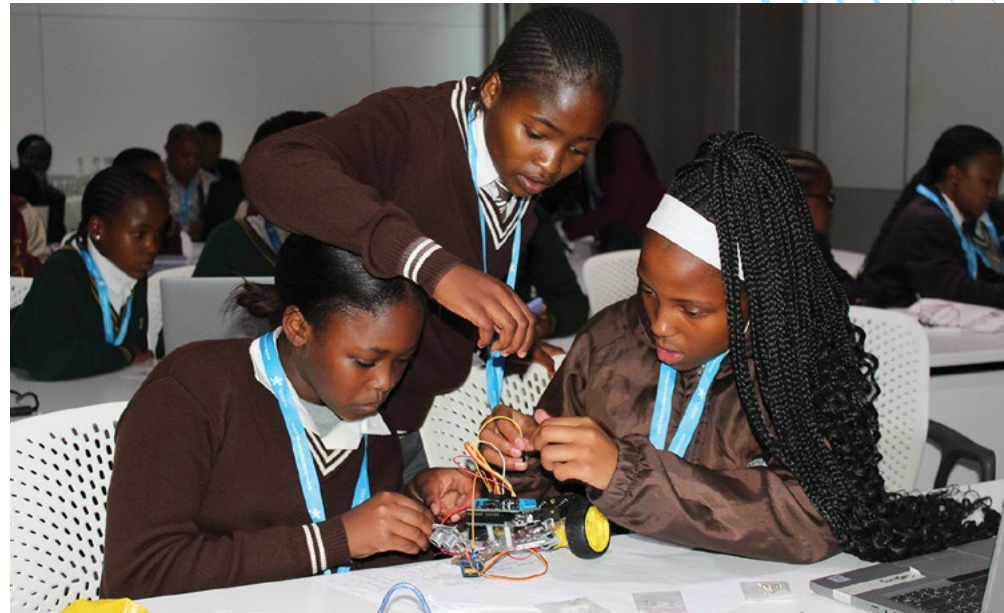
### STEM education:

- Teaches critical thinking skills
- Instils a passion for innovation
- Creates critical thinkers
- Increases science literacy
- Enables the next generation of innovators

Our key STEM interventions include mobile laboratories, coding and robotics, online learning, resource development and career education.

According to the UN, sustainable development and innovation are anchored in solid scientific knowledge, cutting-edge technology, advanced engineering and mathematical skills. For countries to thrive in a fast-changing technological world, investing in STEM education is essential. Currently, there is a significant global gap in the performance of African learners in STEM subjects compared to the rest of the world.

The UN report on STEM education and inequality in Africa indicates that, by the end of the primary schooling phase, only 18.65 of learners achieve minimum proficiency levels in mathematics compared to 58.11 in the rest of the world. This is supported by the National Science and Technology Forum, which indicates that, in South Africa, Grade 9 learners are 20% to 30% behind the global average for maths and science. This is why the Foundation has shifted its focus to start interventions at foundation phase in order to prepare learners for future STEM subject choices.



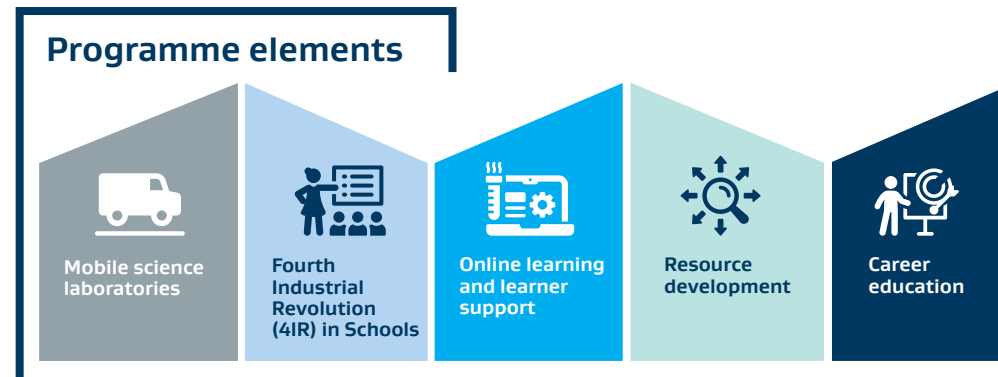
## Why we intervene

To contribute to the improvement of STEM outcomes and enable a critical mass of learners to access STEM related careers and participate in the economy

## How we intervene

The STEM education programme addresses systemic challenges that relate to lack of capacity among educators and lack of teaching and learning resources in schools. We intervene by partnering with the DBE, other funders and implementing partners to innovate and develop solutions to improve learner performance in STEM subjects.

Our interventions comprise the following key strategic initiatives:



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## HOW WE INTERVENE CONTINUED

### Teacher support

Design and develop a comprehensive primary mathematics, science and technology teacher training programme that will be tested in foundational learning competency assessments

Leverage the tertiary portfolio to encourage universities to develop relevant teacher education courses

Design and implement a novice teacher induction model

Offer digital and science experiments training in primary and high schools

### Learner support

Career guidance and personal development support in primary and high schools

Offer psychosocial support leveraging Sasol's CSI health programmes and other partnerships

Support and direct learner extra tuition initiatives in foundational learning competency districts

Matric awards

### Resources and infrastructure

Provide access to science equipment for under-resourced and rural schools (mobile laboratories and science kits)

Partner to pilot resources and equipment for coding and robotics curriculum implementation

Find partners to support language interventions

## Key highlights

On 11 October 2024, in celebration of International Day of the Girl Child, the Foundation proudly launched the first **Sasol Girls Hackathon** – a dynamic initiative designed to spark interest in technology and innovation among young girls and address the persistent gender gap in STEM fields.

As part of Sasol's broader youth development strategy, the hackathon gathered **30 girls from eight local community schools** with a hands-on, immersive experience in digital problem-solving.



In addition to in-person support, Osizweni and the Boitjhorisong Resource Centre (BRC) provide **online tuition programmes** for Grade 10 and 11 learners in the Free State and Gauteng North. In Mpumalanga, the focus is on Grade 12 revision lessons.

The Foundation's **mobile laboratory initiative** has made remarkable strides in promoting STEM education across South Africa, especially in underserved communities. Through a dynamic mix of school visits, educator workshops and career exhibitions, the programme has reached over **40 000 learners** nationally, thanks to strategic partnerships with 11 host institutions.



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**The 4IR in Schools initiative** is a transformative effort aimed at preparing **public school learners and educators** for the demands of a rapidly evolving digital world. By integrating **coding, robotics and data science** into the curriculum, the programme is reshaping how learners engage with technology – not just as users but as creators and problem-solvers. The Foundation’s support for coding and robotics includes district and school-level initiatives.

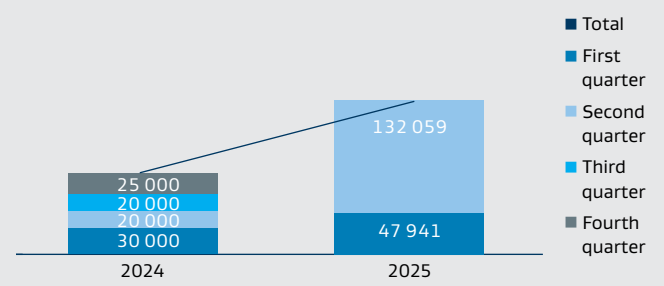
The Sasol Foundation invests in **seven robotics laboratories across six provinces**. In 2025, the initiative was extended to the Western Cape in partnership with the Cape Town Science Centre where development of the laboratory is currently underway.

To date, the initiative has reached over **600 educators**, contributed to provincial capacity development and is emerging as a scalable model for sustainable training and innovation hubs in the education sector.

The Sasol Foundation continues to provide support by hosting the DBE server, ensuring that teachers are adequately prepared for the implementation of the coding and robotics curriculum.

The DBE cloud platform continues to show strong uptake with **2 724 unique visitors** and more than **5 500 total visits**, demonstrating its expanding reach and relevance. Guest access has also grown substantially with over **184 000 guest visits** recorded since the start of 2025.

Usage comparison for 2024 and 2025



Compared to early 2024, these figures show not just growth but also acceleration – indicating a platform maturing in form and function.



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## Mobile laboratories

During the current reporting period, the Foundation’s mobile laboratories continued to play a pivotal role in advancing STEM education across South Africa. Through a dynamic mix of school visits, educator workshops and career exhibitions, the initiative has reached over 40 000 learners nationally in collaboration with 11 host institutions.

The mobile laboratories assist learners and teachers in conducting prescribed experiments. The number of schools and learners reached in the past 12 months is indicated in the table below:



| Institution                               | Number of schools reached per term | Number of learners reached per term |
|---|------------------------------------|-------------------------------------|
| Osizweni Science Centre, Ekandustria      | 10                                 | 1 450                               |
| Osizweni Science Centre, Mpumalanga       | 19                                 | 2 000                               |
| BRC, Sasolburg                            | 27                                 | 3 423                               |
| University of South Africa (UNISA)        | 60                                 | 5 000                               |
| South African Radio Astronomy Observatory | 20                                 | 1 200                               |
| North-West University                     | 52                                 | 3 700                               |
| University of Mpumalanga                  | 10                                 | 1 000                               |
| Sol Plaatje University                    | 4                                  | 200                                 |
| AN Sisulu Science Centre                  | 44                                 | 2 700                               |
| Scibono Discovery Centre                  | 21                                 | 2 269                               |
| Umkhanyakude District                     | 12                                 | 500                                 |



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## Grade R to 3 mathematics versioning project

The successful versioning of Grades 1-3 mathematics learner guides into all 11 official South African languages, along with the completion of rigorous quality assurance processes, marks a transformative achievement in the pursuit of inclusive education.

Complementing this achievement, the Grade R Integrated Teacher Guide has also been finalised in all official languages, further cementing the Foundation's commitment to advancing inclusive, home-language instruction in the early years of schooling.



## Teacher capacity building

The Foundation, in collaboration with the DBE Teacher Development Directorate, has launched a teacher development programme designed to enhance the teaching of mathematics and natural science in the intermediate and senior phases. This training will focus on effective teaching strategies, pedagogical content knowledge, conducting science experiments and utilising manipulatives.

In our fenceline communities, the Mpumalanga Teacher Development Programme has made significant strides in strengthening mathematics and science education for Grades 7 to 9. Eight teacher development workshops have been conducted, successfully reaching **238 educators**.



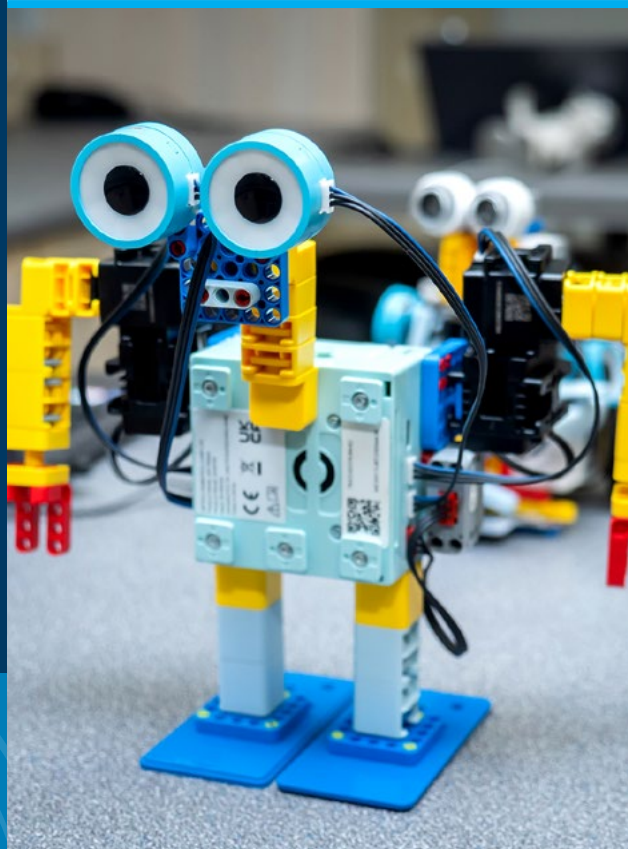
## Learner support

The Foundation provides a diverse range of academic support to schools including extra tuition classes, structured holiday camps and access to online learning platforms.

The Ekandustria Highflyer Programme continues to provide targeted academic support to Grade 12 learners at **10 schools** in Gauteng North. In 2024, the programme supported **216 learners**, achieving a remarkable **96% overall pass rate**, including notable distinctions in mathematics (13), physical science (six), and life sciences (27).

In 2025, the Gauteng North initiative recruited **125 new learners** to sustain progress in STEM education. To further strengthen learning outcomes, 15 tuition sessions were conducted, focusing on mathematics, science and life sciences, ensuring ongoing support for academic excellence.

In addition to in-person support, Osizweni and BRC provide **online tuition programmes** for Grade 10 and 11 learners in the Free State while, in Mpumalanga, the focus is on Grade 12 revision sessions.



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## The Sasol Energy Innovation Challenge

A flagship initiative aimed at stimulating STEM interest, encouraging innovation and problem-solving through scientific research at school level, held its regional and final competitions in August and September 2025.

This large-scale and impactful programme ignited excitement and creativity among Grade 4–11 learners from primary, secondary and technical high schools, showcasing the power of inclusive, competitive learning advancing through **district rounds in Gauteng North, Fezile Dabi and Gert Sibande**, and culminating in a **high-energy final event** where the top teams from each district presented their work.



More than **120 high-quality, research-driven projects on renewable energy** were showcased, reflecting learners' creativity and their ability to apply scientific methods and engineering design principles in developing functioning prototypes.

The final competition celebrated youth innovation, top primary schools earned up to **R50 000** with high schools and technical schools receiving up to **R70 000**. Supporting teachers were recognised with cash prizes and certificates, which will earn them professional development points.

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## Why we intervene

- To contribute to closing the skills gap between theory and industry requirements and drive adaptability in a transitioning world, it is designed to contribute to human capital development of the country and increase the pool of skilled people in STEM disciplines.
- To support the development of technical and vocational skills while addressing the shortage of critical skills and mismatch between the demand and supply of skilled manpower in South Africa, we raise awareness about technical and vocational education in schools and TVET colleges and its contribution to the economy by enhancing individual employability. We help build capacity in these institutions and develop engineering-related skills in the sector.

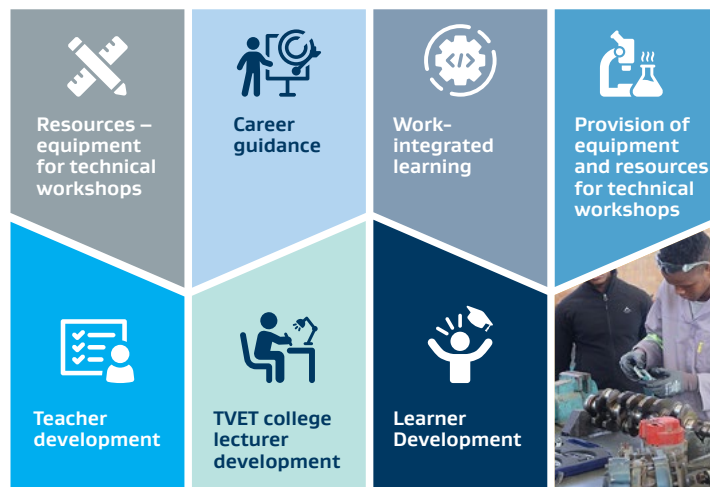


## How we intervene

We support the **changing landscape of technical and vocational education and training by:**

- Providing career guidance to students in the form of try-a-skill activities that grow interest in technical vocational skills
- Enhancing vocational skills development equipment in schools and TVET colleges
- Building the skills competencies of lecturers and teachers to offer effective and quality instruction
- Enhancing digital skills of lecturers and teachers to deliver a curriculum using blended learning pedagogies

## Programme elements



HOW WE INTERVENE CONTINUED

**Technical schools of excellence expansion**

Curate career education content for digital use

Introduce renewable energy concepts to partner and fenceline schools as extra-curricular activities

Provide targeted educator training for technical mathematics and trade subject advisors

Enhance skills development for learners and teachers through skills competitions

**Infrastructure development**

Enhance information and communication technology infrastructure and digital skills

Technical Teacher Training Institute for upskilling and training lecturers and teachers from TVET colleges and technical schools

Strengthen and roll out future energies and technologies class of service and trade test centres

Convene partnership funding for the development of TVET and community education and training colleges

**Upskilling and reskilling technical workforce**

Institute a bursary for educators in digital and future skills, green energy and green hydrogen

Design a model for reskilling industry professionals for secondment to schools and colleges

Invest in community education and training for short skills programmes

**Key highlights**

The Sasol Foundation continues to play a pivotal role in embedding technical subjects and courses, building teacher and college lecturer capacity and providing the resources required for technical vocational education to succeed in the South African education system. The Technical Education Portfolio focuses on technical-vocational schools and TVET college programmes that are designed to develop the skilled workforce of the country particularly in STEM disciplines.

In 2025, the Sasol Foundation hosted the National Skills Competition, which has grown from a regional event into a prominent national platform involving eight provinces, over **190 teachers** and **550 learners**. This reflects rising interest in technical education.

Additionally, in Limpopo, four-week matric camps focused on mathematics and science to help students prepare for final exams.

TechSENet schools saw **significant academic improvements** with all 14 network schools increasing their pass rates since 2023.

Notable gains came from Zinikeleni (17%), Barnard Molokoane (13.5%) and AD Nkosi (12.9%) while 85% of schools achieved over 80% pass rates and half surpassed 90%. Hazyview Secondary reached a 100% pass rate, with 87% bachelor passes, becoming the top-performing Quintile 2 school in Mpumalanga. Two learners from Leolo and AD Nkosi placed second and third nationally in technical science respectively. Sekhukhune East District, where the programme expanded in 2022, was named most improved district (2022-2024) with a 19.5% improvement.

Ntwampe Secondary teachers also won top national awards in technical maths and science.

Capacity building for 167 TVET college lecturers helped them bridge teaching gaps to align with industry requirements.

A try-a-skill campaign for **163 Grade 7 learners** in Sekhukhune East aimed to spark early interest in technical education. The initiative introduced learners to various trades and its impact was evident as 88% of the previous year's participants enrolled in technical schools.

The year ended with the **8th Annual Technical Educators Conference**, attended by over 400 delegates nationwide. The event included workshops, exhibitions on emerging technologies and discussions on technical education pathways. It also celebrated TechSENet's 10-year anniversary with a gala evening featuring a 3D model of a technical school and a commemorative video. The conference highlighted the Foundation's commitment to expanding the network and partnering to replicate its success nationally.



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## Teacher assistant programme

Launched in May 2024, the Teacher Assistant Programme enhanced support for vocational and technical schools across South Africa by deploying **68 assistants (25 for laboratories and 43 for trade workshops)**. It supports educators with lesson preparation, safety management and maintenance tasks improving the overall learning environment.

Deployed full-time across all nine provinces, teacher assistants play a vital role in maintaining efficient technical learning environments. They receive training in first aid, workshop maintenance and life skills, including support for **35 assistants to obtain driver's licences**. By the third quarter of FY25, a structured monitoring process confirmed the programme's success, highlighting its positive impact on schools and the assistants.

The teacher assistants remained in schools until the end of May 2025, with many securing jobs as a direct result, demonstrating the programme's success in promoting employability. Formally recognised by the DBE, the initiative also influences recruitment and policy discussions under the Basic Education Employment Initiative. All **68 assistants** received formal certification in FY25, marking the impactful conclusion of a year-long programme that strengthened technical and vocational education in South Africa.

## TVET college intervention

In 2025, the Sasol Foundation advanced technical education by supporting TVET colleges with industry-aligned training in **renewable energy and 4IR technologies**. Key initiatives included a short solar photovoltaic (PV) and energy efficiency skills programme and a 55-day renewable energy training course in partnership with RES4Africa, the University of Pretoria and Resolution Circle. The programme, involving lecturers from six colleges across three provinces, offered Quality Council for Trades and Occupations (QCTO)-accredited training in solar PV, hydrogen fuel cell technology and energy performance. Six lecturers earned solar PV Green Card certification and Flavius Mareka College was chosen to deliver the hydrogen fuel cell course.

The Sasol Foundation supported practical training and accreditation by installing **solar PV infrastructure** at Gert Sibande TVET College's Evander campus, aiding QCTO accreditation. It also advanced the development of **4IR laboratories** at Gert Sibande and Flavius Mareka colleges. Despite weather delays and student-led refurbishments, equipment procurement was completed with installation set for July 2025. Additionally, Flavius Mareka established a **cybersecurity laboratory to expand its technical training options**.



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# Key highlights

Trained and deployed **68 teacher assistants** (25 laboratory and 43 workshop assistants) across nine provinces to support technical school with 35 assistants obtaining learner driver licences ahead of drivers licence training

Signed an memorandum of understanding with FESTO, Gert Sibande and Flavius Mareka TVET colleges to co-fund 4IR laboratory programme

Procured and delivered equipment for **4IR** at Gert Sibande TVET College and robotics laboratories at Flavius Mareka TVET College

**68 teacher assistants** trained and placed in schools

**400 delegates** attended Annual Technical Educators Conference

Installed solar **PV training infrastructure** at Evander campus (Gert Sibande TVET College) to support QCTO accreditation

Expanded TechSENet with **two schools** in FY25 and built and equipped an Electrical Technology Hub at Ntwampe Secondary School in Burgersfort

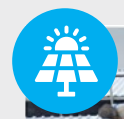
Facilitated accreditation of **three school** plumbing workshops by QCTO



Completed and analysed **national feasibility study** confirming the need for dedicated technical teacher training institution

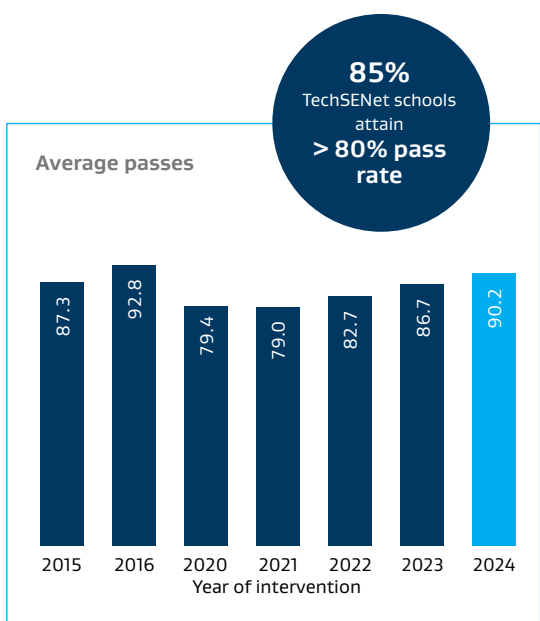
Trained **56 lecturers** from seven TVET colleges in solar PV installation, maintenance, energy performance calculations and hydrogen fuel cell technology

**27 primary schools** participated in try-a-skill campaign in Sekhukhune and Welabasha



**56 TVET college lecturers** trained in **renewable energy**

Launched **55-day renewable energy training programme** in partnership with RES4Africa Foundation, University of Pretoria and Resolution Circle



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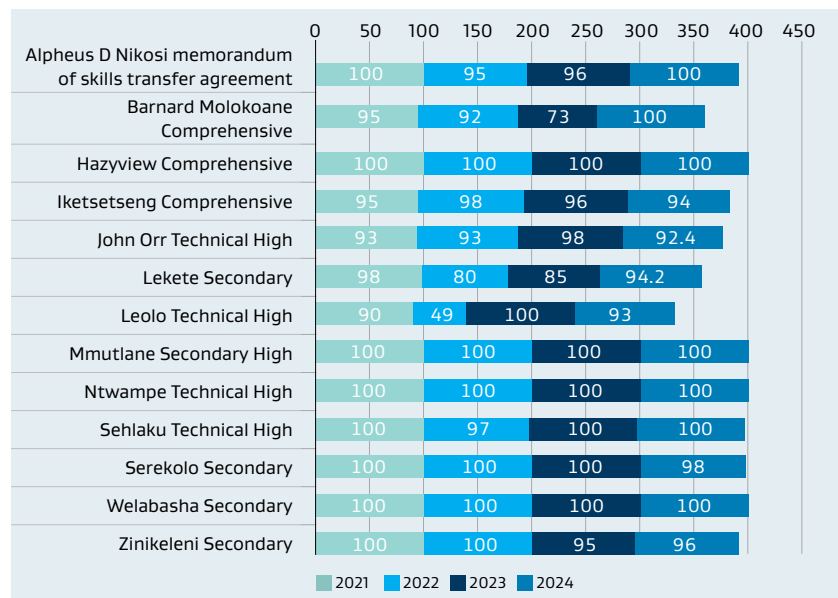
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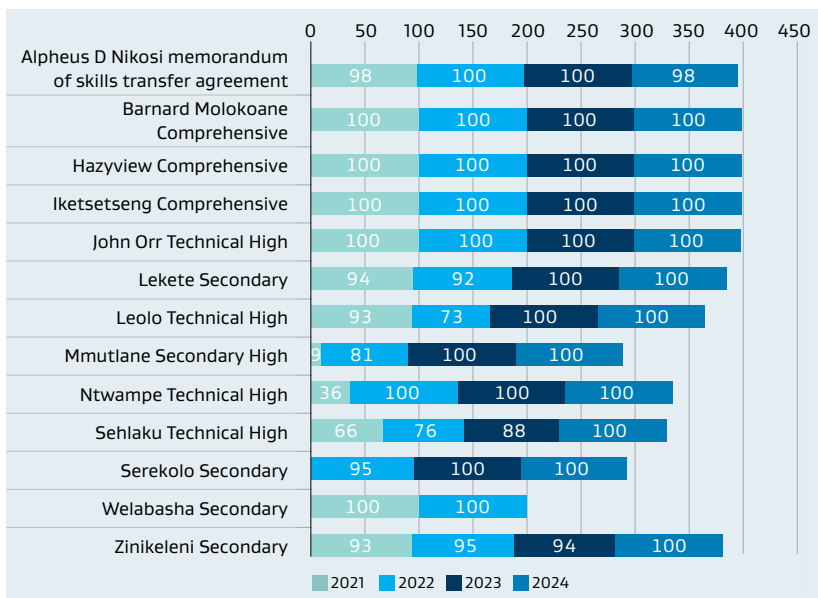
# Impact measurements

## Grade 12 results for technical schools within the Sasol Foundation network of schools

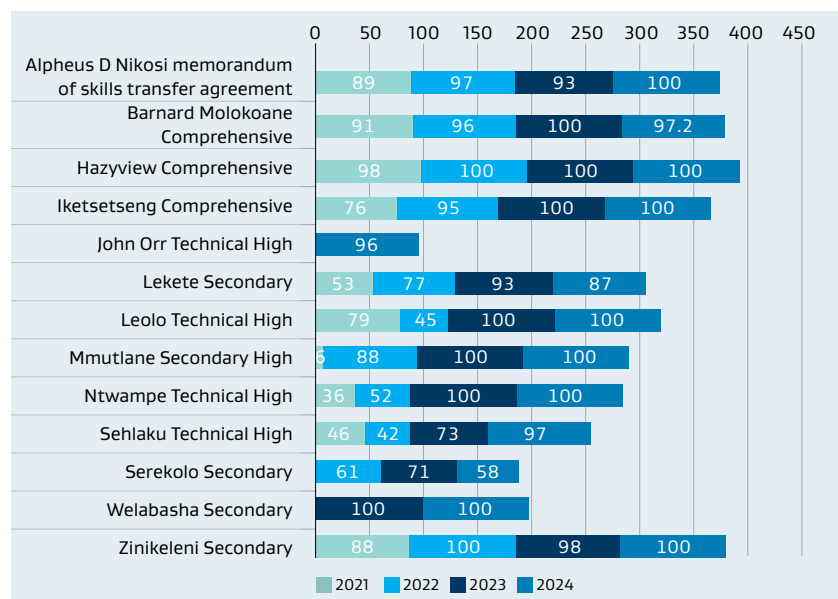
Engineering graphics and design (pass %)



Technical science (pass %)



Technical maths (pass %)



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## Why we intervene

- To develop a pool of skilled graduates who respond to the needs of the industry and contribute towards closing the skills gap in the country and in our local communities
- To increase access to tertiary education for financially needy and academically deserving youth, particularly those from previously disadvantaged groups
- To enhance research and innovation in order to produce new knowledge, products and solutions that benefit society and make South Africa globally competitive



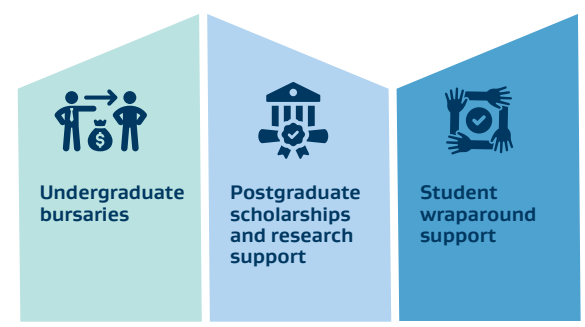
## How we intervene

By creating **access to tertiary education** opportunities that equip youth with skills that will **enhance their employability** to address the **skills shortage in the industry and country** through:

- Provision of comprehensive funding support for candidates pursuing STEM and non-STEM career studies linked to future of work
- Work readiness and entrepreneurship support enabling systems that produce graduate self-starters
- Research and infrastructure support through postgraduate scholarships and critical research equipment for historically disadvantaged institutions (HDIs) to increase capacity for research and innovation
- Development of green economy skills to support the country's transition towards more sustainable solutions

## Programme elements

- 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 has a mandate to provide support in the strategic areas shown alongside:





HOW WE INTERVENE CONTINUED

**Human capital and research capabilities**

- Identification of high demand and emerging STEM skills to close the gap and address industry mismatch
- Leverage Energy Skills Centre to develop energy skills for the country
- Build research capabilities for green economy skills (renewables and hydrogen technologies including environmental studies and agriculture)

**Graduate development and placement**

- Placement of bursars and graduates for:
  - Vacation work
  - Internships
  - Employment
- Integration of bursary programmes internally and identify opportunities for placement of graduates
- Identify partnerships/links to industry
- Enhance psychosocial and mentorship support Launch Alumni Programme
- Registration of graduates as professionals through statutory bodies

**Entrepreneurship development and commercialisation of research**

- Technology transfer for students' research outputs
- Student innovation and enterprise development support

**Postgraduate mobility pathways**

- Mobility grants for training of postgraduates at international institutions (critical skills)
- Top-up training at local institutions for hydrogen technologies and renewables
- Identify partnerships (local and international)

**Digital transformation**

- Digital skills training for 21st century graduates (closing the gap)
  - Data Analytics
  - Artificial Intelligence
  - Cybersecurity
  - Automation
  - Internet of Things

**Key highlights**

**137 undergraduate students** funded

In the 2025 academic year, postgraduate programme supported 104 students:

- 24 honours
- 51 masters
- 29 doctoral

CSIR and Sasol Foundation new intake:  
**nine students for the year**

In 2025, the undergraduate programme supported **146 beneficiaries** (including CSIR bursaries) of which **91 were returning students** and **55 new**

Lack of access to tertiary education undermines 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: viz; University of Venda, University of Limpopo, University of Fort Hare, University of Free State (QwaQwa campus) and North-West University (Mahikeng campus).

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## Undergraduate bursary programme

The programme aims to develop critical STEM skills aligned with Vision 2030, focusing on future-oriented areas like sustainability and future skills. It also supports STEM and non-STEM studies for special groups, including qualifying children of Sasol Khanyisa shareholders, Sasol employees and residents of Sasol’s fenceline communities.

In the first half of the year, the programme continued supporting its existing student cohort with funding and comprehensive wraparound services including academic monitoring, psychosocial support and structured engagements to enhance well-being and performance. Additionally, recruitment of the 2025 cohort was completed, awarding 46 bursaries based on academic merit, financial need and alignment with Sasol’s strategic skills priorities including South Africa’s critical STEM skills.

Furthermore, the Foundation signed a memorandum of agreement (MOA) with the CSIR through which an additional nine bursaries were awarded, bringing the total number of new undergraduate bursary recipients for the 2025 intake to 55.



## Postgraduate science fellowship programme

The programme focuses on developing the next generation of historically disadvantaged South African science researchers and strengthening research capacity at HDIs. It supports honours, masters and doctoral students in chemistry and environmental chemistry with an expanding focus on sustainability research, including fields like agriculture. This initiative aligns with the Foundation’s Vision 2030 objectives as well as the NDP 2030 and is jointly funded with the NRF.

### Postgraduate students’ progress during 2024 academic year

| Degree       | Funded in 2024 | Completed | Distinctions | Returning | New intake | Funded in 2025 |
|--------------|----------------|-----------|--------------|-----------|------------|----------------|
| Honours      | 20             | 20        | 2            | -         | 24         | 24             |
| Masters      | 25             | 6         | 3            | 15        | 36         | 51             |
| Doctoral     | 16             | 2         | -            | 13        | 16         | 29             |
| <b>Total</b> | <b>61</b>      | <b>28</b> | <b>5</b>     | <b>28</b> | <b>76</b>  | <b>104</b>     |

In the 2024 academic year, the programme supported a total of 61 postgraduates with 28 students completing their studies at the end of 2024.

Honours students achieved a 100% throughput rate (all completed their studies in allotted time of one year), with a 10% improvement from 2023.

The throughput rate for masters in 2024 was 62,5% (students who completed their degrees within two years). This is an improvement of 12.5% from the 2023 academic year.

- A new intake of 76 postgraduates was achieved, comprising 24 honours, 36 masters and 16 doctoral students with 28 postgraduate students continuing from the 2024 academic year.

In the 2025 academic year, the postgraduate programme supported 104 students: 24 honours, 51 masters and 29 doctoral. Research outputs include 24 peer-reviewed publications and 38 conference presentations by masters and doctoral students locally and internationally.

In 2024, the Sasol Foundation’s Postgraduate Science Fellowship Programme expanded in scope and impact, reinforcing its commitment to developing next-generation historically disadvantaged science institution science researchers and enhancing research capacity at HDIs.

The Sasol Foundation finalised the scoping of agricultural research activities with the University of Mpumalanga under the Iphepe Farmer Programme, with a MOA to be signed, enabling NRF co-funding of postgraduate scholarships. Additionally, the NRF approved a concept, following Board approval, for establishing a

Research Chair to lead monitoring and evaluation of Sasol Foundation and social impact programmes. A MOA has been signed, allowing for recruitment and the start of research activities in FY26.

Joint visits to HDIs were conducted by the Sasol Foundation and the NRF in May and June 2025. Key highlights from these visits are outlined below:

- Significant improvements were noted in the grant disbursement process. However, minor administrative delays still occasionally result in late, bulk disbursements, complicating students’ budgeting efforts. To mitigate these challenges, the Sasol Foundation, through its Wellness and Discovery Finance Programme, provided financial training to help students manage their grants more effectively during funding gaps. All postgraduate students received this training on 5 June 2025.
- Research facilities at HDIs remain uneven. While some have benefited from laboratory upgrades, others still face outdated infrastructure and a shortage of essential equipment affecting the quality of postgraduate training. To address this, the Sasol Foundation facilitates access for students to additional research training at better-equipped institutions.
- Maintenance of research instruments, including those donated by Sasol, remains a challenge due to lack of in-house technical expertise. An April 2025 audit confirmed this gap. In response, the Foundation is partnering with the University of Cape Town to develop a technician training programme aimed at building local capacity for maintaining research equipment at HDIs.

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## Student wraparound support

This programme is aimed at improving throughputs and overall student experience at universities while preparing them for the future world of work. The programme includes aspects of psychosocial and mentorship support, graduate development/work readiness support and research training and support. The psychosocial support programme is intended to mitigate social and academic challenges that may hinder students' academic performance while helping to build resilience among youth. Graduate development support is also critical in ensuring the development of future-fit graduates who can transition seamlessly into the world of work. Research training endeavours to enhance the research skills of postgraduate students enrolled in HDIs while enhancing research capacity and innovation at HDIs.

### Graduate development and work readiness support

Following the launch of the Sasol Foundation Graduate Internship Programme, nine unemployed youth were selected, after a recruitment process, and placed across various Sasol Operations for a two-year internship. One intern exited the programme after accepting external full-time employment.

Additionally, the Foundation obtained funding from Sasol Energy to support 13 additional unemployed graduates from fenceline communities. These graduates were placed within Sasol Shared Services, including the Sasol Foundation. The majority of the graduate trainees commenced with their internship in July while others joined in August and September 2025.

The learners are supported with a comprehensive work readiness programme aimed at equipping graduate interns with essential soft skills and tools for effective job searching and career planning to enhance their employability and professional development.



### Psychosocial support

In April, a wellness survey was conducted among students in the undergraduate bursary programme to assess their overall wellbeing. Of the 136 students invited to participate, 74 responded, providing valuable insights into their lived experiences.

Students reported a range of challenges with academic stress, fear of failure and anxiety emerging as the most prevalent concerns. Additional issues included family-related pressures, burnout, low self-esteem and, particularly among first-year students, difficulties adjusting to the university environment.

In response to these findings, students were encouraged to book counselling sessions with psychologists.

## Research training and support

The Sasol Foundation and NRF have collaborated in funding a Research Chair, which will focus on a longitudinal study for Sasol's social impact programmes in order to track the impact on programmes over time.

- The MOA with the University of Mpumalanga to support agricultural research for Sasol's Iphepe Farmer Programme was finalised in June 2025.
- The Sasol Foundation and Sasol Research and Technology jointly hosted the 2024 biennial Sasol Postgraduate Research Seminar. The event was attended by 135 delegates, including 42 postgraduate students and 93 other participants, representing 11 universities, including all five HDIs supported by the Sasol Foundation. The keynote address was delivered by Bheki Hadebe, Director of Research Development at the Department of Science, Technology, and Innovation.
- Following the onboarding session for new postgraduate students in May, a financial training session was organised through Sasol Wellness and Discovery Finance. Financial training is aimed at equipping students with the skills to effectively manage their grants.

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# Key highlights

MOA with the CSIR signed for co-funding of **STEM bursaries**

Concept for the establishment of the **Research Chair developed**, and **MOA finalised with the NRF**, with commitment to co-fund the Research Chair initiative at 50%



MOA with the University of Mpumalanga developed to **support Sasol's Iphepe Farmer Programme**

**84 new postgraduate bursaries** awarded



**56 new undergraduate bursaries** were awarded for 2025

**76 new postgraduate scholarships** were awarded for the 2025 academic year



Continued **voluntary counselling and mentorship check-ins** for postgraduate students

**Honours students achieved a 100% throughput rate** (all completed their studies in allotted time of one year) with a 10% improvement from 2023 academic year

**A total of 37 students** completed their studies at the end of 2024 (nine undergraduates and 28 postgraduates)

**38 students** presented research at local and international conferences



**24 peer-reviewed publications** produced by masters and doctoral students

**A total of 19 unemployed graduates were placed for internship at Sasol:** launching the first cohorts of graduate trainees placed for the Sasol Foundation Graduate Internship Programme

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for the year ended 30 June 2025



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### Preparers of the annual financial statements

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

## Trustees' report

The Trustees of the Sasol Foundation Trust (the Foundation/the Trust) have pleasure in presenting their report for the year ended 30 June 2025.

### 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
- 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 postgraduate study

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

### Operational overview

The Sasol Foundation Trust continued to impact STEM education positively, guided successful execution of the key strategic interventions and 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 Sasol Foundation Trust continued to play during the year.

### Trustees

The Trustees in office during the year were:

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

### Subsequent events

There were no material events subsequent to 30 June 2025.

### Registered office

The registered addresses of the Sasol Foundation Trust are:

| Postal address  | Physical address                                       |
|---|--|
| Private Bag X10014<br>Sandton<br>2146<br>South Africa | 50 Katherine Street<br>Sandton<br>2196<br>South Africa |

### Approval of the annual financial statements

The annual financial statements for the year ended 30 June 2025, as set out on pages 38 to 48, were approved by the Board of Trustees on 8 October 2025 and are signed on its behalf by:

*Pule, Malefe*

**Dr MI Pule**  
 Chairperson and Trustee of the Sasol Foundation Trust

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# Independent auditor's report

## To the Trustees of Sasol Foundation Trust

### Opinion

We have audited the financial statements of the Sasol Foundation Trust (the Foundation/the Trust) set out on pages 38 to 48, which comprise the Statement of financial position as at 30 June 2025, Income statement, Statement of comprehensive income, Statement of changes in trust funds and Statement of cash flows for the year then ended, and notes to the financial statements, including a summary of material accounting policy information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Foundation Trust and its subsidiaries as at 30 June 2025, and its financial performance and cash flows for the year then ended in accordance with IFRS® Accounting Standards as issued by the International Accounting Standards Board (IFRS Accounting Standards) and the requirements of the Trust Deed.

### Basis for opinion

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

### Other information

The Trustees are responsible for the other information. The other information comprises the information included in the document titled "Sasol Foundation Trust Annual Financial Statements for the year ended 30 June 2025", which includes the Trustees' Report. The other information does not include the financial statements and our auditor's report thereon.

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

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

### Responsibilities of the Trustees for the financial statements

The Trustees are responsible for the preparation and fair presentation of the financial statements in accordance with IFRS® Accounting Standards as issued by the International Accounting Standards Board (IFRS Accounting Standards) and the requirements of the Trust Deed, and for such internal control as the Trustees determined 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, presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

#### KPMG Inc.

Registered Auditor

Signed by:  
  
83E2BA938E14460

Per Phakama Malmela, Chartered Accountant (SA)  
Registered Auditor, Director  
22 October 2025  
KPMG Crescent, 85 Empire Road, Parktown, Johannesburg



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## Statement of financial position as at 30 June

|  | Note | 2025<br>Rm | 2024<br>Rm   |
|--|------|------------|--------------|
| <b>Assets</b>                            |      |            |              |
| <b>Non-current assets</b>                |      |            |              |
| Investment in securities                 | 2    | 729        | 1 362        |
| <b>Current assets</b>                    |      |            |              |
| Other receivables                        | 3    | –          | 22           |
| Cash and cash equivalents                | 4    | 212        | 208          |
| <b>Total assets</b>                      |      | <b>941</b> | <b>1 592</b> |
| <b>Trust funds and liabilities</b>       |      |            |              |
| Trust equity                             |      | 817        | 1 487        |
| <b>Non-current liabilities</b>           |      |            |              |
| Long-term debt                           | 5    | 90         | 90           |
| <b>Current liabilities</b>               |      |            |              |
| Other payables                           | 6    | 34         | 15           |
| <b>Total trust funds and liabilities</b> |      | <b>941</b> | <b>1 592</b> |

## Income statement for the year ended 30 June

|                                   | Note | 2025<br>Rm  | 2024<br>Rm |
|-----------------------------------|------|-------------|------------|
| Dividends received*               | 7    | –           | 123        |
| Employee related expenditure      | 8    | (11)        | (12)       |
| Other expenses and income         | 9    | (42)        | (27)       |
| <b>Operating (loss)/profit</b>    |      | <b>(53)</b> | <b>84</b>  |
| Interest received                 | 10   | 16          | 15         |
| <b>(Loss)/profit for the year</b> |      | <b>(37)</b> | <b>99</b>  |

\* Nominal amount less than R1 million.

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

|  | 2025<br>Rm   | 2024<br>Rm   |
|--|--------------|--------------|
| <b>(Loss)/profit for the year</b>  | <b>(37)</b>  | <b>99</b>    |
| <b>Other comprehensive income, net of tax</b>                              |              |              |
| <b>Items that can be subsequently reclassified to the income statement</b> | <b>(633)</b> | <b>(745)</b> |
| Fair value of investment through other comprehensive income                | (633)        | (745)        |
| <b>Total comprehensive loss for the year</b>                               | <b>(670)</b> | <b>(646)</b> |

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

|   | Investment<br>fair value<br>reserve<br>Rm | Accumulated<br>profit<br>Rm | Total<br>trust<br>equity<br>Rm |
|---|---|-----------------------------|--------------------------------|
| <b>Balance at 30 June 2023</b>                    | (1 369)                                   | 3 502                       | <b>2 133</b>                   |
| Total comprehensive (loss)/income<br>for the year | (745)                                     | 99                          | <b>(646)</b>                   |
| income  | –   | 99                          | <b>99</b>                      |
| other comprehensive loss<br>for the year          | (745)                                     | –                           | <b>(745)</b>                   |
| <b>Balance at 30 June 2024</b>                    | (2 114)                                   | 3 601                       | <b>1 487</b>                   |
| Total comprehensive loss<br>for the year          | (633)                                     | (37)                        | <b>(670)</b>                   |
| loss  | –   | (37)                        | <b>(37)</b>                    |
| other comprehensive loss<br>for the year          | (633)                                     | –                           | <b>(633)</b>                   |
| <b>Balance at 30 June 2025</b>                    | (2 747)                                   | 3 564                       | <b>817</b>                     |

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

|   | Note | 2025<br>Rm  | 2024<br>Rm |
|---|------|-------------|------------|
| <b>Cash utilised in operating activities</b>                | 11   | <b>(12)</b> | (58)       |
| Dividends received*   | 7    | –           | 123        |
| Interest received   | 10   | <b>16</b>   | 15         |
| <b>Cash generated in operating activities</b>               |      | <b>4</b>    | 80         |
| <b>Increase in cash and cash equivalents</b>                |      | <b>4</b>    | 80         |
| Cash and cash equivalents at the beginning<br>of year       |      | <b>208</b>  | 128        |
| <b>Cash and cash equivalents at the end<br/>of the year</b> | 4    | <b>212</b>  | 208        |

\* Nominal amount less than R1 million.

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# Notes to the financial statements

## To the Trustees of Sasol Foundation Trust

### 1 Statement of compliance

The annual financial statements of the Sasol Foundation Trust (the Foundation/the Trust) for the year ended 30 June 2025 have been prepared in compliance with International Financial Reporting Standards (IFRS® Accounting Standards), the Financial Pronouncements as issued by the Financial Reporting Standards Council and SAICA Financial Reporting Guides as issued by the Accounting Practices Committee and the requirements of the Trust Deed. The annual financial statements were approved for issue by the board of trustees on 8 October 2025.

#### 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 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 2024, except for the retrospective adoption of Amendments to IAS 1 'Presentation of Financial Statements'. These accounting policies are consistently applied throughout these annual financial statements.

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

The Trust has applied "Classification of Liabilities as Current or Non-current and Non-current liabilities with Covenants - Amendments to IAS 1", as issued in 2020 and 2022, which were effective for the Trust from 1 July 2024. The amendments apply retrospectively for annual reporting periods beginning on or after 1 January 2024.

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

Sasol Foundation Trust does not have any liabilities that are affected by this amendment in either the current or the comparative reporting periods as presented, therefore, the adoption thereof has not impacted the Trust.

#### 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 2025, include:

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

These amendments:

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

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

#### Amendments to IFRS 9 - 'Financial Instruments' - Transaction

This amendment removes the conflict between IFRS 9 and IFRS 15 over the amount at which the trade receivable is initially measured. Under IFRS 15, a trade receivable may be recognised at an amount that differs from the transaction price, e.g. when the transaction price is variable. Conversely, IFRS 9 requires that companies initially measure trade receivables without a significant financing component at the transaction price. IFRS 9 has been amended to require companies to initially measure a trade receivable without a significant financing component at the amount determined by applying IFRS 15.

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

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

The new standard on presentation and disclosure in financial statements focuses on updates to the statement of profit or loss. The key new concepts introduced in IFRS 18 relate to:

- The structure of the statement of profit or loss
- Required disclosures in the financial statements for certain profit or loss performance measures that are reported outside an entity's financial statements
- Enhanced principles on aggregation and disaggregation, which apply to the primary financial statements and notes in general

The Trust continues to assess the impact of these amendments, which are effective for the Group's annual reporting period beginning on 1 July 2027.



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| for the year ended 30 June   | Note | 2025 Rm    | 2024 Rm      |
|--|------|------------|--------------|
| <b>2 Investment in securities</b>  |      |            |              |
| <b>Reflected as non-current assets</b>                                       |      |            |              |
| Financial assets designated at fair value through other comprehensive income |      |            |              |
| unlisted equity investments  | 14   | 1          | –            |
| listed investments   | 14   | 728        | 1 362        |
| <b>Investments in securities per statement of financial position</b>         |      | <b>729</b> | <b>1 362</b> |

**Fair value of investments**

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

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

The unlisted investments represent strategic investments of the Trust and are long-term in nature as management has no intention of disposing of these investments in the foreseeable future. This investment has been classified as a level 3 for a fair value hierarchy purposes. The fair value of the Sasol Khanyisa Public (RF) Limited shares is based on the weighted average fair value of R11,24 as at 30 June 2025 (2024: R4,08), 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 R78,76 per share (2024: R138,10) and Sasol Limited BEE ordinary share (SOLBE1) of R47,50 per share as listed on the Johannesburg Stock Exchange at 30 June 2025 (2024: R117,10). This is a level 1 fair value measurement.

As at 30 June 2025, the Trust held 7 735 455 Sasol Limited (SOL) ordinary shares, 2 507 853 Sasol BEE (SOLBE1) ordinary shares and 73 262 Sasol Khanyisa Public (RF) Limited shares.

| Name  | Country of incorporation | Nature of activities               | % interest |        | Carried at fair value |              |
|---|--------------------------|------------------------------------|------------|--------|-----------------------|--------------|
|   |                          |                                    | 2025 %     | 2024 % | 2025 %                | 2024 Rm      |
| <b>Significant investment in securities</b> |                          |                                    |            |        |                       |              |
| <b>Unlisted</b>                             |                          |                                    |            |        |                       |              |
| Sasol Khanyisa Public (RF) Limited          | Republic of South Africa | Investment holding company         | 0,28       | 0,28   | 1                     | –            |
| <b>Listed</b>                               |                          |                                    |            |        |                       |              |
| Sasol Limited                               | Republic of South Africa | Holding company of the Sasol group | 1,58       | 1,58   | 728                   | 1 362        |
|   |                          |                                    |            |        | <b>729</b>            | <b>1 362</b> |

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| for the year ended 30 June | Note | 2025<br>Rm | 2024<br>Rm |
|----------------------------|------|------------|------------|
| <b>3 Other receivables</b> |      |            |            |
| Other receivables          | 14   | –          | 22         |
|                            |      | –          | 22         |

#### Accounting policies

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

| for the year ended 30 June         | Note | 2025<br>Rm | 2024<br>Rm |
|------------------------------------|------|------------|------------|
| <b>4 Cash and cash equivalents</b> |      |            |            |
| Standard Bank South Africa         |      | 45         | 29         |
| Sasol Financing Limited            | 14   | 167        | 179        |
| Per statement of cash flows        |      | 212        | 208        |

#### Fair value of cash

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

#### Accounting policies

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

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

| for the year ended 30 June                 | Note | 2025<br>Rm | 2024<br>Rm |
|--|------|------------|------------|
| <b>5 Long-term debt</b>                    |      |            |            |
| Total long-term debt - from related party* | 14   | 90         | 90         |
| <b>Analysis of long-term debt</b>          |      |            |            |
| <b>Reconciliation</b>                      |      |            |            |
| Balance at beginning of year               |      | 90         | 90         |
| Loans raised                               |      | –          | –          |
| Loans repaid                               |      | –          | –          |
| <b>Balance at end of year</b>              |      | 90         | 90         |
| <b>Interest-bearing status</b>             |      |            |            |
| Non-interest-bearing debt                  |      | 90         | 90         |
|  |      | 90         | 90         |
| <b>Maturity profile</b>                    |      |            |            |
| One to five years                          |      | 90         | 90         |

\* Sasol Limited approved an interest-free loan facility of R120 million to the Trust, available for draw down from 1 July 2020. During 2022, the availability period was contractually amended to 31 August 2022. The purpose of the interest-free loan is to provide funds for commitments made in respect of undergraduate and postgraduate bursary programme, educator training towards artisanship, 4IR rollout 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 2025, R90 million has been drawn down on this loan facility. The loan facility maturity date was extended to 30 June 2030 during FY25.

#### Accounting policies

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

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

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

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|                            | 2025<br>Rm | 2024<br>Rm |
|----------------------------|------------|------------|
| for the year ended 30 June |            |            |
| <b>6 Other payables</b>    |            |            |
| Accrued expenses           | 6          | 12         |
| Other payables*            | 28         | 3          |
|                            | <b>34</b>  | 15         |

\* 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.

|  | Note | 2025<br>Rm | 2024<br>Rm |
|--|------|------------|------------|
| for the year ended 30 June                             |      |            |            |
| <b>7 Dividend income</b>                               |      |            |            |
| Dividends received from investment available-for-sale* | 14   | –          | 123        |
| Per income statement and statement of cash flows       |      | –          | 123        |

\* Nominal amount less than R1 million.

|   | 2025<br>Rm | 2024<br>Rm |
|---|------------|------------|
| for the year ended 30 June                      |            |            |
| <b>8 Employee related expenditure</b>           |            |            |
| Salaries and other employee related expenditure | 11         | 12         |

|                                    | 2025<br>Rm | 2024<br>Rm |
|------------------------------------|------------|------------|
| for the year ended 30 June         |            |            |
| <b>9 Other expenses and income</b> |            |            |
| <b>Includes</b>                    |            |            |
| Programmes costs                   | 79         | 51         |
| Other income (credits received)    | (37)       | (24)       |
|                                    | <b>42</b>  | 27         |

|  | Note | 2025<br>Rm | 2024<br>Rm |
|--|------|------------|------------|
| for the year ended 30 June                       |      |            |            |
| <b>10 Interest received</b>                      |      |            |            |
| Interest received on cash and cash equivalents   |      | 16         | 15         |
| Standard Bank South Africa                       |      | 2          | 1          |
| Sasol Financing Limited                          | 14   | 14         | 14         |
| Per income statement and statement of cash flows |      | <b>16</b>  | 15         |

|   | Note | 2025<br>Rm  | 2024<br>Rm |
|---|------|-------------|------------|
| for the year ended 30 June                      |      |             |            |
| <b>11 Cash utilised in operating activities</b> |      |             |            |
| Cash flow from operations                       | 12   | (53)        | (39)       |
| Decrease/(increase) in working capital          | 13   | 41          | (19)       |
|   |      | <b>(12)</b> | (58)       |

|                                     | Note | 2025<br>Rm  | 2024<br>Rm |
|-------------------------------------|------|-------------|------------|
| for the year ended 30 June          |      |             |            |
| <b>12 Cash flow from operations</b> |      |             |            |
| Operating profit                    |      | (53)        | 84         |
| Adjusted for                        |      |             |            |
| Dividends received*                 | 7    | –           | (123)      |
|                                     |      | <b>(53)</b> | (39)       |

\* Nominal amount less than R1 million.

|  | 2025<br>Rm | 2024<br>Rm |
|--|------------|------------|
| for the year ended 30 June                       |            |            |
| <b>13 Decrease/(increase) in working capital</b> |            |            |
| Decrease/(increase) in other receivables         | 22         | (22)       |
| Increase in other payables                       | 19         | 3          |
| <b>Decrease/(increase) in working capital</b>    | <b>41</b>  | (19)       |

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## 14 Related party transactions

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

### Material related party transactions

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

| for the year ended 30 June                     | 2025<br>Rm | 2024<br>Rm   |
|--|------------|--------------|
| <b>Income statement items</b>                  |            |              |
| <b>Interest received</b>                       |            |              |
| Sasol Financing Limited                        | 14         | 15           |
| <b>Dividends received</b>                      |            |              |
| Sasol Limited                                  | –          | 123          |
| <b>Amounts reflected as non-current assets</b> |            |              |
| <b>Investments in securities</b>               |            |              |
| Sasol Khanyisa Public (RF) Limited             | 1          | –            |
| Sasol Limited                                  | 728        | 1 362        |
|  | <b>729</b> | <b>1 362</b> |

| for the year ended 30 June                 | 2025<br>Rm | 2024<br>Rm |
|--|------------|------------|
| <b>Amounts reflected as current assets</b> |            |            |
| <b>Other receivables</b>                   |            |            |
| Sasol Oil                                  | –          | 15         |
| Sasol Group Services                       | –          | 7          |
| <b>Cash and cash equivalents</b>           |            |            |
| Sasol Financing Limited                    | 167        | 179        |

| for the year ended 30 June                          | 2025<br>Rm | 2024<br>Rm |
|---|------------|------------|
| <b>Amounts reflected as non-current liabilities</b> |            |            |
| <b>Long-term debt</b>                               |            |            |
| Sasol Limited                                       | 90         | 90         |

## 15 Subsequent events

There were no material events subsequent to 30 June 2025.

## 16 Going concern

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

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## 17 Financial risk management and financial instruments

### Financial instruments overview

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

|                                    | Note | Carrying value   |                   | Fair value Rm |
|------------------------------------|------|--|-------------------|---------------|
|                                    |      | Designated at fair value through other comprehensive income Rm | Amortised cost Rm |               |
| <b>2025</b>                        |      |  |                   |               |
| <b>Financial assets</b>            |      |  |                   |               |
| Investments in listed securities   | 2    | 728  | –                 | 728           |
| Investments in unlisted securities | 2    | 1  | –                 | 1             |
| Cash and cash equivalents          | 4    | –  | 212               | 212           |
| <b>Financial liabilities</b>       |      |  |                   |               |
| Long-term debt                     | 5    | –  | 90                | 90            |
| Other payables                     | 6    | –  | 34                | 34            |

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

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.

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## 17 Financial risk management and financial instruments continued

### Risk profile continued

#### Our exposure to and assessment of the risk

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

|                                   | Note | Contractual cash flows*<br>Rm | Within one year<br>Rm | One to five years<br>Rm | More than five years<br>Rm |
|-----------------------------------|------|-------------------------------|-----------------------|-------------------------|----------------------------|
| <b>2025</b>                       |      |                               |                       |                         |                            |
| <b>Financial assets</b>           |      |                               |                       |                         |                            |
| <b>Non-derivative instruments</b> |      |                               |                       |                         |                            |
| Investment in securities          | 2    | 729                           | 728                   | 1                       | –                          |
| Cash and cash equivalents         | 4    | 212                           | 212                   | –                       | –                          |
|                                   |      | 941                           | 940                   | 1                       | –                          |
| <b>Financial liabilities</b>      |      |                               |                       |                         |                            |
| <b>Non-derivative instruments</b> |      |                               |                       |                         |                            |
| Long-term debt                    | 5    | (90)                          | –                     | (90)                    | –                          |
| Other payables                    | 6    | (34)                          | (34)                  | –                       | –                          |
|                                   |      | (124)                         | (34)                  | (90)                    | –                          |

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

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

### 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.

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**17 Financial risk management and financial instruments** continued

**Risk profile** continued

**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 |            |
|---|----------------|------------|
|   | 2025<br>Rm     | 2024<br>Rm |
| <b>Variable rate instruments</b>  |                |            |
| Financial assets  | 212            | 208        |
| Interest profile (variable: fixed rate as a percentage of total financial assets) | 100:0          | 100:0      |

**Cash flow sensitivity for variable interest rate instruments**

Financial assets affected by interest rate risk include deposits. A change of 1% in the prevailing interest rate in that region at the reporting date would have increased/(decreased) earnings by the amounts shown below before the effect of tax. The sensitivity analysis has been prepared on the basis that all other variables, in particular foreign currency exchange rates, remain constant and has been performed on the same basis for 2024.

|                     | Equity –<br>1% increase<br>Rm | Income<br>statement –<br>1% increase<br>Rm |
|---------------------|-------------------------------|--|
| <b>30 June 2025</b> | 2                             | 2  |
| 30 June 2024        | 2                             | 2  |

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

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# OUR PARTNERS

Partnerships are key to delivering value to society and maximising the impact on initiatives and optimising resources. This is more important in an era in which resources are continuously shrinking 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 and teachers, among others; who we impact and who, in turn, impact us.

## Our stakeholders

- |   |   |
|---|---|
|  Employees and organised labour          |  Communities and societies         |
|  Governments and regulators              |  Suppliers                         |
|  Business/joint ventures               |  Customers                       |
|  Media                                 |  NGOs                            |
|  Shareholders and providers of capital |  Organised business and industry |

## Our partners who supported our programmes throughout the year:



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.

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# GLOSSARY

|                  |   |
|------------------|---|
| <b>BRC</b>       | Boitjhorisong Resource Centre   |
| <b>COVID-19</b>  | An infectious disease caused by the SARS-CoV-2 coronavirus                                      |
| <b>CSI</b>       | Corporate social investment   |
| <b>CSIR</b>      | Council for Scientific and Industrial Research  |
| <b>DBE</b>       | Department of Basic Education   |
| <b>ECDE</b>      | Early childhood development and education   |
| <b>ELOM</b>      | Early learning outcomes measure   |
| <b>FY</b>        | Financial year  |
| <b>HDIs</b>      | Historically disadvantaged institutions   |
| <b>IRBA Code</b> | Independent Regulatory Board for Auditors' Code of Professional Conduct for Registered Auditors |
| <b>ISAs</b>      | International Standards on Auditing   |

|                  |  |
|------------------|--|
| <b>MOA</b>       | Memorandum of agreement  |
| <b>NDP</b>       | National Development Plan  |
| <b>NGOs</b>      | Non-governmental organisations   |
| <b>NQF</b>       | National Qualifications Framework  |
| <b>NRF</b>       | National Research Fund   |
| <b>PV</b>        | Photovoltaic   |
| <b>SDG</b>       | Sustainable Development Goal   |
| <b>STEM</b>      | Science, technology, engineering and mathematics                                     |
| <b>TechSENet</b> | Technical Schools of Excellence Network (Sasol Foundation-adopted technical schools) |
| <b>TVET</b>      | Technical Vocational Education and Training  |
| <b>UN</b>        | United Nations   |

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