



Catalysing
positive change
in education

2021

SASOL FOUNDATION

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“
Education is the most powerful weapon you can use to change the world.
”
NELSON MANDELA

Chairman's Message

The Ministry of education has worked tirelessly to make inroads in our country's ambition to ensure that all children have the right to a quality education and more so in improving the accessibility of education to the most marginalised. However, providing quality learning for all remains a challenge for us all. Addressing the challenges facing learners, teachers can seem insurmountable and when you add socio-economic circumstances and a pandemic to the mix, the picture becomes even more intimidating.

However, the outlook is not all doom and gloom as significant progress has been made over the years to increase access to quality education in South Africa. The underlying reality is that more must be done and every sphere of society must come together to combat entrenched inequality in our education system.

The incredible work of the Sasol Foundation in addressing some of these systemic challenges in education has been outstanding. Although the pandemic has negatively impacted most corporates, it is encouraging to note that not for one moment has Sasol wavered in its support to the Sasol Foundation. For that we are extremely grateful.

Sasol's financial and non-financial support has allowed the Foundation to achieve many of the milestones we set out for ourselves over the past financial year. Through the dedication of the passionate men and women that live and breathe this work, we have been able to re-shape the mandate of the Foundation, introduced new platforms to deliver on behalf of our partners and funders and shifted our approach from too many initiatives to more focused and impactful initiatives. Some of the milestones the Foundation has achieved in the past year include:

- Contributed to the Development of the 4IR Coding and Robotics curriculum in partnership with the Department of Basic Education.
- Conducted the first online orientation to 270 National Training Team members (including subject advisors and provincial coordinators) for the Grades R-3 and Grade 7 on the Coding and Robotics draft Curriculum Assessments Policy Statements (CAPS). This orientation further prepared 2156 teachers from 200 grade R-3 and 100 grade 7 schools in all 9 provinces (page 21).
- Transforming the mode of delivery of learning from face to face to online tutoring for learners in four TechSENet schools in Mpumalanga and Free State (page 22).
- Hosting the 5th Annual Technical Teachers Conference (ATTC) virtually for the first time in June 2021 with an attendance of over 500 delegates, over a 90% increase from previous conferences (page 23).
- Supported 383 bursars in the undergraduate programme, 73 of whom completed their studies.
- Supported 132 postgraduate students, 97 of whom were at Masters and Doctoral levels studying at Historically Disadvantaged Institutions (HDIs), who together published and produced outstanding research outputs, which includes 77 peer-reviewed journal articles and two book chapters (page 27).

We recently bade farewell to Mr Vusi Cwane the former Foundation's Head to whom the Board and management extends a heartfelt gratitude for his incredible leadership over the past three years. He has played an instrumental role in transitioning the Trust from the erstwhile Sasol Inzalo Foundation to the new world-leading force it is known for today.

Under Mr Cwane's leadership the Foundation achieved international status when earlier this year we received a UNESCO Award for our resource-based educator development programmes. The baton is being passed on to Ms Noxolo Kahlana our new Head of the Sasol Foundation who will build on this phenomenal work and take us into the future world of education.

The continuation of the important work of the Foundation does not exist in isolation, partnerships are the driving force of delivery. I would like to thank the National Research Foundation (NRF) and the Department of Basic Education, amongst others, for partnering with the Foundation and for allowing us to jointly develop solutions to address the challenges and complexities facing South Africa's education landscape.

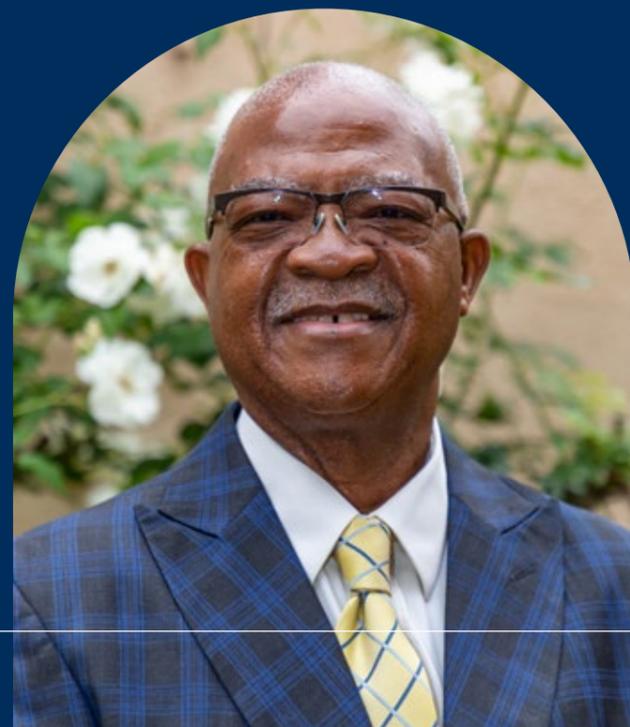
Looking ahead, we are very excited about the prospects of our partnership with the Kagiso Trust. This partnership will expand the technical schools of excellence project and support the three-stream model with the Department of Basic Education.

The future of learning will be underpinned by Digital Technology. The Trustees are immensely proud of the Foundation's work in rolling out the robotics curriculum in South Africa, as we continue to address the inequalities on the online learning front. You are all urged to read more about other amazing stories in this report.

Sincerely,

Mr Joel Dikgole

Chairman, Sasol Foundation



Sasol Message

The past 18 months have tested society in an unprecedented way, it has been a life changing event for many communities and society. This era has shown us that there is simply too much to learn and unlearn in order to succeed. We were faced with a number of priorities and challenges, which we had to quickly adapt to in all areas of our business as well as our programmes implemented in our communities.

Thankfully, Sasol's commitment to contribute to fundamentally addressing the systemic challenges facing South Africa's science and technology, engineering and mathematics (STEM) education and skills development sectors – through the incredible work of the Foundation – remains steadfast. Over the past 13 years the Foundation has solidified its reputation of diligence, innovation and impact which has resulted in sustained success.

At Sasol we recognise that this success is closely tied to the wellbeing and success of the people of this great nation. If we are to prosper, we must ensure that future generations are well positioned to prosper too. That is why, every year, we invest considerable resources in spurring the vital education fraternity. We know that access to quality education is the antidote for securing economic growth

for South Africa's communities – from where our future employees, suppliers, partners and customers will come.

We count this not only as a responsibility that we have, but an absolute privilege. We are truly humbled and delighted to partner with some extraordinary minds as we define and re-shape strong foundations in the education value chain.

Over the past year I've been inspired by what the Sasol Foundation has accomplished, amid turbulent and unprecedented times. It is only through the fortitude and generosity of our committed allies and partnerships with the Department of Basic Education, Department of Higher Education, Science and Innovation and with other key stakeholders, that we have been able to innovate for a better world in education.

Despite the uncertainty of what the future may hold, the Foundation's achievements this past year shows us that with hard work, vision and a strong committed team and partners, anything is possible.

I trust that as you read through this booklet you will be inspired to come onboard with us, as we continue to expand the quality and reach of education in South Africa.

Sincerely,

Charlotte Mokoena

Executive Vice President:
Human Resources and Stakeholder Relations

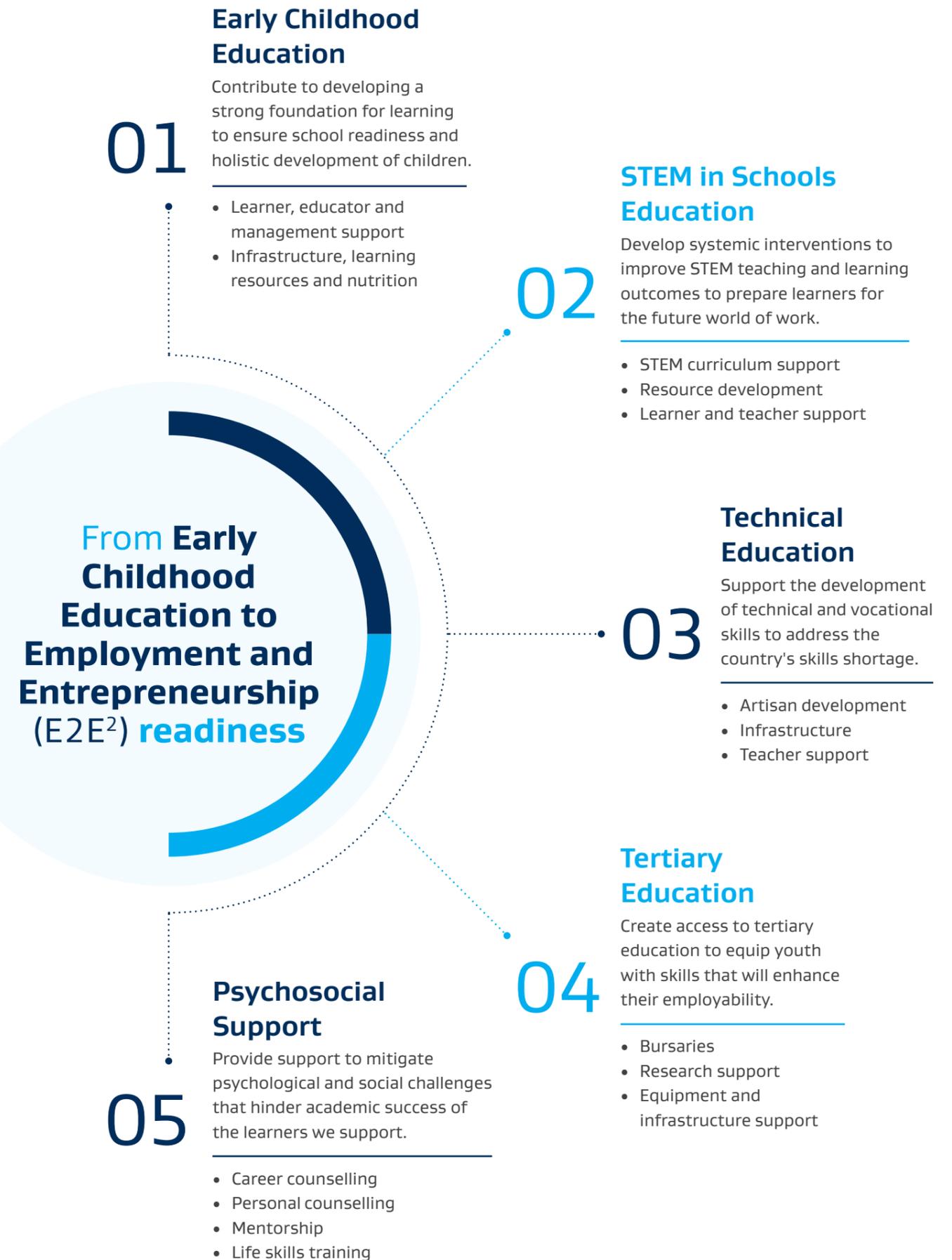
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About the Sasol Foundation

The Sasol Foundation (previously Sasol Inzalo Foundation) was established in 2008, **with a single goal;** reforming and improving education in Science, Technology, Engineering and Mathematics (STEM) in South Africa.

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

The mandate of the Foundation is to create impactful change through access to quality education to support sustainable economic participation. The focus is on the learner and executing through the school and the national government systems. The ultimate aim is to impact the entire education value chain from early childhood education to employment and entrepreneurship readiness.



Historical milestones

In 2008 considerably more than a third of those who had entered the formal school system failed to matriculate. As expounded in the Centre of Development Enterprise report on the quality of education in South Africa (CDE, 2013), a third of teachers were underqualified to teach science and mathematics, a contributing factor to the 30% drop-out rate for university undergraduates at the time. University enrolments were rising but far too many high school leavers were underprepared in terms of knowledge and language skills, lacking the psychosocial skills needed to transition from school to university or college.

Sasol has always been a key player in contributing to education in South Africa

The legacy of apartheid – of unequal access to resources, skills and capital – played itself out every day in underprivileged schools, especially in rural areas. It is within this context that the Sasol Inzalo Foundation was birthed (now the Sasol Foundation). From the inception, the Foundation was determined to raise the bar of STEM education - starting in South Africa. Those heading the Foundation were under no illusions about the scale of the challenge facing them.

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

It was a big, risky audacious goal but the Foundation had the men and women who would prove themselves equal to the formidable task at hand – leveraged by the strength of the Sasol brand. Over the years the Foundation has always drawn on Sasol's immense organisational expertise that has helped to shape the current and future strategy.

When the Sasol Inzalo transaction came to the end in 2018, the mandate of the Foundation was revised to proactively embrace the current technological advancements brought by the Fourth Industrial Revolution (4IR). The Foundation took the approach of becoming a solution provider, driven by research and empirical evidence.

Sasol Inzalo Foundation timeline



An ever-evolving Sasol Foundation

2021 has been a promising year in the life of Sasol, as it marked the launch of its new operating model. Future Sasol came into effect, bringing to fruition, many months of careful planning, target setting and diligently executing Sasol 2.0 - our ongoing programme to deliver a resilient and sustainably profitable business, in a low-oil price environment and carbon-constrained world.

As the organisation journeyed to create Future Sasol, so too has the Foundation transformed to innovate for a better world – Sasol’s new purpose statement. This has seen a slight adjustment of the strategic role of the Sasol Foundation which is now responsible for the end to end management of the entire Education portfolio in South Africa.

The re-alignment has proposed a mindset shift in the following ways:

- Optimisation of the resources to improve efficiency and effectiveness.
- Standardisation of processes and an integrated approach to improve outcomes.
- An ‘agile’ approach to ensure quicker response to stakeholder needs.
- Scaling up of interventions by leveraging partner funding resources.
- Increase leverage of the Sasol brand to expand the focus and reach of the Foundation.

CURRENT REALITY:

Sasol Foundation:
National approach

Business Units:
Fenceline Communities

SASOL 2.0
National integrated approach
with regional execution

Fenceline Communities



“
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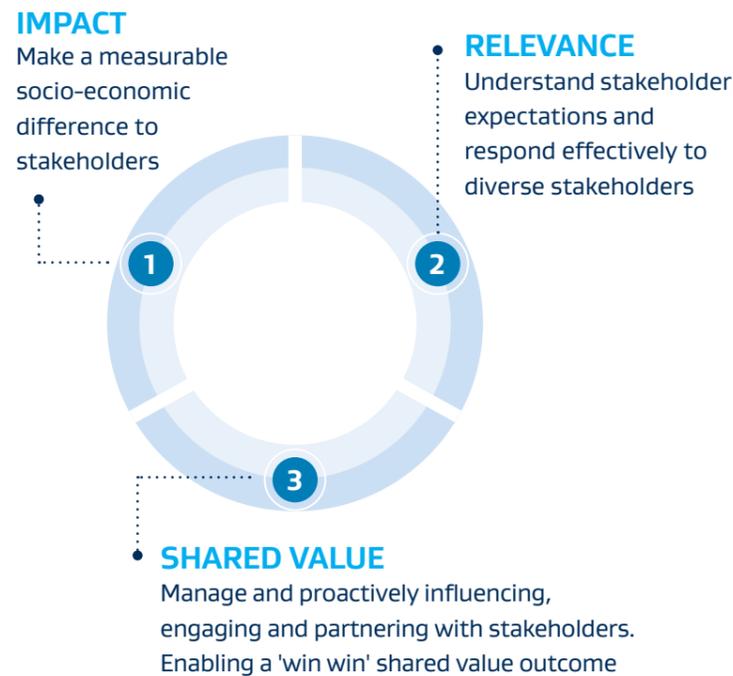


Our Approach

The Sasol Foundation's approach to delivering value to society is premised on an understanding that national priorities are key baseline levers used to assess the needs of South Africa and our fenceline communities, which are areas close to our operations.

In this regard, the Foundation looks at global instruments such as the Sustainable Development

Goals, national instruments such as the National Development Plan (NDP) and sector specific policies and frameworks to contextualise the environment in order to respond to key strategic issues which impact both the country and key stakeholders. Our main stakeholders include national and provincial government departments of education; government entities; public schools, TVETs and universities; other Foundations and NGOs and the scientific community.



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

The design of our programmes follows a user-centric approach which is crafted around stakeholder inclusivity and collaborative co-creation of solutions that delivers desired theory of change and high beneficiary impact. Partnerships play a key role in the execution and implementation approach of the Foundation, this includes partnering with government and its entities, society and other key stakeholders to deliver initiatives to key beneficiaries, who are historically disadvantaged South Africans, with a bias towards women and girl-children in our programmes.

In addition, our approach includes a logic model that guides tactical execution and a partnership framework that supports strategic funding and sustainable value delivery to beneficiaries.

01

Tactical execution plan

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

02

Clear portfolio management approach

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

03

Successful partnering approach

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

04

Sustainable funding strategy

- Funding model that **leverages the funds under management of the Sasol Foundation** for enhanced systemic impact.
- **Identify funding partners** locally and internationally where our mandates align.
- Develop programmes that are accredited to **leverage SETA funding**.

Our Governance Framework



Summarised Early Childhood Development and STEM Education Landscape in South Africa

The dream has always been to make a significant impact throughout the education value chain by supporting learners and teachers, principals and subject advisors.

Below is the South African context and landscape within which the Foundation delivers value to beneficiaries.

The education landscape today (this is a summarised assessment of the landscape in relation to our focus areas and programmes).



Early Childhood Education

- Access to early learning opportunities remain low for children **from 0-4 years old**, about **fifty percent** of children in this age category stay at home with parents or guardians.
- Most practitioners in the sector do not have the **minimum qualification required** to teach in pre-school.



STEM in School Education

- The performance of learners in mathematics and science subjects remains low throughout basic education.
- While the National Senior Certificate pass rate is gradually increasing, the number of learners writing **physical science in Grade 12** has been **declining** in the last three years.



Technical and Vocational Education

- **Inadequately qualified lecturers** need to be retrained, especially on digital skills and on trade-specific industry practices.
- TVET **curriculum remains misaligned** with industry needs.



Tertiary Education

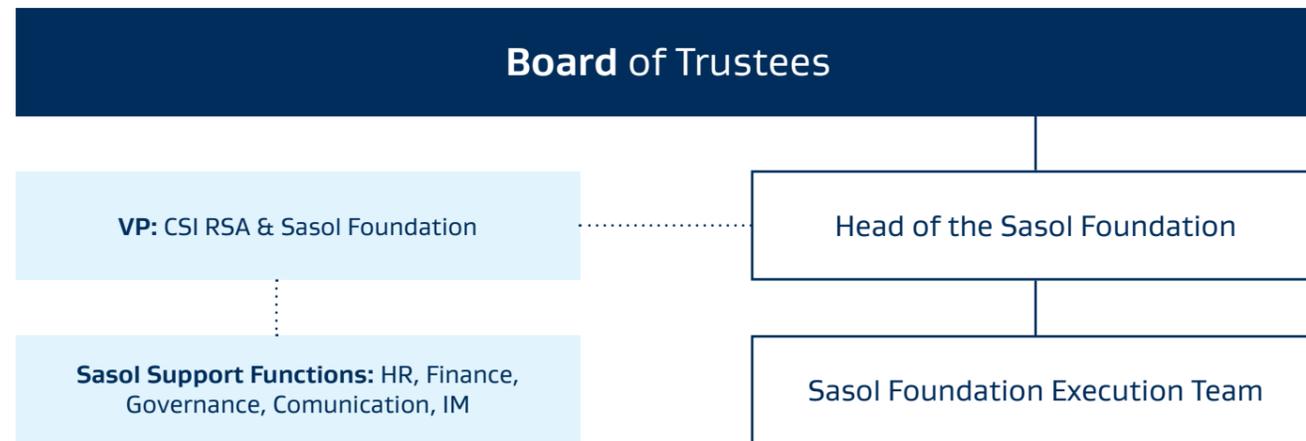
- During Q1 of 2021, youth unemployment was at **59,5%**, with university graduate unemployment at **49,3%** for ages 15-24 and **15,5%** for ages 25-34.
- Poor **workplace readiness skills** challenge impacting graduate employability.
- Reduced funding for **postgraduate research** diminishing South Africa's global competitiveness as evidenced through the COVID-19 pandemic.



Execution and Collaboration Practices and Approaches

- The best practice for execution of education interventions is **collaboration of entities**, which may include partnerships that involve academia, government, industry, social entrepreneurs and local communities.
- Most companies in South Africa self-execute or deliver through an implementing partner or customer-based loyalty programmes. This is not an ideal approach because the system tends to be overloaded with similar interventions which could be integrated for greater impact.

Board of Trustees



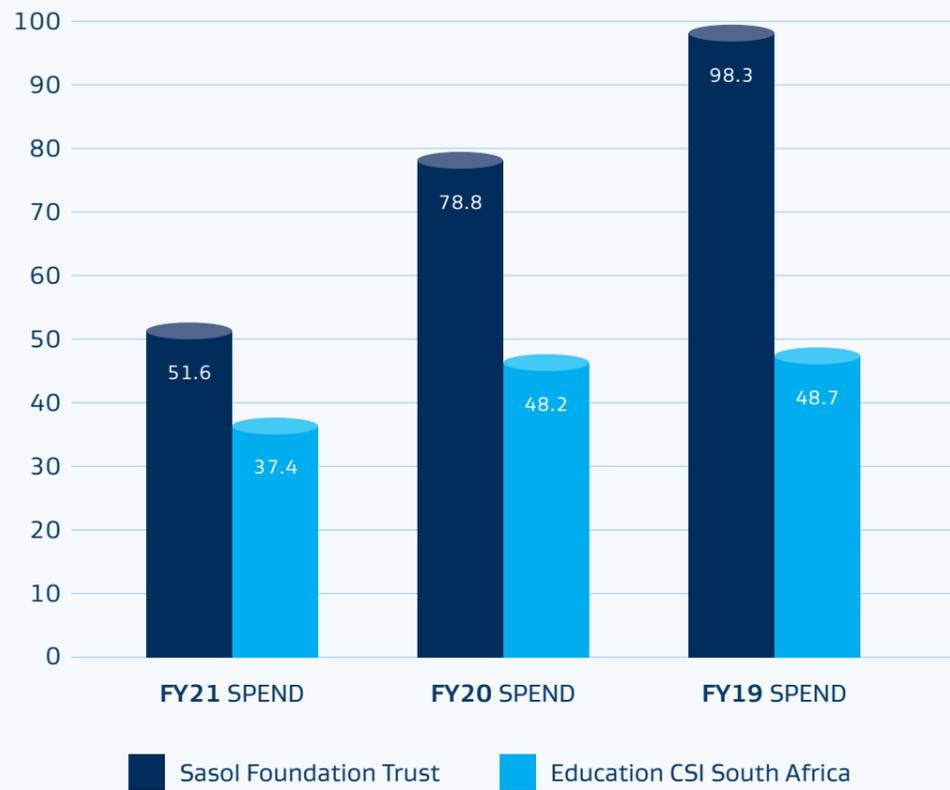
The Foundation is managed by a Board of Trustees comprising three Independent Trustees and two representatives from the Founder – Sasol. The administration of the Foundation is led by the Head of the Foundation, appointed by the Founder and seconded to the Foundation to administer all the activities in line with the mandate of the Trust. In addition, a team of experts in Education design and implement the programmes of the Foundation in line with the identified focus areas.

The Support Functions of the Foundation, such as Finance, Human Resources, Information Management, Governance and Compliance, and Legal Services are managed externally through the support of the Founder, in order to reduce the cash fixed cost of the Foundation. This enables the Foundation to have professional and up-to-date services delivered to its beneficiaries, while the Founder gives administrative support.

Education spend for Sasol Foundation and Sasol CSI in South Africa 'R million



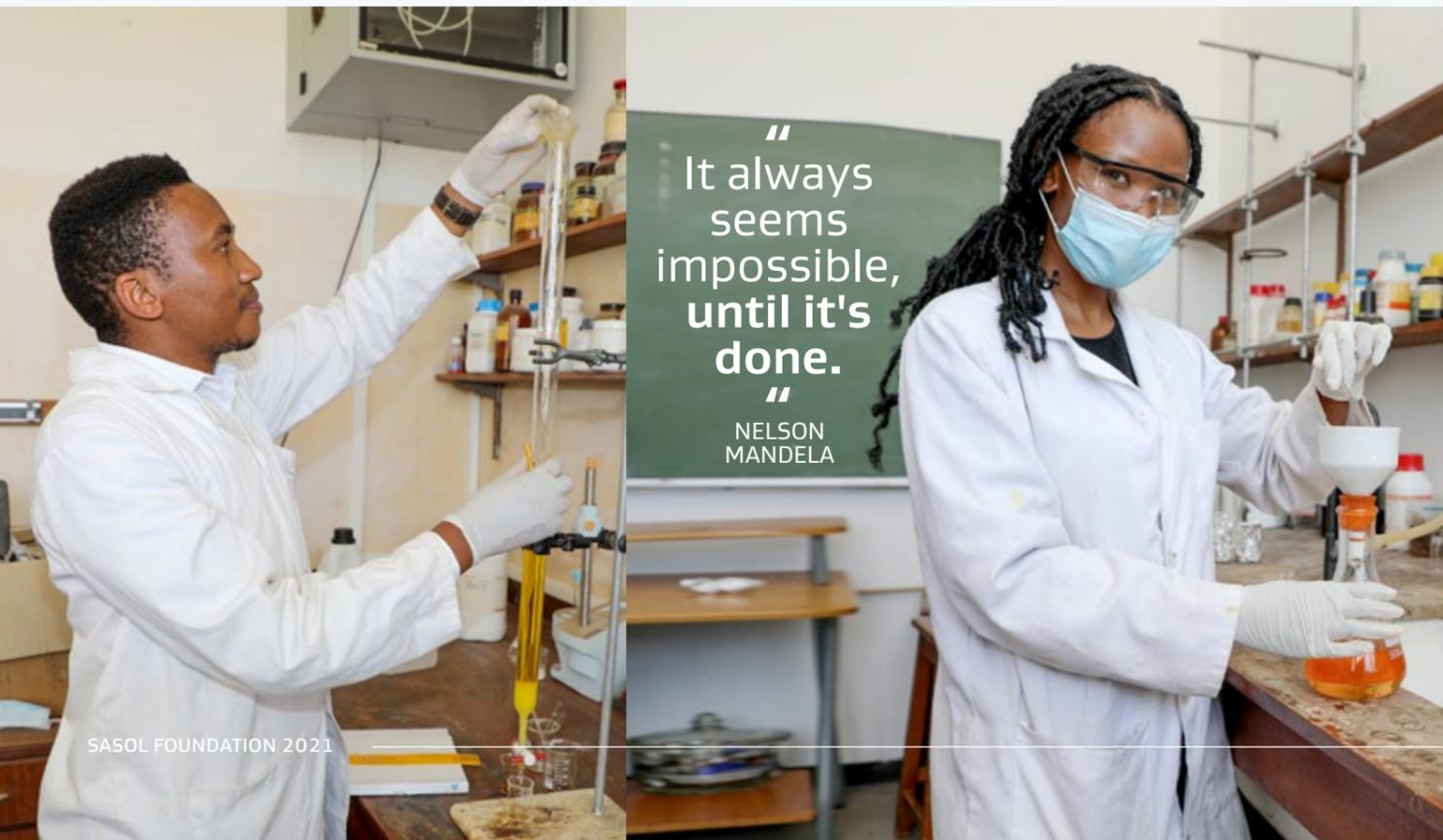
Education spend for Sasol Foundation and Sasol Corporate Social Investment (CSI) in SA for the past three years:



The year in review

In a world that is shaped by science and technology, education remains a strategic investment for sustainable development and the focus on STEM skills is a critical lever for innovation and global competitiveness.

The Foundation recognises the role of education in reducing poverty as well as stimulating economic growth and development of countries. For this reason our education interventions focuses on building skills that are relevant and on creating strong foundations for STEM education, thereby increasing participation at basic education level and preparing learners for the future world of work. Our tertiary education programmes enable learners to access degrees and artisan careers that allow young people to lead productive lives and participate in the economy.



“
It always seems impossible, until it's done.
”
NELSON MANDELA



Early Childhood Education and Development

Sasol has a wide range of interventions in ECD/E that meet various needs in different communities. The current ECD/E landscape in Sasol fenceline communities:



ECD training - accredited and non-accredited training of managers and practitioners



Leadership training – general management and leadership training for owners of centres



Toy libraries - mobile and purpose built



Nutrition – food packs and food gardens



Infrastructure – improvement of existing structures to be safe and provision of mobile classes



Safety training – first aid training for practitioners



Resources – learning, indoor and outdoor play equipment



Comprehensive programmes i.e. offering services such as training, nutrition, infrastructure etc. as a package at centres



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



CASE
STUDY

Early Childhood Development Support

The importance of Early Childhood Development is summarised by Unicef, which in 2021 stated: “In the first few years of life, more than one million neural connections are formed each second – a pace never repeated again.”

Unfortunately, millions of children around the world miss out on this stage because of several disadvantages that they face. Sasol’s investment in Early Childhood Development (ECD) and Education stems from our understanding of the significance of the early years in a child’s life and that a stimulating environment is pivotal for a child’s holistic growth.

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

Our key partners in ECD in fenceline communities are women and men who have dedicated their lives to the service of children. Many of them started their careers in ECD by opening up their homes to care for a few children. Often, they have done this with no formal training, no

proper facilities for early learning, and no funds to support their initiatives.

Sasol has stepped in for several years to help these partners expand upon their knowledge, skills and networks in the ECD space. There has been significant growth over the last few years with regard to this.

The onset of COVID-19 and lockdown protocols has challenged this sector immensely many of whom failed to re-open. This necessitated Sasol to intervene in various initiatives including donation of sanitiser to centres and refocusing training by our partners to mobilise parents to support their children's ECD milestones at home. There’s also been a slow but steady return of children to the respective ECD centres in our communities.

There is no doubt that Sasol along with all of our partners have to step up to ensure the success of this generation, ensuring that they are not deprived of opportunities to learn, play and be safe.

(<https://www.unicef.org/early-childhood-development>: 02 Sept 2021)

“ A good foundation in the early years of development is crucial in providing the right building blocks to achieve productive adulthood and provide the next generation with the necessary skills to get the best start in life. SASOL is invested in making a significant impact in the education sector of our country and aligns very well with our objectives in the ECD space. Our partnership has enabled us to support women and children in the communities of Rustenburg and Bronkhorstspuit during the past four years. The women are left with skills to run quality ECD programmes as well as sustainable small businesses. The children are benefitting from safe places of care and early stimulation. ”

STEM in Schools

In an era that is characterised by technology, artificial intelligence and automation, our interventions aim to create an environment for STEM teachers and learners to succeed. Our education support in schools is geared towards building the knowledge and skills that will enable learners to excel in STEM subjects. However, the advent of the novel COVID-19 pandemic created a teaching and learning crisis viz a sudden change from traditional ways of in-class learning to remote learning. This change demanded that we respond with speed to support the schools in around the country to cope with the challenges presented by the situation.



Fourth Industrial Revolution (4IR) in schools

This initiative supports the introduction of relevant skills for the future world of work to learners in public schools. It is led by a team of specialists from the Department of Basic Education, the Foundation and partners from the non-government sector. It has a chance to significantly close the digital gap and prepare learners for a sophisticated world of technology.



Teacher development

As part of our support to schools and efforts to improve teaching of STEM subjects, the Foundation supported the development of the self diagnostic tool for teachers. It enables teachers to take an online assessment to test their subject knowledge in order to identify conceptual gaps that teachers may have. The tool will assist the Department of Basic Education and partners in education to develop teacher interventions that are backed by empirical evidence.



Career guidance and counselling

Most schools in previously marginalised communities and special needs schools do not receive career guidance in South Africa. The consequence of a lack of proper career guidance is that learners choose school subjects that are not aligned to their career aspirations. This impacts negatively on the human resource development of the country especially in skills that are in high demand and it also increases competition for a limited pool of skills. Through our partners at Boitjhorisong and Osizweni resource centres, schools in our fenceline communities in Sasolburg and Secunda have access to career guidance and counselling services at their door step on an ongoing basis.



Mobile science laboratories

The Foundation has donated 12 mobile laboratories to science centres and institutions of higher learning to support schools that do not have the requisite infrastructure to do practical experiments. The latest donation was made to the North West University and Osizweni Resources Centre for Mpumalanga Schools. The mobile labs are used primarily for the prescribed experiments and also to promote science activities such as the robotics, space science and to host science career guidance exhibitions.

Sasol helps bring coding and robotics to South African schools

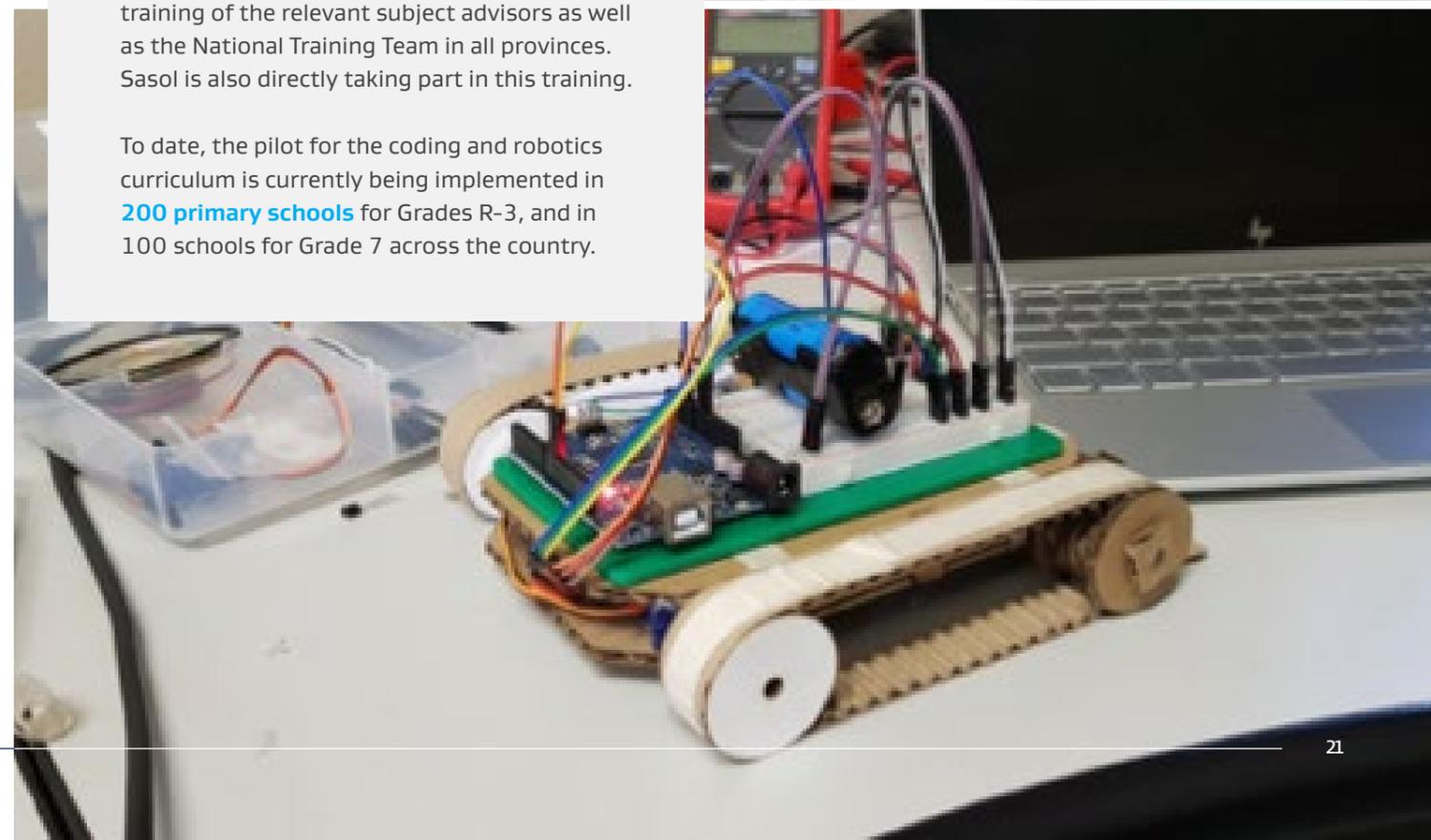
The accelerated digital revolution is making it essential for all learners and teachers to acquire skills that are absolutely necessary for the Fourth Industrial Revolution (4IR).

More affluent schools in South Africa have been ahead of the curve in developing these skills.

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

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

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



THE YEAR IN REVIEW

Technical Education

The Technical Education Portfolio focuses on Technical Vocational Schools and TVET College programmes as revised the Sasol 2.0 operation model. It is designed to contribute to human capital development of the country and increase the pool of vocationally skilled people in the STEM discipline.



TechSENet - Learner support

- The Foundation resolved to transform its mode of delivery from face to face vacation classes to online tutoring for learners in four TechSENet schools in Mpumalanga and Free State. This was done to avert the spread of the virus, continued learning even during lockdown and piloting the online lessons in line with 4IR technologies. Osizweni Resource Centre (an implementing partner for Secunda area) has established a state-of-the-art virtual learning studio, from which these lessons are delivered to ensure standardised quality of lessons, and ease of monitoring content coverage and impact on learners.
- An assessment of the infrastructure was carried out to align with the online studio in Osizweni Resource Centre. The Foundation invested in repairing malfunctioning smartboards and data projectors, provided internet connectivity as well as purchased one new smartboard per school to enable connectivity.



Kagiso Trust Partnership

- A collaboration agreement was signed between Sasol Foundation and Kagiso Trust to transform seven ordinary schools to technical schools of excellence.
- The project governance structures were established. A project implementation plan was drawn, and execution is underway.
- Below is the latest newsletter on the signing of the collaboration agreement between Sasol Foundation and Kagiso Trust. (<https://www.kagiso.co.za/2021/07/15/in-brief-july-2021/>)



TVET Intervention

The TVET Colleges response to Open Learning, mainly in the form of blended learning has received much attention. Sasol Foundation has crafted a plan with Department of Higher Education and Training (DHET) to equip TVET lecturers with digital pedagogical skills.



TechSENet - Teacher support

- Twenty six teachers attended eight weeks training towards becoming artisans in boiler-making, fitting and turning, electrician and welding trades during the school holidays.
- These teachers can accumulate hours by doing work in various industries to create a portfolio of evidence towards qualifying for taking a trade test and improving their skills which are relevant for classroom effectiveness.



Teacher's Conference

- The 5th Annual Technical Teachers Conference (ATTC) was held virtually for the first time for two days in June and attended by over 500 delegates, over 90% increase from previous conferences.
- The conference demonstrated how 4IR technologies have been infused in technical subject teaching in other countries and how industry has moved to integrate these technologies in their operations.
- Teachers were exposed to best practice, various interactive technologies for delivering lessons and a demonstration of transition from knowledge transfer to competence acquisition.



Adopt a School project

- This is the partnership between Sasol, Sasol Foundation and Adopt-a-School Foundation (AASF) to transform one ordinary school to a technical school of excellence.
- A Technical school of excellence offers various engineering related trade specialisations, in state-of-the-art workshops with appropriate equipment, machinery and tools necessary to develop the trade skills under supervision of adequately trained teachers in technical subject pedagogies as well as industry-related competencies in that trade.



Widening the vocational skills net with **technical education**

What started as a project to restore the glory of the John Orr Technical High School in Milpark, Johannesburg; has since transformed into a programme spanning five provinces.

Initially, Sasol sought to build a pipeline of artisans, technicians and technologists who would provide skills support to engineers. The outcomes of this endeavour have since been achieved, with the project having been extended to transform four more schools into technical schools of excellence.

Workshops, equipped with SETA accredited machinery and tools, were renovated to illustrate and provide institutional skills development that form part of the artisan training schedule. Learners further received quality maths, science, and trade theory training. The teachers were provided with additional training to upskill themselves in vocational training.

Learners graduating from this programme were then put into a pilot project where they were given 24 weeks of theory and basic practical skills development in several school workshops. They were then ready for work-based learning and took the trade test. Within two years they had qualified as artisans.

Leah Menteshe, who used to attend one of these technical schools, Barnard Molokoane School in Parys, is today working at Toyota where she's started out her career as a motor mechanic training apprentice. Menteshe says that after attending Barnard Molokoane School, she went on to complete her N4 and N5 qualifications.



“
A good education is a foundation for a better future.
”

ELIZABETH WARREN

“My goal is to gain as much knowledge and experience as possible on the workshop floor. However, my ambition is still to study further and ultimately to move up the executive ladder as well. I'm glad to say I received a good grounding at Barnard Molokoane School,” says Menteshe.

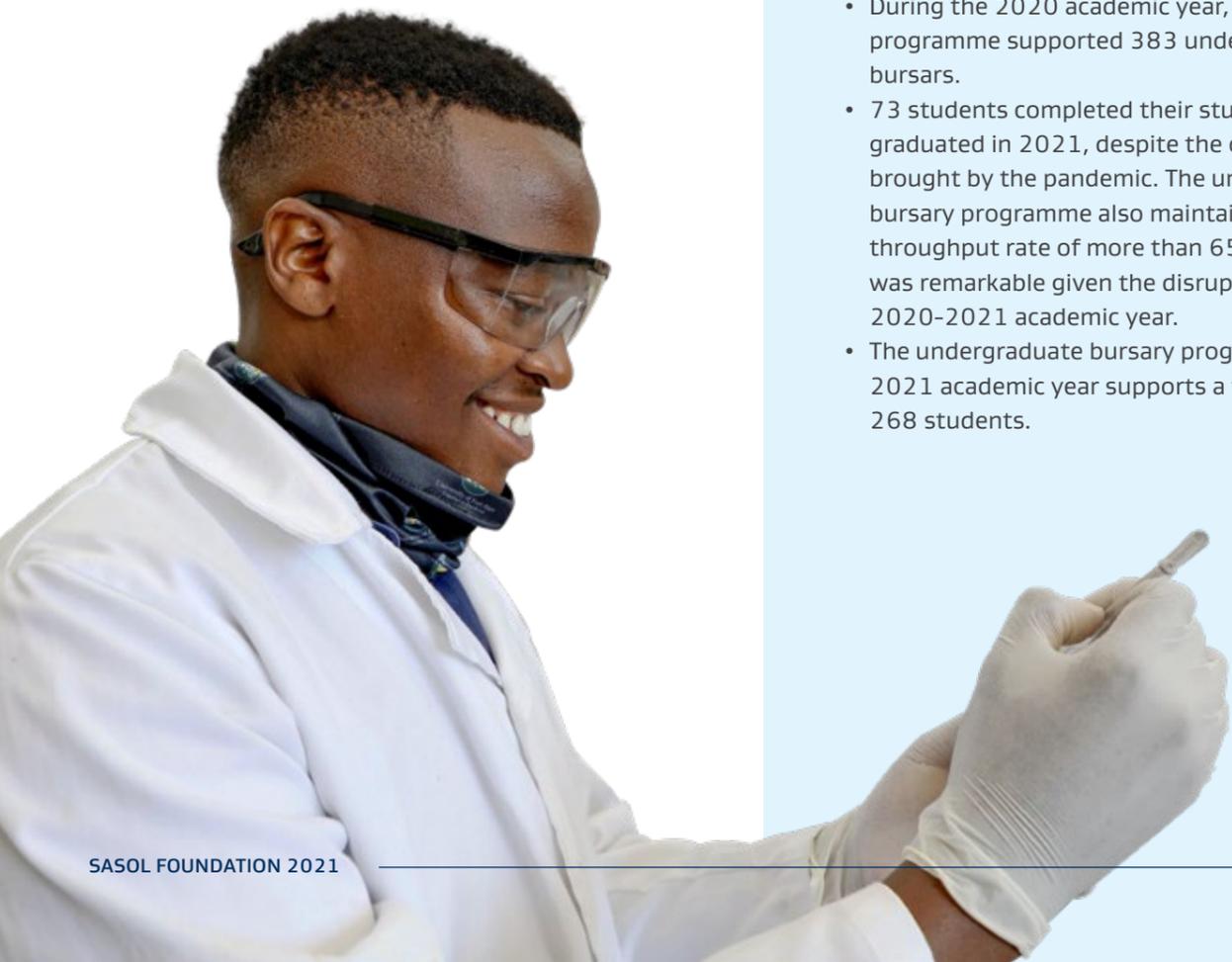
This model has received interest from one of the biggest contributors to educational development for sustainable change, the Kagiso Charitable Trust. The Sasol Foundation has partnered with this Trust to transform five schools into fully equipped technical schools of excellence in the Sekhukhuni District, one school in Mpumalanga and another one in KwaZulu-Natal. The programme has the potential of supplying a skilled workforce to the mining industry in Sekhukhuni at a faster rate than the current route of qualifying artisans.

All in all, this partnership has resulted in expanding the Technical Schools of Excellence Network (TechSENet) from five to twelve schools. These schools contribute to the vision of the Department of Basic Education (DBE) Three Stream model, where 60% of schools will have a technical focus and 40% an academic focus.

Access to tertiary education

The Sasol Foundation's Tertiary Education portfolio has a mandate to provide support in the following areas: **Undergraduate Bursaries; Postgraduate support; and Student wrap-around support.**

The continuing challenge of access to tertiary education undermines broader economic development and social stability. **As part of the Foundations' work, we invest in tertiary education to support individuals, building skills that will enable them to participate in the economy, including but not limited to employment by us, contribute to social development and allow them to be responsible self-reliant citizens, both nationally and in the communities.** We also support historically disadvantaged institutions with research and capacity building to advance innovation and improve South Africa's global competitiveness in scientific research.



Undergraduate bursary programme

This programme aims to support the development of scarce and critical skills predominantly in STEM, including support for non-STEM careers for special categories that include children from fenceline communities, shareholders, and those of Sasol Employees.

Highlights of the Undergraduate bursary programme during 2020 academic year

- Following the closure of institutions due to the COVID-19 pandemic, universities migrated to online learning. All our bursars were equipped with laptops to enable remote learning. A laptop has always been a component of the Sasol Foundation's comprehensive bursary support, to enable students to access learning material outside of normal classroom time.
- In addition, our bursars were provided with allowances to purchase the much needed data to support e-learning.
- During the 2020 academic year, the programme supported 383 undergraduate bursars.
- 73 students completed their studies and graduated in 2021, despite the challenges brought by the pandemic. The undergraduate bursary programme also maintained its throughput rate of more than 65% which was remarkable given the disruptions in the 2020-2021 academic year.
- The undergraduate bursary programme in 2021 academic year supports a total of 268 students.

Undergraduate students' progress in 2020



Postgraduate Science Fellowship Programme

This programme recruits and supports Honours, Masters and Doctoral students to study degrees in Chemistry or Environmental Chemistry at Historically Disadvantaged Institutions. The programme is co-funded with the National Research Foundation.

Postgraduate students' progress and research outputs for 2020 academic year

- During the 2020 academic year, the programme supported 132 postgraduates.
- 60 postgrads completed their studies.
- Five students passed with distinction.
- In the Honours programme, we achieved a 94% throughput for the 2020 academic year.

 Degree	 Number of bursars in 2020	 Completed	 Distinctions
Honours	35	33	2
MSc	68	25	3
PhD	29	2	-
Total	132	60	5

Young, gifted and able: The next generation of researchers

The Sasol Foundation firmly believes in nurturing and developing young black upcoming researchers at Historically Disadvantaged Institutions.

When education institutions across the globe switched to online learning due to the COVID 19 lockdowns, South Africa's digital divide meant that the majority of students from marginalised groups lacked technology devices to enable remote learning. The Sasol Foundation responded swiftly, providing laptops and monthly data allowances to students who needed them.

During the 2020-21 academic year, the Sasol Foundation supported 132 postgraduate students at HDIs, 97 of whom were at Masters and Doctoral levels. This group beat the odds, publishing and producing outstanding research outputs, which included 77 peer-reviewed journal articles and two book chapters.

Among these students is **Alven Sibusiso**, who hails from the Eastern Cape. Sibusiso received a Sasol Foundation scholarship in 2016 to pursue his BSc Honours in Chemistry at the University of Fort Hare and obtained a distinction in Physical Chemistry. He proceeded to do his Masters in 2017-2018. In 2019, Alven was awarded a scholarship for Doctoral studies in Chemistry. Today, Alven bags a total of 16 publications. He currently has four articles under review, some of which may be accepted for publication before the end of the 2021 academic year.



"There are many things the Sasol Foundation has helped me with, both from a financial and mentorship perspective. The mentorship, in particular, has really helped me with my academics. I've gained valuable lessons in how to study better and how to manage my time," says Alven.

"Many of my fellow colleagues here at Fort Hare have been helped greatly by Sasol. Next year, I'm hoping to complete my post-doctoral studies either at Nelson Mandela University or here at the University of Fort Hare," says Alven.



Postgraduate Research Outputs in 2020

Despite the lockdown restrictions, universities produced outstanding research outputs in 2020, with the University of Fort Hare, being the highest contributor, followed by University of Limpopo, then University of Venda.

Institution	Journal Articles	Book Chapters	Conference Proceedings
 University of Venda	19	-	1
 UFS UNIVERSITY OF THE FREE STATE UNIVERSITY OF THE FREE STATE UNIVERSITY OF THE FREE STATE	2	-	-
 NWU NORTH-WEST UNIVERSITY	4	1	0
 University of Fort Hare Pursuing Excellence	28	1	0
 UNIVERSITY OF LIMPOPO	24	-	-
Total	77	2	1

Student wrap-around support

This programme is aimed at providing support to students to improve university adjustment and completion of degree studies. The programme is also aimed at providing students with work readiness skills and includes aspects such as academic; psychosocial; work readiness and research support.

Academic support

Due to the pandemic, the approach for academic support focused on ensuring that students were directed towards academic services relevant for remote learning. These included additional tutorial and supplementary programmes that universities made available online.

Psychosocial support

The stress induced by COVID-19 and remote learning resulted in increased mental health problems amongst university students. Provision of psychosocial support services which was largely done through ICAS, remained critical in ensuring that our students cope with the changes. Wellness surveys were conducted regularly to identify bursars that needed support and relevant interventions were implemented.

Work readiness

During the 2020 academic year, all the work readiness support was provided online, largely through a Sasol Mi-Growth platform. The platform has over 4 000 online learning courses that include both soft and hard skills required for the workplace. All our undergraduate bursars in 2020 were enrolled for free on this online platform.

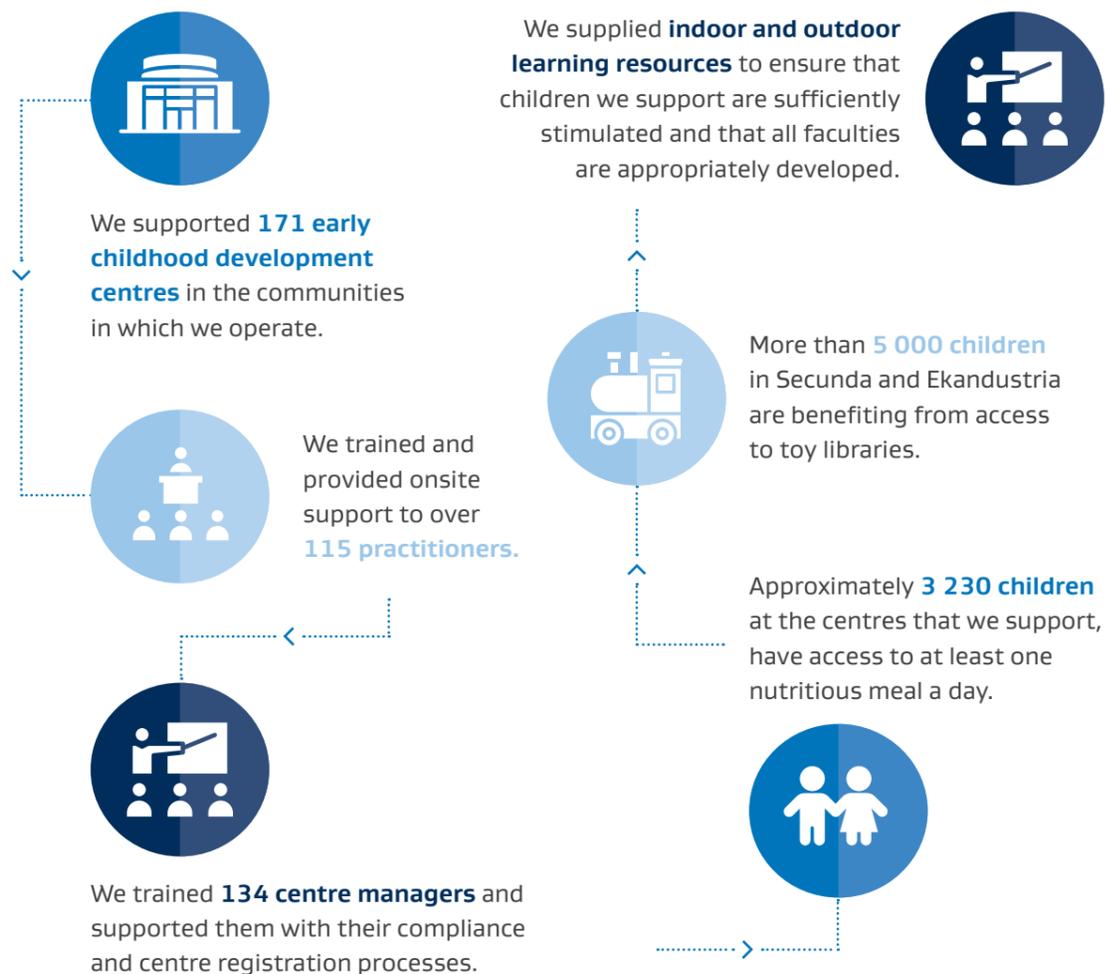




Programme Highlights of the year

01 Early Childhood Development/Education

In 2019 the Foundation developed a Blueprint for the best-in-class ECD/E model which was endorsed in principle by the Department of Basic Education. Working with our partners in our fenceline communities our interventions have achieved:



02 STEM in Schools

The COVID-19 pandemic has fundamentally changed the world of education, and its effects will be felt well into the future. In order to prepare for the 'next' normal and the fourth industrial revolution we expanded our role in 2021 to support digital teaching and learning as a response to the lockdowns.



We contributed to the **development of the curriculum training manual for coding and robotics**, which is being used to train subject advisors in the national task team of the Department of Basic Education.



Donated a mobile science laboratory and E-learning support programme to the North West University and the Mpumalanga Department of Education to broaden access to learning - especially in rural and peri-urban areas.



In Secunda, we partnered with Ligbron Academy to broadcast **mathematics and science lessons from grade 8 to 12 in 15 schools** in Lekwa and Dipaleseng to assist the learners where schools struggled to catch up on the lost academic time.



Sasol's learner support projects offer **extra tuition to learners in Metsimaholo, Badplaas, and Ekandustria** in the afternoons, during weekends and through holiday camps.

“ There's nothing I believe in more strongly than **getting young people interested in science & engineering**, for a better tomorrow, for all humankind. ”

BILL NYE



Photograph was taken pre-Covid



03 Technical Education

Over the years, the Sasol Foundation has played a pivotal role in embedding technical subjects, building teacher capacity and providing the resources required for technical education to succeed in the South African schooling system.



A collaboration agreement was signed between the Sasol Foundation and Kagiso Trust to transform **seven ordinary schools to technical schools of excellence.**



The Foundation supports **five technical high schools** in South Africa and has contributed to the increase in performance and the number of learners enrolled for technical subjects in these schools. **Over 6 000 learners** are benefitting from this intervention and **40 teachers** receive onsite support and training.



Sasol has started the process of honouring its pledge to the Adopt-a-School Foundation to transform an ordinary school into a technical school of excellence

04 Access to Tertiary Education

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.



During the 2020 academic year, the programme supported 383 undergraduate bursars.



A total of 515 beneficiaries were supported with bursaries in 2021.



Our bursary programmes continued to offer a comprehensive package that includes academic support, and psychosocial support to enable students to deal with the academic demands as well as other issues that may impact their performance. This was especially crucial during the lockdowns.



Sasolburg is supporting 23 local students to further their studies through distance education while they receive tutorials and access to electronic learning material at the Boitjhorisong Resource Centre.

05

Provision of psychosocial support, which was done through ICAS, remains critical in ensuring that students cope with personal challenges and the increase in mental health problems.

Psychosocial support



This year Sasol conducted **career assessment, personality traits tests** and motivation sessions for **106 learners** at **Fakkel school for learners with special needs.**



“
 We are committed as a country, to ensure we embark on new and innovative endeavours that will impact Early Childhood Development and boost learners’ skills and competencies for the 21st century skills and the 4th Industrial Revolution across the length and breadth country.
 ”

ANGIE MOTSHEKGA
 Minister of Basic Education, South Africa

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 where resources continuously shrink, while needs continue to increase. In line with our delivery approach, we work with a broad range of stakeholders locally, nationally and globally. These stakeholders range from government, civil society, business, academia, learners, teachers, among others; who we impact and, who in turn, impact us.

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.



Kagiso Trust Newsletter



Kagiso Trust has entered a 3-year partnership with the Sasol Foundation to implement a Technical High Schools (THS) intervention.

– By Lorna Mafa (Kagiso Trust) and Cynthia Malinga (Sasol Foundation)

Seven (7) schools have been targeted; 5 schools in Sekhukhune East District, Limpopo (where Kagiso Trust is implementing the DWSDP); one in the Kwa-Zulu Natal province and one in the Mpumalanga Province.

The partnership will extend KT's footprint and implement a focussed programme specifically for the THS. The partnership is momentous to KT in that this partnership will fast track the transformation of our schools, providing the basic requirements for a THS offering and accelerating transformation in line with the Department of Basic Education's 3- stream model.

them ready to access future opportunities. Our Flagship Technical Schools of Excellence Network (TechSENet) programme, which forms a basis of this partnership, has become a model for transforming ordinary schools into Technical Schools of excellence.

The Foundation has a track record of implementing transformative initiatives with the DBE. These range from 243 of Science, Technology, Engineering and Mathematics (STEM) textbooks and workbooks titles, 11 fully equipped mobile science labs, over 1500 bursaries and scholarships in a period of 11 years, to many learners and teacher development initiatives.

The partnership with Kagiso Trust provides an opportunity to replicate and scale up the model of transforming ordinary schools to technical high schools. It sets an example for other potential players and organisations who share similar interests to engage in similar partnerships with the DBE.

One of the key benefits of the partnership is investing in the early development of a skilled workforce required to sustain our industry whilst benefitting the broader society and the economy.

The partnership places the parties at the forefront of supporting DBE's strategy on technical teacher training to influence the system to teach for skills.

The partnership places the parties at the forefront of informing DBE's strategy on technical teacher training.

The Sasol Foundation, an avid supporter of the Government's vision, as set out in the National Development Plan 2030, is proud to have pre-empted the need to prioritise technical education and equip our children with skills that make



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Glossary

4IR	Fourth Industrial Revolution
AASF	Adopt a School Foundation
ATTC	Annual Technical Teachers Conference
Beneficiaries	Stakeholders that benefit from programmes which are run by the Sasol Foundation
BRC	Boitjhorisong Resource Centre
BSc	Bachelor of Science
Bursary Programme	An access to tertiary programme providing comprehensive support to selected students
CAPS	Curriculum Assessment Policy Statements
COVID19	Coronavirus Disease
CSI	Corporate Social Investment
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DWSDP	District Whole School Development Programme
E2E2	Early Childhood to Employment
ECD	Early Childhood Development
ECE	Early Childhood Education
FY	Financial Year
HDIs	Historically Disadvantaged Institutions
Hons	Honours
HR	Human Resources
IM	Information Management
JOTHS	John Orr Technical High School
JV	Join Venture
KT	Kagiso Trust
Mobile Science Lab	A programme aimed at supporting schools without mobile laboratories
MSc	Master of Science
National Agenda	National needs as defined by the Education directorate
NDP	National Development Plan
New Principal Induction Programme	An induction programme that supports new principals in Public schools
NGO's	Non Government Organisations
NMU	Nelson Mandela University
NPO	Non Profit Organisation
NRF	National Research Fund
NWU	North West University
PGCE	Postgraduate Certificate in Education
PhD	Doctor of Philosophy
Psychosocial Support	Psychological and social support
RSA	Republic of South Africa
Sasol 2.0	Sasol New Operating Model
Sasol Fenceline Communities	Communities where Sasol operates
Science Fellowship Programme	Financial and equipment support to selected postgraduate students from historically disadvantaged Universities
SETA	Sector Education and Training Authority
STEM	Science, Technology, Engineering and Mathematics
TechSEnet	Technical Schools of Excellence Network - Sasol Foundation adopted Technical schools.
THS	Technical High School
TVET	Technical Vocational Education and Training
UFH	University of Fort Hare
UFS	University of the Free State
UL	University of Limpopo
UNESCO	United Nations Educational, Scientific and Cultural Organisational
UNIVEN	University of Venda
VP	Vice President

Read the newsletter here: <https://www.kagiso.co.za/2021/07/15/in-brief-july-2021/>



Contact Us

lydia.podile@sasol.com

SASOL FOUNDATION