



2012
Journey

HEI foundation



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OUR JOURNEY....

*"SOMETIMES, REACHING OUT AND TAKING SOMEONE'S HAND IS THE BEGINNING
OF A JOURNEY." by Vera Nazarian*



CEO REPORT - JOURNEY OF THE FOUNDATION

Corinne Abel

This last year has seen a number of changes in the HCI Foundation. Virginia Engel, our erstwhile and highly respected CEO, retired from the Foundation after 6 years of committed leadership. This has resulted in a period of re-adjustment and refocus in the Foundation. Last year also saw the reorganisation of the Bursary Department with entirely new incumbents, and an emphasis on statistical accuracy and relationship building both with the recipient institutions and students whom we fund.

Our new journey got under way with a reformulation of our mission and strategy: our aim is to bring about change in underdeveloped and underprivileged communities through working with partners and pooling resources. In this way we hope to make a significant and sustainable impact in these communities. At all times we respect the knowledge and integrity of those we assist but we try to increase the capacity of our beneficiaries rather than maintain their ongoing dependence on us.

To this end, building relationships with our beneficiaries, identifying their strengths and assets, visiting projects, and maintaining contact are vital components of our outreach. We constantly strive to hold our beneficiaries accountable for effective implementation of practice and procedure, but we recognise the difficulties and ongoing challenges that this still presents.

By far our most exciting work in the past year has involved bringing different projects and people together to work on making a difference. One example revolves around the 'Dreamchair', created by beaders of Woza Moya, the craft shop associated with Hillcrest Aids Centre. We heard about the work being done by the Chaeli Foundation at Lavender Hill High School - a project aimed at teaching young people to dream, to envision possibilities - and we decided to 'fly' the dream chair from KZN to the Western Cape and give the High School learners of Lavender Hill the opportunity to sit in the magic chair and dare to dream. This simple gesture was inspirational and generated energy and fun amongst the many different partners who had come together to make the event happen.

Our reworked strategy is to frame our goals within a 3 year vision, and to incorporate a major focus on education at all levels to reach a target of 65% of our budget; the smaller part of our budget is concerned with issues of living spaces, health, environment and renewable energy. Significantly, our spend for the year under review was R28.2 million - approximately 2.8% of HCI's headline profits of R1020 million.

While offering bursaries to students at tertiary level remains our primary focus, we still emphasise early childhood development and have become more involved with primary and secondary education. The Foundation committed to fund LEAP schools over a minimum three year period - these are secondary schools drawing pupils from townships and focusing on upgrading Maths, Science and English skills. This partnership was enhanced by linking LEAP 2, whose pupils are drawn from Gugulethu, with Herzlia school. Both schools benefit from this relationship in terms of bridging gaps and engaging with cultural differences. The Foundation also encourages them to work together to uplift disadvantaged communities from which some of the learners are drawn.

Our primary school intervention has focused on two aspects: our continued commitment to enhanced learning support for teachers and pupils in terms of Maths and Literacy, which has also extended to getting parents and caregivers involved with their children's schooling as a way to improve their performance. The second aspect centres on working together with various partners in uplifting underperforming schools in line with the National Basic Education Accord. We are working with range of NGOs, and partnering schools in terms of time and resources, with the aim of replicating and rolling out a workable model in other primary and secondary schools. At the tertiary level, in addition to bursaries which constitute over a third of our annual spend, we are committed to professional development for teachers and education programmes in Theatre and Arts.

Working together with partners extends to our bursary students: in the past year we implemented a second, institution based, peer mentorship programme. Our first mentorship programme run by Seardel, is in its second year and has yielded excellent results for mentees and an enriching experience for mentors. We improved our communication with students through personal contact and social networks, and this has enabled us to develop closer relationships with our bursary recipients, including those already involved in community projects.

We have continued to fund discretionary projects for those who are amongst the most deprived and disadvantaged: these include the elderly, people with disabilities, those infected and affected by HIV/AIDS, orphans, and other groups without access to power structures, including refugees. We have maintained a separate portfolio for refugees, addressing their need for bursaries and for funding of women's groups in particular.

2011-2012 HIGHLIGHTS

- Restructuring our bursary department to present increasingly accurate accounts of all students on our programme
- Embarking on a journey of establishing closer relationships with our bursary recipients, specifically through workshops and personal communication with students, contact with institutions, mentoring programmes, and asking students to pay forward by getting involved in community projects
- Funding and establishing a relationship with Leap schools aimed at the improvement of Maths and Literacy education in secondary schools
- Partnering with both primary and secondary schools and NGOs to work together to generate greater impact in the education arena, both primary and secondary
- Changing the focus of our museum project to one of preserving and conserving all information and historical documents of the bus transport heritage relevant to Golden Arrow Bus Service (GABS)
- Staging the theatrical show 'Caboose' at the Baxter Theatre to accompany the 150 year celebration of GABS
- Funding a fire-build project in informal settlements
- Building an efficient, involved, and committed team that works more closely with HCI and HCI Group companies.

In the coming year we aim to facilitate ongoing partnerships with other NGOs and funders, to learn from each other and work together to make a greater impact, and to advocate change for disadvantaged communities. Wherever possible, we try to build capacity and enhance the strengths of disadvantaged communities, as well as tighten our own standards of practice and criteria for funding. Our emphasis on all levels and areas of education and development - including both academic and non-academic programmes - will remain a priority and we will continue to give close attention to our intervention in schools. This includes investigating ways to bridge the gaps for refugee children in the schooling system.

We will also focus on rolling out our mentorship programmes with our subsidiaries, and will continue to engage institutions and other stakeholders in programme delivery. We view our workshops with students and mentors as spaces for transformation and opportunities for growth. In addition, we want our bursary students to pay forward by working with community projects or through mentoring other students. Our relationship to HCI and its subsidiaries, as well as to SACTWU, remains primary and informs our joint projects.



FLAGSHIP PROJECTS

Jamala Safari

BURSARY PROGRAMME OVERVIEW AND OUTCOMES

The overall objective of the HCI Foundation undergraduate bursary programme is to contribute to the development of South Africa by providing tertiary bursaries to financially and academically deserving students throughout South Africa, but especially in rural areas.

The 2011 National Development Plan "Vision for 2030" cites the absence of an enabling environment that allows every individual to reach their full potential as one of the major challenges faced by Higher Education in South Africa.

In this context, over the past year we have maintained our national allocation model, strengthened our relationship with students and institutions through an enhanced IT system and visits to institutions, and are gradually providing more support to our bursary recipients through mentoring and regular workshops.

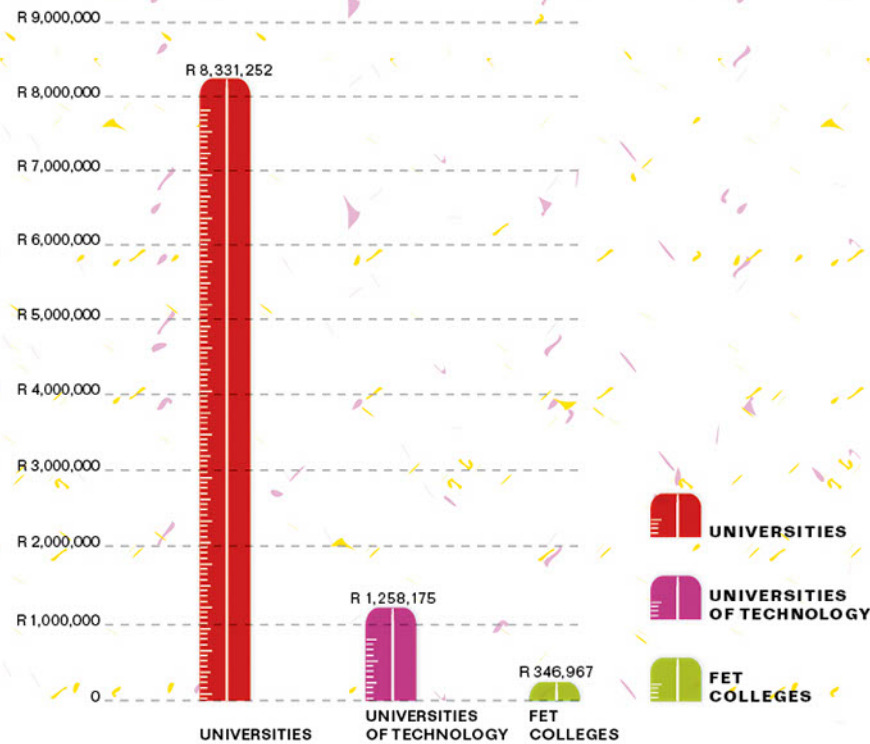
Financial need and academic excellence remain the two major factors considered for access to funding. Our bursary recipients come from families where the gross household monthly income is R 15 000 or less. To be accepted onto and remain within the programme, each student's academic performance must be sufficiently satisfactory to allow them to be promoted to the following year of study.

In 2011 the number of graduates increased to 279 out of 925 bursary recipients, from 161 out of 1075 in 2010. The introduction of new communication and support programmes for our students, ongoing evaluation of their needs, and consolidation of partnerships with institutions all aim to ensure that an increasing number of students achieve their goals of overcoming difficulties, graduating, and contributing effectively to the development of the country.



2011 National Allocation Of Bursaries

Our 2011 bursary expenditure was R11.4m, with 83.9% of the spend going to Universities and Universities of Technology, and 3% to Further Education and Training (FET) colleges. A further 13.1% was allocated to education development and administration. A total number of 4359 applications were received, from which 925 students across the country were allocated bursaries. 882 awards were made to students at University and Universities of Technology, and 43 at FET colleges.



**2011
NATIONAL ALLOCATION OF FUNDS**

516 students continued to receive our funding, while 409 new applicants were brought into the programme. As can be seen from the graph, the number of bursaries awarded in 2011 was 925, 150 less than in 2010 for a number of reasons, including the annual increase in fees, the number of withdrawals because of alternative sources of funding, and a stricter adherence to the need for regional distribution.



**2010-2011
AWARDED BURSARIES VS GRADUATES**

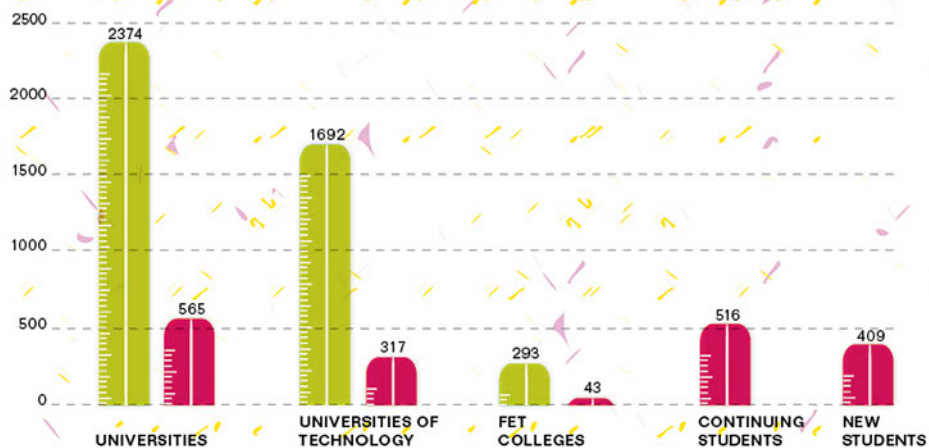
Student Workshops And Institution Visits

This academic year marked the beginning of a new round of visits to institutions and student workshops. In August a workshop was conducted at the University of the Free State (UFS) for UFS and Central University of Technology (CUT) bursary recipients. The objective of the workshop was to gain an understanding of students' experiences of studying at tertiary level, and to explore possible ways in which we might be able to assist them in the successful completion of their studies.

This programme is continuing throughout the 2012 academic year. In addition, an increasing number of executive members of institutions have visited us at the Foundation office. These visits are appreciated for the contribution they make to building solid relationships between universities and the Foundation, and for keeping up to date with new developments on both sides.

The HCI Foundation programme continues to fund bursaries in any field or year of study at undergraduate level. We encourage academic excellence and a spirit of giving back to community from students. Despite the challenges presented by their backgrounds, our students have embraced the idea of ploughback as part of the HCI Foundation identity. Increasing numbers of our students have spent hours assisting at their local schools and within their local communities; many contribute to university-run community programmes, and a few have gone on to set up successful NGOs in their home communities.

5



**2011
APPLICATIONS RECEIVED AND
BURSARIES AWARDED**



**APPLICATIONS
RECEIVED**

**BURSARIES
AWARDED**

Seardel Mentorship Programme

In 2011, Seardel responded to concerns around student performance and drop-out rates at tertiary level, with the development and implementation of a mentorship programme for HCI Foundation funded students. Recognising that mentorship is also beneficial for the company through the creation of a pool of young professionals with potential. Sixty-four Seardel senior and middle managers in the Western Cape, KwaZulu-Natal and Gauteng volunteered to become mentors with the overall aim of improving pass rates, and the successful completion of studies. Outcomes from the first year of the programme are encouraging. A total of 76 out of the 83 students on the programme successfully completed the academic year, equating to a 91.5% pass rate, and 60 of the 2011 students are continuing on the mentorship programme in 2012.

Peer Mentorship Programme (P2P)

The P2P Mentorship Programme is the result of a partnership between the HCI Foundation, the SA Jewish Board of Deputies, via the South African Union of Jewish Students (SAUJS), and the Black Management Forum Young Professionals. This pilot peer mentoring initiative is based at UCT. Through the programme, the partnership aims to facilitate the growth and development of students at tertiary level by: supporting mentees through the transition to tertiary level education with the aim of helping them succeed in their studies, and reach their full potential; and offering mentors the opportunity of leadership development and acquisition of transferable skills. Further objectives of the programme are to improve results and reduce drop-out rates through a youth-focused peer mentorship model which can be replicated. An exciting consequence of this programme is that participants engage positively with difference, and are encouraged to respect and value diversity.



Refugee Bursary Programme

The HCI Foundation continues to offer the only open access corporate bursary programme outside the UNHCR-DAFI programme, which gives bursaries to refugees. For the year 2011, the Foundation awarded 32 bursaries to refugee students, and this number increased to 50 in 2012. In 2011, we held a series of workshops with Cape Town based refugee students. The objective of these sessions was to create a sense of community amongst refugee bursary recipients and assist them to identify, reflect on and engage with the questions and challenges they face in their efforts to succeed in their studies. We will build on the outcome of these reflection sessions in 2012 to initiate a series of workshops at the University of the Western Cape and Cape University of Technology with South African and refugee students, with the objective of fostering increased understanding and integration amongst students.

2012 Bursary Programme – Plans And Opportunities

For 2012 academic year the bursary office received 4362 applications, more than 70% of which were online. For the first time the selection process for first year applicants included shortlisting, followed by a telephonic interview. The interviews provide new applicants with a good introduction to the Foundation, and help us to get to know our students better from the outset. For the year ahead, in order to strengthen our relationship with both Universities and bursary recipients, we intend to visit 15 institutions, hold 5 workshops with bursary recipients across the country and host one event for the Western Cape HCI Foundation final year students and their parents.

Journey Of A Student

The journey of our students has always been fascinating. Hearing about their backgrounds, the challenges they face upon embarking on tertiary education, sometimes away from family and friends with little or no family support, often as the first member of the family or of the village to access tertiary education makes us celebrate their courage and commitment. Let us introduce you to the journey of Phumzile Andries, a graduate from the University of Stellenbosch.



My name is Phumzile Andries, and i am from Addo in the rural Eastern Cape. i studied for a BA in international Studies at the University of Stellenbosch from 2009 and graduated in December 2011.



Interviewer: Can you tell us a bit about your family background?

Phumzile: I grew up on a farm with my father working as driver on the farm, my mother a domestic worker. I grew up with three siblings, two sisters and one brother. Growing up on a farm was not easy because of the lack of information and access to many important things that can better one's life. However, with a can do attitude I was able to beat all the odds, and achieve what many young people where I come from could not achieve.

Interviewer: Is there anyone else in your family with a tertiary qualification?

Phumzile: Amongst all my siblings I am the only one who completed matric and went on to complete a degree at university. No-one in my family has a tertiary qualification, and I wanted to study further to create a better life for myself and my family.

Interviewer: What has been your experience of studying at tertiary level – your challenges and how you have succeeded?

Phumzile: The first challenge was to move away from my family, it was the first time for me to be away from my parents for more than thirty days. My father passed away in first year during an exam period. The first year was not an easy ride; I had to change my lifestyle from a farm boy to a big city lifestyle, but keep my feet on the ground and focus on my studies. As time went on life became easier and results became better. In succeeding in all of my challenges I tried to take things as they come and keep reminding myself of the reason why I was there; that kept me going.

Interviewer: Why did you choose your course of study?

Phumzile: I chose BA International Studies, because of the line of work I want to do in my career. Working with different people is what I want to do; the course provides me with that opportunity.

Interviewer: What keeps you motivated?

Phumzile: Where I come from keeps me motivated; every time I'm stuck or feeling down, I remind myself of the many challenges I have faced along the way to get where I am.

Interviewer: Where do you see yourself in 5 years time?

Phumzile: In five years time I see myself as well experienced and successful in my profession; also as a well-respected person in society, because of doing work that makes a difference in people's lives.

Interviewer: And your community involvement – why are you so involved?

Phumzile: I am currently the chairperson of a Ward Youth Forum; the main aim of the forum is to champion the needs of young people. This is a first step towards my goal of working with people. I also help young people with information about tertiary education, help them on how to apply, where to get funding. The reason I am so involved in community is because I want to make a difference in someone else's life. I also want to help them see that there are opportunities out there.

Interviewer: Do you have any advice for South African youth – especially matric students from the same background as you?

Phumzile: My advice is simple for South African youth; they must not wait for other people to open up opportunities for them. They must get up and seek those opportunities by themselves.

Interviewer: What is your dream for yourself, and South Africa?

Phumzile: My dream is to at least make a difference in someone else's life every day. My dream for South Africa is for every young person to get education so that they can make a difference in their communities and their lives.



SOCIAL PROGRAMMES

Carol Van Der Rhee

Responding to the need to uplift education in South Africa, and in line with the Department of Economic Affairs Education Accord, the HCI Foundation has strategically focused on education, and this constitutes our biggest area of spend. The Foundation supports Early Childhood Development, Primary, Secondary and Tertiary Education programmes. Our other focus areas cover Environment and Health.

TERTIARY EDUCATION

Ikwezi Project - Advanced Certificate in Education (ACE)

The Foundation is currently funding 18 students in their second year of the ACE programme offered by the Schools Development Unit at UCT. This is a two year part time professional qualification which consists of five courses. Of the 18 teachers registered, 14 are Foundation Phase and 4 Intermediate Phase teachers. Teachers come from primary schools in the Strand and Mfuleni areas of the Western Cape. The focus of the teacher training is on literacy and numeracy with the aim of improving the literacy and numeracy levels of learners through better teaching methods.

Gasela Mphunga: Intermediate Phase

"The ACE Programme gave me an excellent opportunity to better understand the curriculum. The content and presentation style offered excellent teaching techniques and methods towards bringing across the intended curriculum to learners. It assisted me with many theories including evaluative criteria. The course taught me that learners do not only need to recognise parts of the topic but they should also realise how and why we arrive at certain conclusions in different topics. The course also brought more than just teaching the content and applying good techniques. It has been digging down to my emotions and aligning my teaching ethics. Class discussions and lecturers' elaborations moulded a new and more advanced understanding of the teaching profession, its responsibilities and accountability. Schools can realise a much improved performance in terms of results and also good working ethics among teachers if teacher trainees could be exposed to this kind of content, presentation style and discussion."





Ntombokuqala Ntamo: HOD in Foundation Phase Grade 1 Teacher

"I am very humbled by this opportunity that I am given to share my experiences with Ikwezi Project and ACE Course. I am in my second year of the ACE course and progressing very well. The ACE course has made me a different person academically and in other aspects. Now we understand that Grade R and Grade 1 learners need to be taught the basic concepts so that they can identify and describe objects using a formal school language. This programme also assisted us with the planning and daily teaching programme, as we know that beginner learners learn quickly if one establishes a consistent routine that they can follow. My experiences together with my colleagues Ms Yamiso and Ms Singapi have a great impact in the school results.

We share all the knowledge with the staff to improve the teaching styles of the others. Our Grade 3 and Grade 6 results in the systemic evaluation have improved. There is still a need to continue with these projects, and I recommend that teachers who have not done the ACE course should do so. They will get more confidence and pride in their teaching career."



SECONDARY EDUCATION

Lavender Hill Senior Secondary School

The HCI Foundation has, during the past year supported the Youth Empowerment through Schools (Y.E.S.) Programme at Lavender Hill Senior Secondary School in the Western Cape, which is co-ordinated by June Orsmond from Lavender Hill Development Trust. T-shirts with the logo "I am a 2016 Matriculant" were donated to the 2012 Grade 8 students by Seardel, a subsidiary of HCI, to encourage learners to believe in themselves and take their studies seriously. The Foundation also participated in activities at the school and enrolled the Principal in Symphonia's "Partners for Possibility" 12 month training programme. The aim of the programme is to encourage leadership development and work towards increased community participation in the school.

Samshea-Lee Thomas: Grade 10 E

"There is no doubt that the Y.E.S. project is beginning to make a favourable impact on our learners and the school as a whole. The Y.E.S. project hopes to change the mindsets and attitudes of learners and I can see that this is starting to happen. The impact can be felt and seen in several ways: we now have a bell instead of a siren. This is so much better. The siren used to remind us of the Second World War or something like that. The bell is much more soothing and easier on the ear!

Almost 200 learners are taking part in our extra-mural programme which includes music, dancing, 5-a-side soccer, softball and rugby, and it is pleasing to see so many learners actively involved in constructive activities. Previously, some of our learners might have been tempted to get involved in the 'wrong' kind of activities after school. The Y.E.S. project is providing alternatives for our learners. In one assembly Mr Manie spoke about our learners reaching 'new horizons' and I hope we will be able to reach these new horizons through the Y.E.S. project.

Although I did not get a T-shirt as part of the Y.E.S. project (because I am in Grade 10), I feel that many of the Grade 8 learners wear these T-shirts with great pride. I am of the view that the words, "I am a 2016 matriculant" will serve to inspire many of them to complete matric one day. I must say, though, that there are still many problems at school. Many learners still come late, absenteeism (especially on a Friday) is still high and littering and vandalism still take place. However, I believe that we must continue with the Y.E.S. project because of the great benefits it has for our school."



LEAP Science And Maths School

LEAP is a leading learning organisation which aims to give young South Africans the academic and life skills they need to become future leaders. LEAP schools have high expectations of South Africa's youth and aim to transform disadvantaged communities, one graduate at a time. Despite the fact that they face serious academic and social challenges, learners at the 6 LEAP schools achieved a 94% Grade 12 pass rate, with 75% of graduates moving on to tertiary level studies. LEAP believes that personal empowerment is the key that unlocks real change and leads to academic excellence. The HCI Foundation started a partnership with LEAP in 2011. This collaboration goes beyond providing financial assistance to linking LEAP with other organisations to extend its resources and expertise to poorly resourced schools.

Babalwa Mene: Chair Of LEAP2 Junior Council - Grade 11

"Being at LEAP has been a great experience for me. I started at LEAP in 2011 doing Grade 10. Here at school we are taught values that help us a lot in terms of becoming a good person. In these values we also learn who we are and where we come from. At LEAP we have Social Development where we are given a chance to give back to our communities, so we try to engage with people within our communities and tell them what LEAP is about. This year LEAP started a Junior Council, which I am gladly part of. In the Junior Council I have seen a bit of growth in me, all because I am dealing with different people from different backgrounds. LEAP is working in partnership with Herzlia and their students have become part of the LEAP family. LEAP has helped me a lot in becoming a better person and reminding me that whatever your background looks like that doesn't mean you have to be stuck there."



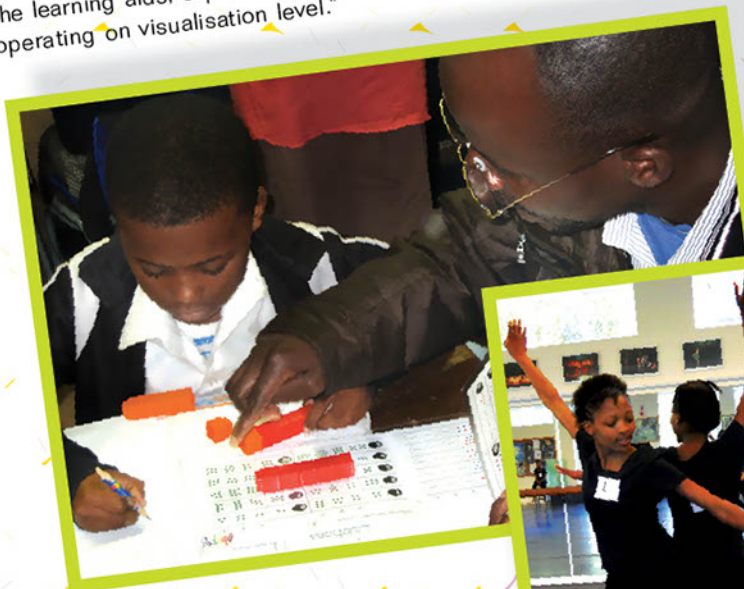
Babalwa Mene

PRIMARY LITHA Primary School

The HCI Foundation is working with Litha Primary School in Guguletu to implement a number of initiatives at the school with the objective of improving the numeracy and literacy results of the learners. The intervention is a collaboration between HCI Foundation, LEAP, Edupeg, Equal Education and Herzlia.

Christophe Nyankurubike: Trainer

"The Edupeg intervention programme has had a positive impact on teaching and learning at the school. The project was welcomed by the principal and staff. Educators are eager and willing to work with me using the Edupeg material, which is an incredible way of teaching, and puts the learners at the centre of learning. The Edupeg material has enabled me as a facilitator to help teachers in the Foundation and Intermediate phases to make sense of the base ten number system. The culture of teaching and learning becomes so easy. It challenges the critical thinking of the learners. Their intrinsic motivation is uplifted when they use the learning aids, especially the Grade R and 1 children who are still operating on visualisation level."



Nolvuyo received a Distinction for Dance Studies

ARTS AND CULTURE Grahamstown Foundation

With the support of the HCI Foundation, the Whole Person Venture provides Dance studies via Amaphiko Township Dance Project as part of their holistic development of learners from local township schools. The Whole Person programme boosts young people's confidence and self-esteem as potential leaders, and encourages them to have aspirations that reach beyond the limitations of their circumstances. An especially talented youth group has been selected, and five Grade 10 pupils and two Grade 11 pupils attend theoretical and practical classes each week. The HCI Foundation funding allows Amaphiko to provide transport from the children's schools to the Rhodes University Drama Department, which boasts an audio-visual room for studying prominent South African and international choreographers, and a first-rate 'sprung' wooden floor which is ideal for all practical classes. Students attend directly from school, and are given a small snack of sandwiches, fruit, and juice to provide much needed energy for the class.

Nangamso Boma: Grade 11 learner

"It means a lot to me. It helps me with so much and teaches me even more, such as respect for others, discipline for myself, good behaviour, and lastly, to have a good attitude towards others instead of having a bad attitude."

Nolvuyo Schwempe: Grade 12 learner in 2010

"I come from a community of people who have never had the opportunity to do subjects such as dance studies. Being one of the few people who did dance studies I had to deal with people telling me that I was wasting my time doing something that is not even going to get me a proper job. Dealing with people like that on an everyday basis made me a stronger person. It made me stand up for myself and to defend and stand up for what I believe in." Nolvuyo received a Distinction for Dance Studies and is currently in her first year at Rhodes University where she is majoring in Chemistry and Computer Science for her BSS degree.



Magnet Theatre

Since 1987 Magnet Theatre has committed to developing the language of physical theatre in South Africa as a means of transcending the barriers of spoken language within the country. Magnet's mission is to create an original repertoire of South African productions, inspirational performance events and effective educational processes that emphasise the primacy of the human body in the act of theatre. In this way the company also aims to inspire and energise community audiences and theatre practitioners.

Magnet believes that we all have a responsibility to develop a more just, free and peaceful society. Magnet works through development programmes that teach creativity, imagination and theatre making skills to township and rural youth, thereby supporting community theatre. Magnet implements an intensive full-time training programme for talented youth who are not able to access further tertiary education and who are willing to share their skills with the community groups they belong to. Through its activities, Magnet sets out to challenge performers and audiences, with experiences that shift bodies, assumptions, feelings, beliefs and understandings, and encourage conscious engagement with diversity within communities.

Magnet has been a member of the Foundation's Community Transport Support Programme since 2010, and received additional funding in 2011 for their education and Cederberg development programmes.





HEALTH

1000 Hills Community Helpers

The 1000 Hills Community Helpers situated in the Valley of 1000 Hills in KwaZulu-Natal offers a wide range of services to the surrounding communities. The services range from a health clinic to an ECD centre, and arts and crafts training for the unemployed. The health clinic is open 5 days a week, and supports between 1000-1700 patients each week. The Foundation has been assisting the clinic with funds for much needed medication.

Zandile Purity Phetha:

"My name is Zandile Purity Phetha, I am 23 years old and I'm staying here at Inchanga in a mud house with my mother and my daughter. I went to Inchanga Primary School and Reitvallei Combined School and realised that life was very hard for me and my mother. I fell pregnant while I was doing Grade 10 and had to repeat the year. I worked at Gromor Fertilizing, 2 km from the 1000 Hills, over weekends, earning R80 per day which enabled me to contribute at home together with the child support grant. I was doing well at school and managed to complete Grade 12. In March 2010 Aunt Dawn from 1000-Hills Community Helpers offered me a job in the library.

It was a good practice for me to use a computer and in 2011 the IT guy retired and Aunt Dawn said I should learn from him. Oh, I was so thrilled because I like to learn new things and I think I'm a fast learner. Aunt Dawn was helping me with clothes for me and my child and she sent me to INTEC College to do a Personal Assistant part-time course which was good for me and that was one of my dreams come true. Living in a mud house is very terrible because if the rain comes there is water coming in and you even end up feeling afraid of staying because it can fall anytime. Last year December I told myself I must go and order building materials and start building my house and I did so. Aunt is my hero, she saved me and my child's life. She's like a mother to me and I love her. I'm a better person today because of 1000 Hills Community Helpers."



ENVIRONMENT

Sithuthukile Trust

HCI Foundation funded Sithuthukile Trust to support 11 educare centres with training and setting up their own vegetable gardens at their centres in and around Middelburg, Mpumalanga. The vegetable gardens are a much needed source of nutrition for the children who attend the educare centres.

Maureen Mnisi-Isibonelo: Pre-school Principal

"I would like to thank you for the vegetable garden that you have implemented at the organisation. It will be of great help to the school and the community as a whole. It will provide a lot of fresh vegetables to the school, children will consume nutritious food and a good diet will be provided. The centre will save a lot when it comes to buying vegetables from other markets, and the community will also benefit from this vegetable garden. Freshly produced veggies will be sold to community members and will also be given to vulnerable children, orphans and child-headed families. It will also help the children to know more about the importance of vegetables and healthy eating. This garden will help the soil from wearing away from the ground. We very much appreciate your involvement."

Midlands Community College

The Midlands Community College is situated in Nottingham Road, KwaZulu-Natal and offers a number of training courses ranging from welding, plastering and bricklaying, to ECD, vegetable gardening and poultry production. The HCI Foundation supported 14 women from Tendele who are registered for the vegetable gardening programme.

Mrs Qondi Mpangase

Mrs Qondi Mpangase runs a day care centre in Thendela (Kamberg) which takes care of about 30 children in the community. Her story is translated from isiZulu by Mr Makhathini. "I have been in charge of the crèche for over 20 years and always been struggling as most of the parents are unemployed. Therefore sometimes they are unable to pay the fees for the children. We've always had a garden in the yard but lacking skills to make it good for the children. I heard of the course at Midlands to grow vegetables and I attended. I gained a lot of skills for the garden. They gave us tools and seeds to start again. We can now produce vegetables for the kids and provide meals for the children with vegetables that I grow."



Community Transport Support Programme

In partnership with the Golden Arrow Bus Services, the HCI Foundation has supported 22 projects involved in a range of community upliftment programmes via this programme.

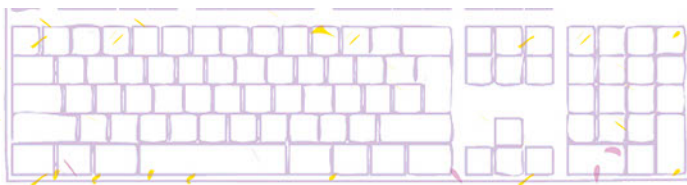
Sisanda Fundaytion

Sisanda Fundaytion is a group of volunteers whose aim is to provide vulnerable and disadvantaged children with an opportunity to play, learn, be inspired and cared for in an environment that is ordinarily inaccessible to them. They also promote social cohesion by bringing volunteers from diverse backgrounds into contact with disadvantaged children. Day outings to places of interest are arranged for children from orphanages, children's homes and educare centres. Each volunteer takes responsibility for a maximum of three children for the day.

Leesa Flory: Sisanda Fundaytion

"Throughout my discussion with Veronica, the carer who accompanied us on the outing, kids kept jumping up and saying things like, 'Thank you!', 'We loved the day' and 'When can we go to the beach again?' The most emotional response for me was all the cuddles I got as soon as I walked into the Hall. The children all spoke about loving their t-shirts and hanging their photos up beside their beds. Jodi and Annalucia are two 14 year old girls that Veronica said were very positively inspired by the Fun Day. They are the same age and they have difficult lives. They work hard at school, worry about exams and getting good grades and finding funding to go to college. So here are their thoughts on 'What a difference a Day Makes.' Both girls said they love to try new things and go to new places. They loved the feeling of hopping on a bus and being able to go anywhere. Annalucia says, 'I want to go everywhere now; in Cape Town, and out maybe one day I will go to America.' Jodi told me that she likes to keep a memory book and she has written under her Fun Day picture, 'The best day ever.'





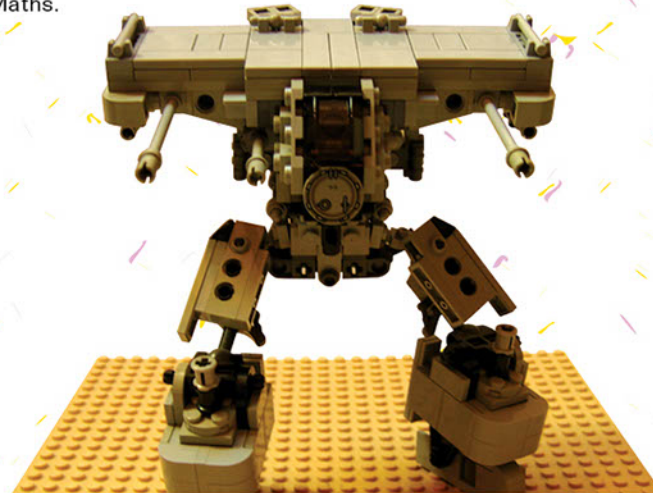
Science Education Resource Initiative (SERI)

Fun'ulwazi is an enrichment programme for Grade 8s and 9s that offers Saturday classes to prepare learners from in and around Khayelitsha for acceptance into COSAT in Grade 10. COSAT's track record is partly due to the sustained success of the Fun'ulwazi programme which brings Grade 10s up to the required standard. The majority of Fun'ulwazi students live in the greater Khayelitsha area and are transported to and from class by the Golden Arrow Bus Company.

Students are provided with a healthy snack, and taught English, Mathematics, Robotics, Science and Computer Literacy. Robotics is taught by Thulani Tafeni, himself a talented product of COSAT. He has the following to say about his subject:

"Robotics continues to be the most popular subject at Fun'ulwazi. The new recruits of 2011 have faced its challenges with great enthusiasm and success. Until fairly recently, only real engineers with an advanced degree and a lab filled with computers and heavy machinery were able to build and programme Robots. But today LEGO robot kits can be found in classrooms all over the world, where teachers are using them to teach a myriad of science and engineering topics. Robotics is now a core component of the Fun'ulwazi curriculum. The Robotics course lays the foundation for the annual FIRST Lego League Robotics competition."

Mrs. Phadiela Cooper, School Principal of COSAT, has credited Robotics as the key to uplifting learners' performance and cognitive understanding in Maths.





GRASSROOTS ADVENTURE BUS PROGRAMME

The Grassroots Adventure Bus Programme has been running for over 26 years. It operates as a partnership between Grassroots Educare Trust based in the Western Cape and Golden Arrow Bus Services, with the HCI Foundation contributing towards the transport costs. In the year under review 14,803 children from 208 educare centres were taken on educational outings to places of interest in the Western Cape.

Erfaan Dramat: Proud Adventure Bus Driver

It is early morning and just a few hours after the completion of my night shift duty. I manage to drag my body from the comfort of a warm bed, and peep through my bedroom window to be greeted by a howling wind and showers of rain that rattle against the window-pane. I had many reasons to dive back into bed and stay there until I started work later in the day. The only reason that I had to face the elements was that it was my turn to drive a Grassroots trip. It was reason enough to put a smile on my face and brave the storm.





The question that I frequently have to answer is: "What makes you want to do something that you don't even get paid for?" Well, it's the pleasure of seeing an underprivileged child going on an excursion that's more often than not the highlight of the year and many times a lifetime experience. For most of them it's the first time that they've travelled by bus and it feels really good to be part of that experience. It plucks at my heart-strings to see how they wait in anticipation for the bus to pull up at the crèche. Getting them to board the bus is a task on its own and I always find real pleasure in assisting the teachers to get the little ones on the bus. The real excitement starts as soon as the bus is in motion and they erupt into a chorus of nursery rhymes and song, or they will simply just drown the sound of the engine with "ibasi, ibasi, ibasi..." for the duration of the trip.

I always make sure to get out of my cab when we reach our destination just to see how they disembark. Like little penguins they clumsily waddle out of the bus. Oblivious to what's going on around them they walk in pairs dragging their colourful bags behind them. After a few hours of fun it's the trip back home again, but this time everyone is tired and most of the angels stay fast asleep until we reach the crèche again.....Come wind or rain, I'm definitely looking forward to my next Grassroots trip. It's an experience that money can't buy and I'm sure that my Grassroots driving colleagues share the same sentiments."



REFUGEE SUPPORT PROGRAMME

The Refugee Support Programme developed out of the Foundation's growing involvement in refugee issues from 2008, primarily via its Refugee Bursary Programme. Our research revealed a high demand for existing services by refugee communities and consequent financial and capacity constraints placed on NGOs trying to meet their needs.

The major objective of our programme is to facilitate social and economic integration of refugees by supporting existing social programmes of NGOs and partnering with organisations focused on refugees in order to enhance impact. From 2011 we contacted organisations working directly with refugees and visited projects to ascertain project reach and level of accountability.

To date we have funded the following organisations: Agency for Refugee Education, Skills Training and Advocacy (ARESTA) - vocational skills training; Lawrence House Child and Youth Care Centre - staff training; Alliance for Refugees in South Africa (AFRISA) - English language classes; Scalabrini Foreign Educators Programme; Three 2 Six School feeding scheme; and Unity for Tertiary Refugee Students (UTRS) career workshops. Following the success of the 2011 mentoring programme for refugee students in the Western Cape, we have launched a 2012 programme for refugee bursary recipients and their South African counterparts at tertiary institutions in this region. Building on the theme of 'Working together, giving back to our communities', this programme aims to support participants to collaborate in order to bring about positive and meaningful change in their own lives, and those of their communities.

Overall, we remain committed to supporting initiatives which assist refugees to rebuild their lives in South Africa, become self-sufficient, pursue their dreams and aspirations, and in this way contribute to the development of the country.

One of our refugee students, Sandra Ilunga Mutombo, recently wrote the following letter to thank the company that offered her an internship which was required to complete her course.

"I really appreciated the fact that you accepted me in your company and opened doors of hope that I could never imagined. Being foreign makes it very difficult to get a job, especially in these days with the economic crisis, but this was not an obstacle for you. I really, really enjoyed my internship, I felt as if I was part of the family. I learned a lot of things in this short period of time, experienced almost 90% of my learning areas, met great people and got support from management and subordinates. I would welcome any chance to come and work, even volunteer for one year just for me to gain more experience if it is possible. The internship gave me the opportunity to know what I really want to do."



PARTNERSHIPS WITH HCI GROUP COMPANIES

In addition to the projects highlighted under our focus areas, the Foundation provides funding for subsidiary companies to support projects they select.

With a strong focus on education, these range from Formex's commitment to HIV/AIDS prevention and skills development in vulnerable communities close to the company's areas of operation in the Eastern Cape; to Vukani's investment in school infrastructure in Mpumalanga and Limpopo; and the Community Transport Support Programme which the Foundation runs in partnership with GABS in the Western Cape.



Also in Mpumalanga, the success of the ECD and food garden initiative at Tetema High School in KwaMhlanga District has led to a collaboration between HCI Coal and the Department of Education, Nkangala District, and the identification of five other ECD centres in the area which are in need of support. With the assistance of Sithuthukile Trust, ten practitioners are receiving internationally accredited training and the ECD centres will be equipped with educational equipment and learning resources. Following the Tetema example, food gardening programmes have been started at each of the centres to improve the children's nutrition as they learn.



In Gauteng and the Western Cape, the road safety programmes for school children run at Syntell's two Junior Traffic Training Centres are increasingly well subscribed, with an increase in numbers at each centre over the last year.



Through e.tv's support for Dowling Primary School in Gauteng, learners from Grades R to 7 have benefited from ongoing development of their numeracy and literacy skills with the assistance of the Edu-Peg programme. Tsogo Sun made a contribution to school infrastructure development by partnering in the construction of a Grade R classroom at Kwezana public school in the Eastern Cape, and also hosts the annual conference for the Centre for Early Childhood Development. In KwaZulu-Natal, Seardel builds relationships with a small number of local NGOs who provide services for vulnerable children.



The diversity of operations within the group creates unique opportunities for collaborations and partnerships, which companies have begun to explore for mutual benefit.



INDEPENDENT AUDITORS' REPORT

To the trustees of the HCI Foundation

We have audited the accompanying annual financial statements of The HCI Foundation, which comprise the trustees' report, the statement of financial position as at 31 March 2012, the statement of comprehensive income, the statement of changes in equity and statement of cash flows for the year then ended, a summary of significant accounting policies and other explanatory notes.

Trustees' Responsibility for the Financial Statements

The trustees are responsible for the preparation and fair presentation of these annual financial statements in accordance with International Financial Reporting Standards for Small and Medium sized Entities. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of annual financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these annual financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the annual financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the annual financial statements. The procedures selected depend on the auditors' judgement, including the assessment of the risks of material misstatement of the annual financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the annual financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the trustees, as well as evaluating the overall presentation of the annual financial statements.

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

Opinion

In our opinion, the annual financial statements present fairly, in all material respects, the financial position of the Trust as at 31 March 2012, and of its financial performance and its cash flows for the year then ended in accordance with the International Financial Reporting Standards for Small and Medium sized Entities.

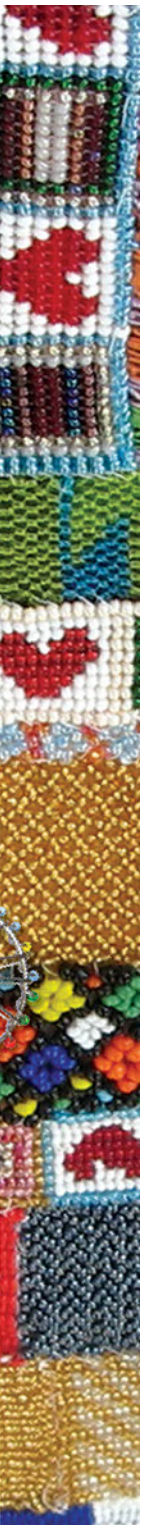
PKF(Cpt) Inc.

Chartered Accountants (S.A.)
Registered Auditors
Registration number: 2000/016512/21

STATEMENT OF FINANCIAL POSITION

Annual Financial Statements for the year ended 31 March 2012

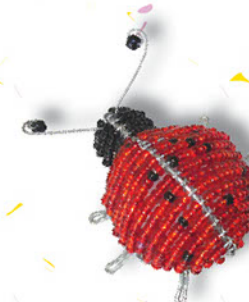
Figures In Rands	2012	2011
Assets		
Non-Current Assets		
Plant and equipment	322 055	401 857
Financial assets	438 767 187	444 057 219
	439 089 242	444 459 076
Current Assets		
Trade and other receivables	273 792	152 506
Cash and cash equivalents	2 793 485	5 560 860
	3 067 277	5 713 366
Total Assets	442 156 519	450 172 442
Equity and Liabilities		
Equity		
Trust capital	437 036 211	443 861 280
Liabilities		
Non-Current Liability		
Financial liability	1 941 051	5 058 618
	1 941 051	5 058 618
Current Liabilities		
Trade and other payables	3 179 257	230 458
Provisions	-	1 022 086
	3 179 257	1 252 544
Total Liabilities	5 120 308	6 311 162
Total Equity and Liabilities	442 156 519	450 172 442



STATEMENT OF COMPREHENSIVE INCOME

Annual Financial Statements for the year ended 31 March 2012

Figures In Rands	2012	2011
Net investment income	5 871 707	5 651 771
Interest received	1 432 377	1 824 780
Dividends received	4 845 937	4 408 226
Service fee rebates	111 239	253 830
Investment administration fees	(517 846)	(835 065)
Less: Expenses	28 175 152	28 399 178
Operating expenses	4 771 686	4 457 132
Project expenses	23 403 466	23 942 046
Bursaries	11 434 783	11 640 827
Bus discounts	1 373 608	1 132 369
Discretionary fund	170 770	67 403
Environment	1 250 000	
General education	2 115 510	1 924 710
General health	270 000	210 000
HIV/AIDS	554 540	360 000
Housing		984 401
Partnerships	3 961 144	5 334 406
Project events	107 833	115 515
Refugee programme	499 885	
Welfare and social development (Skills development, Youth development, Arts & Culture, Disability)	1 665 393	2 172 415
Operating deficit	(22 303 445)	(22 747 407)
Finance costs	(51 717)	(985)
Fair value gains/(losses) on financial assets		
- Realised	(303 519)	(327 802)
- Unrealised	15 646 215	1 731 802
Fair value gain on employee share options	187 397	659 063
Deficit for the year	(6 825 069)	(20 685 329)



STATEMENT OF CASH FLOWS

Annual Financial Statements for the year ended 31 March 2012

Figures In Rands	2012 R	2011 R
Cash flows from operating activities	(23 362 850)	(21 947 659)
Cash generated (used in) operations	(23 311 133)	(21 946 674)
Finance costs	(51 717)	(985)
Cash flows from investing activities	20 595 475	20 395 578
Purchase of plant and equipment	(148 492)	(290 963)
Purchase of financial assets	(1 256 033)	(16 000 000)
Proceeds on sales of financial assets	22 000 000	36 686 541
Total cash movement for the year	(2 767 375)	(1 552 081)
Cash and cash equivalents at the beginning of the year	5 560 860	7 112 941
Cash and cash equivalents at the end of the year	2 793 485	5 560 860



INDEX OF PROJECTS

Beneficiaries who received more than R10 000

1000 Hills Community Helpers
 Agency for Refugee Skills Training & Advocacy
 Alliance for Refugees in SA
 Angus Gillis Charitable Trust
 Bridgetown Theatre
 CDRA
 Centre for Early Childhood Development
 Child Welfare SA Ladysmith
 College of Magic
 Cotlands
 Cape Town Festival
 De La Bat School
 Die Herberg Kinderhuis
 Dlananathi
 Douglas Advice & Development Office
 Eastern Cape Educational Trust
 Edupeg
 EP Child & Youth Care
 Epilepsy SA
 Frank Julie & associates
 Treatment Action Campaign
 Grahamstown Foundation
 Headway Gauteng
 Hillstar Junior Traffic Centre
 Hospice Matlosana
 Ikhala Trust
 JH Moloto School
 Keiskamma Trust
 Khululeka Community Education Dev Centre
 Kwezana Public School
 KZN Cerebral Palsy Association
 Lavender Hill Development Trust
 LEAP Science & Maths School
 LETCEE
 Lifeline Durban
 Lighthouse Community Development Initiative
 M&A Enrichment Counselling Service
 MaAfrika Tikkun
 Magnet Theatre Educational Trust
 Mama Afrika Trust
 Men on the Side of the Road
 Midlands Community College
 NICRO
 Nonceba Family Counselling

Nonceba Missionary Christian Community
 Novalis Ubuntu Institute
 Ntataise Lowveld Trust
 Outward Bound
 Pebbles Project Trust
 Prosperity Youth Centre
 Quad Para Association of KZN
 RABTI Trust
 Robertson House
 Roundabout Water Solutions
 SA Congress for ECD
 SA Red Cross Society
 Sacred Heart College
 SAYC Ulutsha Lonke - SA Youth Choir
 Scalabrini Centre
 Lawrence House
 Sithuthukile Trust
 Social Change Assistance Trust
 South South North
 St Helena Sandvold Hospice
 St James Educational Trust
 St Monica's Childrens Home
 Students for Law & Social Justice
 Tembaletu Trust
 The Billion Child Campaign
 Freemantle Old Boys Association
 Tygerberg Community Outreach Program
 Ubuntu Education Fund
 Ubuntu House
 UCT Baxter Theatre
 UCT Schools Development Unit
 UFS-Beds of Hope
 UKZN Foundation Trust
 Unity for Tertiary Refugee Students
 Victoria Service Centre
 Vrystaat Nasorg
 W/C Foundation for Community Work
 Whole World Women Association
 Woodside Special Care Centre

TOTAL: 83

BUS DISCOUNT PROGRAMME

Abigail Women's movement
 AFM Church
 Apostolic Faith Mission
 Atlantis HIV/AIDS Group
 Atlantis School of Skills
 Bontheuvel Moravian Church
 Bruce's Catering
 Cape Flats YMCA
 Centre for Early Childhood Development
 Christian Assembly
 Church of the Holy Spirit
 Community Food Providers
 CSC Centre
 Dept of Community Safety CT
 Dept Social Development
 District Six Museum
 Dominican Deaf
 Envirochild
 Exposure Breakfast Club
 Fair Haven Faith Mission
 Foundation Backbone
 Grace Family Church
 Great Commission Church
 Heideveld Entertainers
 Help SA Now
 Human Rights Media Centre
 Included Group Homes
 Insight Community Project
 Jubilee Community Church
 Juventus FC
 Keep the Children Dream
 Khayelitsha Development Forum
 Labia Theatre
 Laphumilanga Youth
 Leliebloem House
 Lions Club Tokai
 Madrassah Islamia Atlantis
 Magystics Dance Club
 Masilande Imveli Comm
 Masiphatisane Housing
 Methodist Church

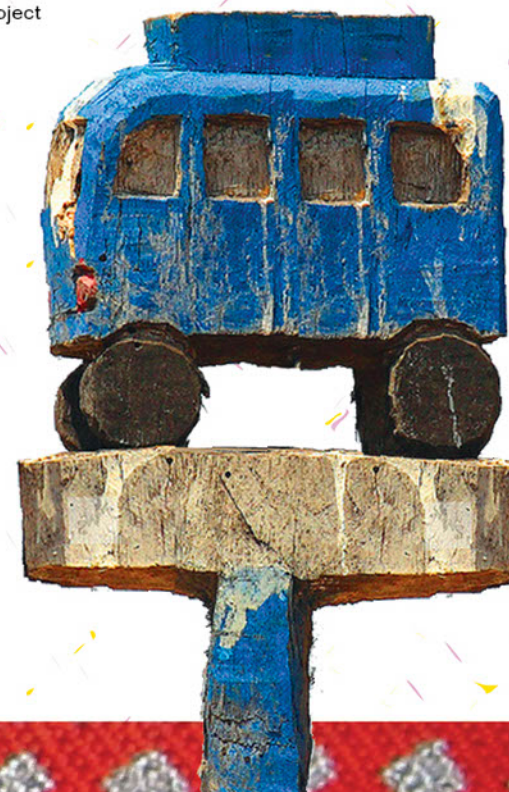
Mitchell's Plain United
 Mosaic
 NAC Church Scottesdene
 Nkqubela Project
 NOAH
 Northpine Seniors
 Oaks of Righteousness Foundation
 Orchid Seniors
 Origin SA
 Pentecostal Gospel Church
 Philani Nutrition Centre
 Prayer Ministries
 Red Cross Society
 Renewal Outreach
 Reyger Court Seniors
 Rosehaven Gardens RC
 SA Educ & Environment
 SAPS Com Forum Bellville
 Sea Point Rotary Club
 Senior Threads
 Shiloh Community Service
 Silvertree Community Development Centre
 Simonstown Museum
 Siphamandla Senior Club
 St Annes Homes
 St Joseph's Home
 Steurhof Civic Association
 Thandanani
 The Ark Christian School
 Trinitarians FC
 Trinity Methodist Church
 Tsiba Education
 Uniting Reform Church
 Vrouevereniging Van Die Morawiese Kerk
 WC Primary Science Project
 YMCA Athlone
 Youth Media Movement
 Zulu Nation Cul Project

TOTAL: 79

COMMUNITY TRANSPORT SUPPORT PROGRAMME

Amy Biehl Foundation
 Artscape
 The Baxter Theatre
 College of Magic
 COSATU Pensioners Project
 Cape Town Holocaust Centre
 Encounters
 Equal Education
 Field Band Foundation
 Getwel
 Grassroots Educare Trust
 Houtbay Swimming Academy
 Ikhathane
 Ikapa Dance Theatre
 Iziko Museum
 Magnet Theatre
 Redefine Music Education Project
 Science Education Resources Initiative (SERI)
 Sisanda Fundaytion
 St James Education Trust
 Syntell Road Safety Project
 Theatre Arts Admin

TOTAL: 22



STAFF



Corinne Abel
CEO



Gabbey Jacobs
Front Desk Officer



Jamala Safari
Head - Bursary Department



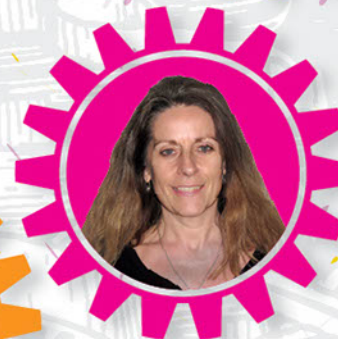
Carol Van Der Rhee
Social Projects & Office Manager



Cherwyn Marcus
Bursary Administrator



Berenice Eckhardt
Social Projects Administrator



Geraldine Machin
Special Projects Co-ordinator



Nizaam Manual
Accounting Officer



WE HAVE CHOSEN TO HIGHLIGHT ONLY A FEW OF THE
WONDERFUL ORGANISATIONS THAT WE WORK WITH.
THERE ARE MANY MORE. OUR JOURNEY CONTINUES...



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