

MOT South Africa ANNUAL REPORT 2011



Show courage!

i MOT has the lives of the youth as its core focus.
MOT empowers the youth to make conscious choices and to show courage –
courage to live, courage to care, courage to say no.
PBO no: 930 028 579 NPO no: 078-690

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ACRONYMS:

ECD	– Early Childhood Development
FET	– Further Education and Training
FETI	– Further Education and Training Institute
FIETA	– Forest Industries Education and Training Authority
GET	– General Education and Training
MAPP SETA	– Media, Advertising, Publishing, Printing, Packaging, Sector Education Training Authority
NCV	– National Certificate Vocational
NPO	– Non-Profit Organisation
PBO	– Public Benefit Organisation
SA	– South Africa
MOT	– Not an acronym, but Norwegian for "To show courage"



Chairperson's Report

The past year has seen the MOT programme in the Cape registering further success in serving our young people in FET Colleges and now also in some High Schools. The programme we manage is one that we believe provides our youth with the requisite soft skills to complement the hard and rigorous platform they acquire in the academic programmes they follow. This is, without doubt, the need of not only the youth, but the society we live in. As we look at the brokenness of our communities, the examples of a citizenry presented by our adult population and even our leaders leaves much to be desired. The many examples are too numerous to mention of young people being derailed because of the deficiencies in their development as a human being in early life. This has had devastating effects on the society we live in because these young people are the very men and women that are later required to lead the country as parents and civil leaders.

The Board has realised the importance of the programme through the successes the programme has achieved in the few years of its existence. The reports that have been compiled over the last three years, speak of an urgent and broad need for a stabilising influence in the lives of our young people. In this regard, the role that presenters have played as volunteers has been remarkable. Without such commitment the costs of our intervention would be impossible to bear.

As far as the success of the programme is concerned, I am delighted to share the review and appraisal done by the Further Education and Training Institute (FETI) of the University of the Western Cape. The FETI research report states that the critical success of MOT is its emphasis on respect for peers and speaking out against socially unacceptable behaviour, underpinned by a deeper knowledge of self. 90% of respondents indicated that MOT had improved their understanding of themselves, and 91% of respondents said that MOT helped them to say NO. According to the FETI report, a willingness to say no is significant, showing a resistance to negative peer pressure and high risk behaviour. These findings have given us renewed belief in the importance of our efforts to make a difference in the development of our young people and thus our future.

In this regard it is disappointing to see the lack of financial support that MOT South Africa was able to realise in the corporate world. I am confident that with renewed effort and the fact that we have launched the programme in high schools this past year, we would be able to get the necessary funding that would make it less stressful to develop the capacity to deliver the product sufficiently widely across the province and further afield. In this regard, the sponsors that have stayed with us and believed in our programme need to be thanked and encouraged to keep on believing in the future and sustainability of the society we live in.

I would again like to thank the management of the colleges and schools that have given more than their fair share to provide the organisational backbone to MOT South Africa. The support from the presenters, as well as the trainers of these presenters coming from as far afield as Norway, can never be overestimated. Thanks for your efforts.

The strategic direction and planning comes from my colleagues at the Board level and I want to express appreciation for their unselfish support in time and effort to lead the organisation. Thank you.



Prof Eltie Links
Chairperson: MOT South Africa

Chief Executive Officer's Report



Dear MOT South Africa members, sponsors and friends

Looking back over the last year, I had to reflect on the road traveled and what I have learnt on the journey. Working at MOT South Africa, you experience first-hand the effect MOT has on a young person's confidence and personal growth. They accept themselves for who they are, accept each others' differences and opinions, and gain the courage to ask questions and to share their opinions.

Working at a Non-Profit Organisation also teaches you to be generous, because MOT cannot do its work without the generosity of others. Every day our volunteers commit their time, energy and expertise to help our youth learn the critical life-skills and values that will empower them to develop to their full potential and to become the change in their communities. Once again, thank you to our MOT presenters for helping our students take responsibility for their own development, and for inculcating values and positive behaviour in our schools and colleges.

Through the generosity of our sponsors and corporate partners, we have been able to train 120 new MOT presenters during 2011 and present the MOT programmes to 6630 youths in the Further Education and Training (FET) Colleges and Secondary schools. In 2011, with the

assistance of MOT Norway and MOT Namibia, we have been able to start the MOT programme for Grade 8 to Grade 10 learners in Secondary schools. MOT South Africa will now influence the development of youth from the age of 12 years.

As a Public Benefit Organisation, we have to listen to our beneficiaries, the youth, to find out what they need and whether they are receiving a service of value to them. In 2011, MOT South Africa contracted the Further Education and Training Institute (FETI) of the University of the Western Cape to evaluate the impact of MOT on the lives of the students, who have completed the three year MOT programme. These research results, as well as the daily feedback from students on how MOT is transforming their thoughts, behaviour and relationships, strengthen our passion and energy to help create a warmer and safer environment for our youth to grow and develop.

One of South Africa's main challenges is the high unemployment rate. Entering the job market or starting a business venture requires self-confidence, resilience and courage. Our youth also needs to have hope for the future of South Africa and a belief that they can make a difference. The soft skills of collaboration, communication, facilitating change, solving problems, making decisions, and the willingness to learn are critical to making businesses successful and better places of work.

Thank you to every one who is supporting MOT South Africa in its journey to help build a better South Africa. Thank you to all our contributors to this Annual Report for sharing your MOT experiences, insights and wisdom. I would like to conclude with the powerful words of Kofi Annan: "To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there."

Wanda Möller
Chief Executive Officer: MOT South Africa

MOT Strategic Intent & Programmes

Purpose: To ensure that the youth of South Africa have the courage, resilience and life-skills to make conscious choices for them to develop to their full potential and become positive role models in their communities.

Vision: A warmer and safer environment for the youth.

Mission:

- Empowering the youth to make conscious choices that result in them better mastering life.
- Strengthening the youth's courage to take care of themselves and each other.
- Working at altering the youth's attitudes, focusing on establishing sound values, choices, and a belief in their own abilities.

Values:

- Courage to live.
- Courage to care.
- Courage to say no.



MOT Programmes:

MOT Schools Programme

- Courage to say no,
Courage to care and
Courage to live – Building a platform
- Strengthen positive behaviour – Meeting the parents
- Positive focus
- Strengths & Self-confidence
- Respect
- Choices
- Dreams
- Dialogue between Parents & Youth
- Courageous role models
- Belonging
- Dignity & Integrity
- Belief in the future

MOT Senior Phase & Colleges Programme

- Getting to know yourself and others
- Strengthen positive behaviour and feedback and building the class culture
- Creating bull's-eye experiences and focusing on solutions to problems
- Communication tools
- Values and making choices
- Courageous role models and filtering of information and influences
- Making conscious choices and creating one's own future
- The wheel of life and living a balanced life
- Graduation celebrations, challenges when leaving school/college and future consequences
- Global Dignity Day
- Courage to Care Day - Community projects

Delia Timmie
Programme Coordinator: MOT South Africa

School Principal



MOT was introduced to Fairmount Secondary School at the beginning of 2011. We decided to explore the possibilities of what MOT can offer to address the numerous problems facing our learners today. Issues such as drug, alcohol and substance abuse are rife in the community where most of the learners come from. Broken families and teenage pregnancies have ascended in the school. Child abuse and molestation is common in the community and some of the learners have first-hand experience. Other issues we are struggling with are poverty and hunger, lack of parental control and involvement, single-parent families and mass unemployment. There is no denying that these issues hinder progress in education. It is our duty as educators to try our very best to work through these problems to provide our learners the best possible education.

MOT motivates me to empower the learners to face up to these challenges that daily stare them in the face and all the issues that they have to deal with amongst their peers and families. What satisfies me the most is to change the lives and circumstances of the learners I work with. Touch one life, touch many. Saving one soul makes my day.

By slowly integrating MOT into our school activities, we hope to provide a platform for Fairmount's learners to learn the courage to say no. The MOT programme builds on each learner's unique talents and strengths, preparing them for full participation in life. It is essential that the learners realise their strengths and their aspirations in life and that we help them

achieve and develop life goals. We want the learners to prepare for life in the setting of the school, preparing for citizenship and community life, working towards career goals and gaining the skills for a fulfilling life and work.

The MOT programme compliments the Life Orientation syllabus and reinforces reading and listening skills as well as group work for the GET phase. The programme is not about a student sitting at a desk and accumulating information, but participating in group work and learning through interaction with others.

The implementation of MOT at Fairmount has been very fulfilling. Not only does it make the learners happy, but it also gives a new sense of personal fulfilment (mentally, emotionally and spiritually). The smiles of some learners, their eagerness to participate in the MOT sessions, their desire to do away with wrong habits and to become successful are rewarding. Learners are starting to open up to their MOT presenters and share their problems. It is really fun getting to know the learners on a social level where they can act out and be themselves. MOT offers a much more interactive way of facilitating the sessions. It offers valuable life-skills in a way that is fun and interactive. The learners are really excited as MOT offers them another 'subject' without being bogged down with having to write exams.

This programme is important because it helps shape the way learners think. With MOT, learners are able to overcome their set of circumstances and realise that obstacles are meant to be overcome. MOT gives the learners the ability to make wise choices and take proper action in the face of adversity.

The MOT presenters, who are committed and dedicated to changing the lives of the learners, find it interesting to work with learners at school that they had never known and do not teach at all. The learners are also happy to have someone apart from their class teacher that they can easily relate to. The learners found the word "courage" having a great impact on their lives. Their self-esteem has improved and they have discovered who they really are.

Feedback from the learners:

- MOT offers us "learning" while having fun.
- We are taught to say "NO" to wrong stuff.
- You must be responsible and enjoy life at the same time.
- We are taught to separate good from bad, that substance abuse is bad for you and that you don't need to be "in" with the wrong crowd and that we must enjoy life while we are young, but we must also be aware of the dangers of life.

Terence Klassen
Principal, Fairmount Secondary School

MOT Coordinator & Presenter

The MOT Programme has become an essential component of life-skills education at the College of Cape Town and it also complements the Life Orientation classes. The reality is that many FET students are quite young (high school age), often ill-equipped for college, sometimes ill-disciplined and they come from the previously disadvantaged communities.

These students, like all youth across South Africa, are faced with certain socio-economic challenges and realities, such as peer pressure, an education backlog, drug abuse and poverty. The MOT programme aims to equip young people with the vital life-skills which they can use to be better able to deal with, and manage these challenges. Although the MOT programme is aimed at students, over time MOT has also begun to have a positive knock-on effect amongst staff members.

Let us consider exactly what it is that the students do in the MOT sessions over three years. The sessions are facilitated by a qualified MOT presenter (qualified by means of a three-day training course), who assists the students in the exploration of a particular theme. The themes that are explored by the students are for example;

- Developing greater personal insight and building a platform for positive relations.
- Giving positive feedback, developing the courage to speak out and strengthening the learning environment.
- Focusing on solutions and possibilities rather than problems and nurturing one's own personal development, happiness and talents.

Secondly, we also must consider that the students actually enjoy the MOT sessions. The students actively participate in innovative, physical and fun practical exercises, role-play, group discussions and they grapple with thought provoking questions. The content is youthful in nature and it actually adds more meaning and value to their more conventional academic content. Often the success of the programme has been manifested by students actually demanding to know when the next MOT session will happen. Examples of feedback from students at the College of Cape Town include;

- "I have enjoyed each MOT session very much. I am also more confident. And MOT helped us to show respect to one another" – ECD NCV student, Crawford campus, College of Cape Town.
- "MOT has given me the motivation to press on in life. They (MOT) have given me and my peers the tools to execute each day positively. They validate us as students – we and what we say matters." – ECD NCV student, Crawford campus, College of Cape Town.
- "The MOT sessions were good for me. I've lost my Grandmother last year. She was a big part of my life. The MOT sessions helped me to accept reality and make the grieving process easier. It changed my life." – Jewellery student, Guguletu campus, College of Cape Town.

Thirdly, the feedback from the Student Support Officers and lecturers at the College of Cape Town, who voluntarily facilitate the programme, is also extremely positive. Comments include the following;

- "I see a whole different side to my students" – Lecturer, Pinelands campus, College of Cape Town.
- "This stuff makes good sense. I believe in it, therefore it is so easy to facilitate" – Student Support Officer, City campus, College of Cape Town.

A common thread amongst the MOT presenters' comments is that they find it easier to relate to their students and they understand their students' needs better. This contributes to the general improvement of the learning environment within the classroom. In my own experience, I have found that my teaching style has been improved by the use of techniques gained during MOT presenters' training, because it improves my own self-confidence and it contributes to my already present teaching abilities acquired through formal training.

Consider the example of an NCV English class where a student is taught how to speak well. MOT makes a contribution by improving the self-confidence of that particular student, so that there is the actual willingness to communicate. Ultimately, it is my view that MOT and quality life-skills programmes add more value to that which is already being offered at FET colleges. When students are able to see the value of self-development, then perhaps they will display a greater interest in their academic programmes.



Nizaam Pasha
MOT Coordinator and Presenter, College of Cape Town

Research into the MOT Programme



During 2011 MOT SA contracted the FET Institute of the University of the Western Cape to conduct research into the MOT programme. Since the students had been exposed to three years of MOT training, MOT SA wanted to obtain their views on the impact the training had had on their lives. Questionnaires were administered to 87 students who were completing their studies and exiting the College, this being a 56% sample of the 154 students who had done MOT at three successive levels of their College programmes.

The public FET colleges in South Africa have a difficult, racially defined history, but post democracy there have been on-going policy interventions to integrate, upgrade and modernise colleges. However, there is still not much public understanding of what FET colleges offer and vocational education is still under-valued in our society. Many students who enter colleges have had a troubled school career and often suffer low self-esteem and feelings of failure. Colleges are challenged particularly to improve their retention and success rates, and therefore emotional, academic and social student support is increasingly seen as critical. Budgets have not been aligned to these needs though, and college staff are often too overburdened to undertake the necessary interventions. The MOT programme was therefore a welcome initiative for colleges struggling to create an environment conducive to learner success.

In the research, students were asked to reflect on their behaviour and attitudes prior to undertaking MOT, and to decide when answering the questionnaire whether MOT had changed the way they thought, felt or behaved. Respondents were roughly equal numbers of males and females, ranging in age from 17 to 30 years old, across a range of programmes. Questions were linked to the stated intentions of the MOT programme, and dealt with the perceived impact of MOT on classroom interactions, personal growth, personal values and lifestyle choices, with some space for additional open-ended comments.

Findings of the Research

One of the key objectives of MOT is to create an inclusive, supportive classroom environment, and this has been shown to impact positively on performance and retention (see Kuh et al 2006 – ‘What Matters to Student Success’). In this regard 97% of the respondents said that MOT had helped them treat other students with respect in spite of their differences. In terms of personal growth, there were high positive responses for: having the **courage to be myself and accept myself; believing I will do well in the future; asking if I don’t understand** (many school cultures in SA discourage questioning), and **being more self-confident**.

Many students felt that their personal values had been impacted, and the strongest responses were to: “saying ‘no’ if friends ask me to do something I know is wrong”, admitting wrong-doing and saying sorry, and “talking to someone who I think needs a friend”. It was clear that students at this stage struggled with peer pressure, as there were weaker responses to telling friends that they were doing wrong things, standing up for someone being bullied and saying what friends might not like to hear.

Of the top overall responses to MOT, three stood out, and these are important for addressing college retention and success issues:

- ☐ 95% said MOT had helped them to think about the choices they make
- ☐ 94% said MOT had motivated them to complete their studies, and
- ☐ 92% said MOT had made them want to be better students.

Research into the MOT Programme

Some additional student comments on MOT were:

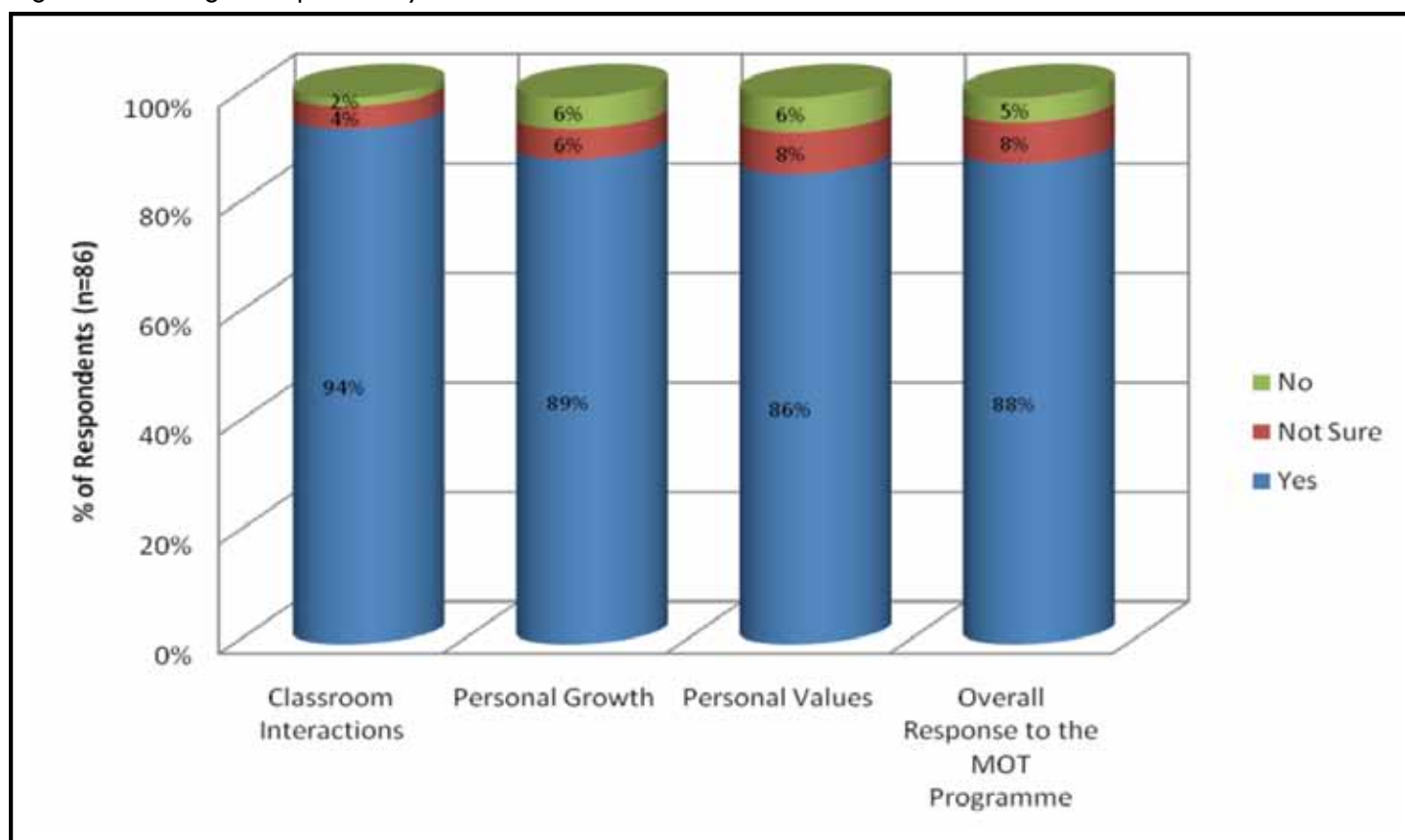
- ❑ 'today I am a different person...I help others...giving without expecting in return'
- ❑ 'MOT is inspirational...helped me to make a difference in my life...encouraged me to go out there and achieve my goal in the future'
- ❑ 'MOT made me see that in life anything is possible if you make work of it'.

Conclusion:

The strengths of the MOT training were revealed in a combination of impacts in three key areas: on personal development, interactions with peers, and on motivation towards academic success. Supported by the empirical data, the MOT programme is a critical support intervention that has had a significant effect on student retention and success. In the light of this, the research called for government funding to be leveraged for the programme as it was clear that most FET colleges did not yet possess sufficient capacity within their own Student Support Services units to provide this level of intervention and support for students.

Dr Joy Papier
Further Education and Training Institute (FETI),
University of the Western Cape

Figure 8: Averaged responses by section



(FETI, 2012: 12)

For the full research report, visit the MOT SA website at www.mot.org.za

MOT Presenter & Lecturer



My involvement with youth stems from a desire I had since I was very young. I attended a missionary primary school in a poverty stricken area. Later I attended a high school with students from diverse socio-economic backgrounds.

I grew up in one of the Northern suburbs of Cape Town. My parents were educators and missionaries and instil in me very strong and sound family values and principles. Both my parents were involved with youth development on a large scale. Some of my friends got lost along the way, became drop outs, got involved in gangsterism and some ended up in jail.

All these years it was mindboggling why young people have no ambitions and could not rise above their circumstances. During my previous employment, I could persuade apprentices to acquire the life-skills and values to be successful. I believe in the way you walk and the way you talk shall either influence people or discourage them.

It was a dream that came true when Northlink College employed me as a lecturer at their Bellville campus in 2010. In my interaction with students at Northlink College, I realised that a large number of them have the same characteristics as in my childhood. A lot of them have

no vision, dreams, self-respect, values, etc. This prior experience of the social economic circumstances of my childhood assists me in relating to my current students.

My role as a MOT presenter is to be a role model for students and to teach them important life-skills and values. Another role is to use the MOT principles to assist students to cope with challenging issues.

In 2011, Northlink College nominated me to attend the MOT Presenter training course. This training is helping me in my lesson planning to get the students involve in their studies. The workshop enlightened my thoughts and the training and hospitality of the MOT staff of South Africa and Norway contributed to a positive mindset. MOT gave me the tools to connect with the students in a more positive way. In hindsight, it definitely improved my practise of teaching and to help students to adopt better values and to live for a dream.

I have also realised in order to be successful one has to involve the parent(s) as well. Parental involvement plays a big role in student development. The feedback from parents and students were very positive due to the MOT principles I have implemented. As recent as this year, I worked with a student who had an unacceptable way of presenting himself. After conveying this behaviour to the parent, we could in a short period notice the change in the student's behaviour, which directly contributed to an improvement in his academic performance.

If more staff members are equipped with MOT principles, it could assist them to deal with student behaviour. If we succeed to change student behaviour in a positive way, we would be able to make a big contribution to shape a better South Africa.

I am thankful that MOT gave me the opportunity and equipped me to help students to live their dreams.

Cornelius Liedemann
Lecturer and MOT Presenter at
Northlink College, Bellville Campus

MOT Presenter & Student Support Officer

In a time where the youth is seeking opportunities, a sense-of-belonging and LIFE – the world offerings are limited by challenges, trauma and a lack of role models. Success depends on the individual and their will to succeed. The MOT programme has brought communication amongst peers and adults to commit towards a better understood future where our young people are so many times misunderstood. A drive to succeed whilst keeping compassion for your neighbour and the broader society.

MOT is a life-skills programme that was introduced at Boland College during 2008. Being part of an Educational Institution, I was given the opportunity to be trained as a MOT presenter during that year. The Programme was introduced to all NCV Level 2 students in 2009.

Being a MOT presenter is more than just wearing a MOT t-shirt and preparing for a particular session. You become involved in your students' lives – getting to know the person behind the mask they are wearing on a daily basis. You are personally reminded about better choices AND being a role model to the very same students that possibly doesn't have many. On the other hand, you are making a life-changing impact on a young person's life.



2011 was a big year for Strand Campus as it was the 1st MOT group that completed the MOT programme. This in itself was a challenge to find time in the busy schedule of academics and students. But the MOT team prevailed and 405 NCV students attended, whilst 67 Level 4 students completed the MOT programme. A Blood Drive was incorporated during Courage2Care Day where 74 students committed to donating blood.

My highlights include the acknowledgement of students that life requires active involvement. You might not be able to control all circumstances BUT you can certainly make better choices. It was great seeing lecturers incorporating the MOT philosophy into their daily classes and living the message. That makes the Programme work.

What does it take to be a MOT presenter? To interact with the youth can at times be stressful, but knowing that you are and can make an impact on a daily basis, as you eating the ELEPHANT bit by bit.

The programme has thus far made a very positive impact on both the students and presenters. Being able to set aside the textbooks and the pretence. The conversations generated by reaching out on a personal level directly impacted on the students' personal, social and academic functioning. It is not an overnight change, but a step towards finding themselves.

For other institutions considering the Programme: Yes, there is never enough time... what about academics... etc, etc. Find the time, your investment will show its returns in wonderful ways.

MOT ... it's more than wearing a t-shirt, it becomes a philosophy ... it becomes a way of life.

Anna Maria Vogel
Student Support Officer and MOT Presenter at
Boland College, Strand Campus

Annual Financial Statements for the year ended 31 December 2011

STATEMENT OF FINANCIAL POSITION

Figures in Rand	2011	2010
ASSETS		
NON-CURRENT ASSETS		
Property, plant and equipment	524	3 506
CURRENT ASSETS		
Trade and other receivables	8 547	38 815
Cash and cash equivalents	433 505	321 968
	442 052	360 783
Total Assets	442 576	364 289
ACCUMULATED RESERVES AND LIABILITIES		
ACCUMULATED RESERVES		
Accumulated surplus	442 576	361 733
LIABILITIES		
CURRENT LIABILITIES		
Payables	–	2 556
Total Accumulated Reserves and Liabilities	442 576	364 289

RSM! Betty & Dickson
Chartered Accountants (S.A.)

Annual Financial Statements for the year ended 31 December 2011

STATEMENT OF COMPREHENSIVE INCOME

Figures in Rand	2011	2010
Revenue	700 555	965 846
Other Income	96 015	–
Operating expenses	(721 549)	(1 010 383)
Operating profit (loss)	75 021	(44 537)
Interest received	5 822	23 406
Surplus for the year	80 843	(21 131)
Other comprehensive income	–	–
Total surplus (deficit) for the year	80 843	(21 131)

STATEMENT OF CASH FLOWS

Figures in Rand	2011	2010
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash receipts from donors and for services rendered	826 838	659 412
Cash paid to suppliers and employees	(721 123)	(1 043 564)
Cash (used in) generated from operations	105 715	(384 152)
Interest received	5 822	23 406
Net cash from operating activities	111 537	(360 746)
CASH FLOWS FROM INVESTING ACTIVITIES		
Total cash movement for the year	111 537	(360 746)
Cash and cash equivalents at the beginning of the year	321 968	682 714
Total cash and cash equivalents at end of the year	433 505	321 968

RSM! Betty & Dickson
Chartered Accountants (S.A.)

MOT Alumnus & Student



I was a full-time student at West Coast College, Citrusdal campus from 2009 until 2011. I still have two subjects to repeat, but I am positive because the fact that I was given the opportunity to learn, means I am worth something.

The MOT programme was probably one of the best opportunities I could have asked for while in College. I've learned more about myself than I ever thought possible. I can definitely say my experience with MOT was my highlight of my college years. It is a very good programme. You learn to get to know your classmates better and you are more comfortable and open to one another. The MOT sessions had a very big impact on all of us. It has improved communication between us and helped us to respect and appreciate each other. I find myself much more calm and reasoned. MOT made me conscious about people's differences and that I must respect them. The programme taught me to accept people for who they are.

I am married with children. Life-after-college being a wife and mother is challenging, but I am glad that I was part of this incredibly wonderful opportunity where I did not only had the opportunity to discover my direction in life, but I also had the opportunity to create new relationships with my husband, children and family. For example, I have never taken my husband's feelings into consideration while I was busy with my academic obligations. MOT gave me a better insight of my husband. I am able to motivate my son in Grade 10 not to give up his studies, and that wrong friends are sometimes the cause of failure. I could share his experiences because of the support we received from the MOT programme at the college. I am able to put what I had learned from the MOT programme to real use in my own, as well as other's lives. I also have a daughter who stays with me with her two children. I am able to take care of them as a grandmother. I am thankful for the Lord who gives me strength to take care of them and the knowledge, wisdom, insight and courage I've gained from MOT.

I have even told my manager at PEP Stores, where I work, about this wonderful programme, MOT. Because of MOT, I could point a client who was under the influence of alcohol in the right direction. I talked to the client and expressed my concerns. A week later the lady came to visit me and told me that she no longer wants to be an alcohol abuse statistic.

I say thank you to MOT and West Coast College for this wonderful programme. MOT has become a second nature in my life.

**Grace Melane, MOT Alumnus and student at West Coast College,
Citrusdal Campus**

(Translated from Afrikaans)

Organisational Details

We express our gratitude and appreciation to our volunteers, sponsors and partners for their valuable support in making the work of MOT South Africa possible in 2011.

VOLUNTEERS:

Elin Hauklien – Facilitating MOT Presenters' training workshops
Marthe Isaksen – Assisting in the MOT SA office
MOT Brand Ambassadors
MOT Coordinators & MOT Presenters
MOT SA Board members
MOT students – Providing feedback on the MOT Programme
Nizaam Pasha – Facilitating MOT Presenters' training workshops
Rozanne Waldeck – Performing the MOT song
Sigrun Vårvik – Facilitating MOT Presenters' training workshops
Trish van der Merwe - Facilitating MOT Presenters' training workshops

FINANCIAL CONTRIBUTIONS:

Abe Bailey Trust
Anglo American Chairman's Fund
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MAPPP SETA
My School My Village Programme
Nigel Allsop
Pioneer Fishing Oranjevis Joint Venture
Victor Daitz Foundation

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Ms Ntombekaya (Kaya) Nyati
Prof John David Volmink
Mr Eric Zakhe (Zozo) Siyengo
Mr Jannie Isaacs
Ms Kubeshini Govender
Mr Brian Michael Eagar
Mr Atlé Vårvik
Ms Wanda Möller (Chief Executive Officer)
Mr Jarl Aré Hovstad (Board Alternate)
Ms Trish van der Merwe (Board Alternate)

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Protea Hotel Vineyards Estate, Tyger Valley
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Upper Eastside Hotel, Woodstock

Public Benefit Organisation (PBO): 930 028 579
Non-Profit Organisation (NPO): 078-690
Value Added Tax (VAT): 468 025 7658

Address: MOT SA, College of Cape Town, Crawford Campus
Cnr of Kromboom & Thornton Road, Crawford 7764
Private Bag X, Athlone 7760

Tel: 021 696 6610

Email: office@mot.org.za

Our website: www.mot.org.za

Auditors: RSM Betty & Dickson (Cape Town)

BANKING DETAILS FOR ALL DONATIONS TO MOT SOUTH AFRICA

Bank: ABSA; Branch swift address: ABSA ZA JJ

Branch clearing code and International code: 632005

Account name: MOT SA; Cheque Account number: 407 2600 581

All donations made towards MOT SA are tax deductible in terms of Section 18A of the Income Tax Act.





MOT SA Main Sponsor



THE ABE BAILEY TRUST



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