

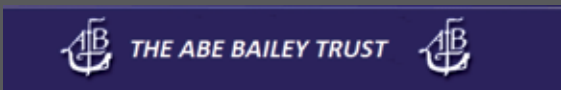
# MOT South Africa ANNUAL REPORT 2012

*Empowering the youth  
to make conscious  
choices and to  
show courage;*

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



## Platinum Sponsors:



**MOT**  
*Show courage!*



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**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*

## CHAIRPERSON'S REPORT



**R**eporting is a pleasant task when things go well and success can be shared with the readers. The twelve months of activities at MOT South Africa have seen some wonderful milestones attained in establishing the Brand much more forcibly in the minds of both young people and the sponsors who are responsible for making the activities of the organisation possible.

MOT has been very active in the Further Education and Training (FET) colleges, during the past year, where the work is progressing well and the success has been registered in the lives of many young graduates from the programme. We are now in 17 high schools which is a wonderful achievement. When we look at the difference MOT makes in the mind and behaviour of the learners, we look forward to the day when every young person would have the privilege to be exposed to this valuable life-changing programme.

In a country where youth unemployment is growing every year, MOT would like to contribute (and does indeed) to the development of the type of young person that would be able to contribute handsomely to the welfare of our society. The scholastic achievements of a young person need a dose of a caring spirit. MOT is partnering with corporates to assist such youth to be better equipped to find employment or create job opportunities for themselves, by gaining self-confidence and developing a sure sense of responsibility.

I am again delighted by the positive results of the assessment of the programme by an independent authority. The key perceived strengths of MOT were identified by the youth to be, inter alia;

- Getting to know myself better.
- Believing I can do better.
- Helping other students if I am able.
- Thinking about the choices I make.
- Having the courage to be myself and to accept myself.

MOT South Africa will continue to invest in developing and empowering the Youth of South Africa. The goal is still to expand the programme incrementally into the other provinces.

Let me express the Council's sincere thanks for the liberal support of all our donors and contributors in kind and in funds. The largest of these have been the Sir Abe Bailey Trust and from 2013, the National Lottery Distribution Trust Fund.

The Management at FET colleges and Schools need a special mention. Without them Management of MOT South Africa would be halted. To these must be added the commitment of the Coordinators and Presenters, as well as our Brand Ambassadors.

The Board of MOT SA have given their time and effort to make MOT a true Social Responsibility for all of us, as the MOT family.

God Bless

**Prof Eltie Links**  
**Chairperson: MOT South Africa**



## VISION

A warm and safe 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.**

## MOT's CORE VALUES

- COURAGE to **CARE**
- COURAGE to **SAY NO**
- COURAGE to **LIVE**



## MOT METHODOLOGY

- Group discussions
- Practical exercises
- Games
- Role-plays
- Stories
- Self-reflection

## MOT TOPICS

Developing Courage  
Positive Focus & Attitude  
Personal Strengths & Self-confidence  
Respect  
Choices  
Dreams & Life Goals  
Dialogue between Parents & Youth  
Courageous Role Models

Including Others & Belonging  
Dignity & Integrity  
Self-knowledge & Awareness  
Communication Skills  
Class Culture  
Values & Decision-making  
Living a Balanced Life  
Taking Responsibility

# CHIEF EXECUTIVE OFFICER'S REPORT

**T**he Annual Report of 2012 is a celebration of our MOT youth, and what they accomplish in their lives and in the South African society and economy, once they have completed the MOT programme. They are true ambassadors for MOT and show what each person can accomplish with the right attitude, focus, thoughts and character. We are very proud of our MOT Alumni and of their contribution to their communities!

In 2012, MOT South Africa has partnered with Network Empowering Unemployed (NEU) to ensure that our youth are connected with opportunities for work experience and employment. It has been a highly inspiring experience to connect with our MOT Alumni, and to hear how successful they are in the workplace and in life. MOT South Africa would like to acknowledge Mr Price for the efforts the company has put into involving life-skills development and youth employment in their Corporate Investment Strategy.

2012 was again a challenging and exciting year for MOT South Africa. We ventured further into the delivery of the MOT programmes at High Schools, with Metropolitan Health sponsoring the roll-out amongst the Grade 8 learners at Belgravia High School. After one year on the MOT Junior Phase Programme, the Grade 8 learners completed an anonymous, 1-page questionnaire to evaluate the value of MOT in their lives. The impact among these learners was significant, especially with the learners identifying the need for more respect toward one another and towards the teachers. Also, it had a significant impact on the lives and confidence of individual learners, as one of the Grade 8 learners commented: "MOT has helped me to express myself in a good way. In the beginning of the year I was being bullied, and MOT helped me to stand up against my bully. I went to our head of Grade 8 and he helped me, and now I am quite popular and very happy." Another Grade 8 learner wrote: MOT has changed my life, it made a difference, I'm very confident now and I show more courage." Another learner commented:



"I thank MOT for making my life easier..!!".

In October 2012, MOT South Africa has also partnered with Global Dignity Day to strengthen the value of human dignity and respect in South African educational institutions and in society. 120 MOT Presenters attended this training, facilitated by Rhazia Hamza, Deputy CEO at West Coast College. I must commend Boland College's Stellenbosch Campus and Fairmount Secondary School who have already hosted their first Dignity Days with their MOT students.

For the second year, MOT South Africa has outsourced the research on the impact of MOT on the youth to the Further Education and Training Institute (FETI) at the University of the Western Cape. To validate the importance of the MOT Programme, the outcome of this research is included in the 2012 Annual Report. The youth in the MOT programmes are the inspiration and motivation behind the 275 volunteer presenters at the Further Education and Training (FET) Colleges and High Schools, who have the privilege of inspiring and guiding them. As you read the feedback from the MOT Alumni in this Annual Report, you will see how these MOT Presenters have impacted the lives of the youth beyond any measure!

I would like to thank all our MOT Associates; MOT Norway, MOT SA Board members, MOT Presenters, Brand Ambassadors, FET Colleges and Schools Management and MOT SA Corporate Partners who assist us in these life-changing and significant work amongst the youth of South Africa. The youth deserve only the best of our investment and nurturing! Dr Mamphela Ramphele, as the keynote speaker at the 2012 AGM of MOT South Africa, stated: *"I am excited about what MOT is doing with what South Africa lost sight of – teaching our young people to make good, healthy choices and decisions"*. MOT AGM, 7 June 2012.

**Wanda Möller**  
Chief Executive Officer: MOT South Africa

## MOT ALUMNI FEEDBACK

### STUDENTS WHO FINISHED THE MOT PROGRAMME IN 2010

**Shaney Taute,  
Northlink College  
Alumnus,  
Tygerberg Campus,  
Travel & Tourism Student**

MOT has helped me so much during the good and bad times. You know what kept me going were the things we did, for example the paper plate and the value blocks. When I feel alone or down, I look at all of that events and the small notes we had to write about the other people focusing on the positive things. It still helps me through everything I'm going and I'm just glad I got to have MOT in my life, because it helped so much and still is. I would just like to say to the youth of today that they should take note and be serious about MOT; it's really a good programme and will help them no matter what they going through. I'm proud that I could do it cause it's a big life saver in my life.....Don't stop what you are doing, because you are doing a great job and I'm proud to be part of it. If I could, I would do it all over again and all the time. I wish I could still be part of it all because I really enjoyed it.....

**Andrea Witbooi, Northlink  
College Alumnus,  
Tygerberg Campus,  
Travel & Tourism Student**

The MOT Programme has taught me lifelong lessons. Principles that will never depart from me. I will always be grateful. I can definitely say the MOT Programme has changed my perspective/outlook on life. Days that I felt down and out I could reflect on things we spoke about. Advice that was given and shared amongst us. I can remember I never used to talk much. I'd just listen to what was said. Until our MOT Lecturer told us that not everyone is out there to hurt us. Some people come to uplift and encourage and truly make the race worthwhile. That same advice enabled me to become a youth leader. Being a youth leader allowed me to share my own experiences and encourage others. Another incident I can think of was when I just started my first job doing promotions. I was an Admin Assistant at an NGO. I worked with street people and prostitutes. People who have lost their self respect, dignity, their worth, people who were hurt, people who thought they meant nothing, people who could not forgive themselves. I told them that our Heavenly Father keeps no record of wrong, something I have known for a very long time. But in my MOT classes it became so profound. I will be forever thankful. May God richly bless you. May you go from strength to strength. May He continue to use you in other teenagers' lives as He has used you in mine.

**Muneerah Khan,  
College of Cape Town  
Alumnus,  
Gardens Campus,  
Early Childhood  
Development Student**

Ever since MOT was introduced to me, it played a big role in my life, my everyday life, while I was studying, after my studies, in my relationships, friendships and social life. I had a different outlook on life. I always tried to practice everything I learnt in the MOT programme. I tried to be more positive, open minded, confident, accomplish my goals, strive to do the best I can do in anything and everything I do, and always try to make a difference in other people's lives, especially those I work with and most importantly the little ones I spend most of my time with. I have two little ones I'm looking after, a 4-month-old and a 9-month-old. The 4-month-old was taken off the streets. I try to do things to the best of my ability, to always uplift the next person and have a positive impact on their lives. I have become more positive, confident and more motivated. I believe that if you believe in yourself and put your mind to what you want to do, you can and will achieve it. All it takes is hard work. I'm really grateful to MOT for introducing the programme to me, as it had and still have a positive impact on my life. I believe proper planning = progress. My MOTTO is "Build your own dreams, or someone else will hire you to build theirs." Thanks to everyone who introduced MOT.

## STUDENT WHO FINISHED THE MOT PROGRAMME IN 2011

**Lizahn Michelle Damonse,**  
Boland College Alumnus,  
Strand Campus, Safety in  
Society Student

The MOT programme has benefitted my life a lot. Many things have happened for me; it has opened a door at a workplace and it feels so good. My future is looking so much better, because I have a job that I can walk into every day. My workplace is also good, because my colleagues are so kind, helpful and friendly. There's also teamwork and discipline in our store, because we were taught to do that by our managers. My relationships with all of my people are still good due to the MOT programme and I would like to thank you guys for this change in my life.

## STUDENTS WHO FINISHED THE MOT PROGRAMME IN 2012

**Sandy Coetzee,**  
College of Cape Town  
Alumnus,  
Gardens Campus,  
Early Childhood Development  
Student

How MOT has helped me. What a great and informative way to learn about stresses and how you as an individual can change the way you feel and make better life choices by looking at things through a different lens. MOT has taught me to be positive and to channel my doubts and fears in a positive direction which previously was a hard thing for me to do. I have learned to have confidence and MOT has taught me different ways in how I should value my dreams and goals and to work towards achieving them without ever doubting my abilities no matter how hard it seemed at the time. I am currently working as

an Educator and I love every minute of it. I am one of those people who look forward to go to work and I can honestly say that MOT has made all the positiveness a reality. I am confident and eager to learn and achieve my hopes and dreams. I now spend little time on the negative and on things that bring doubt and fear. I am able to make better choices and can decide now what is right for me. It is a definite must for all individuals out there seeking to find that something to help you change the small things, by beginning with you! And this person also happens to be the most important person you know!

**Simone van der Berg, College of Cape Town Alumnus, Gardens Campus, Early Childhood Development Student**

MOT has helped me understand the importance of communication. As a principal, it is important for me to understand all kinds of communication, whether it is verbal language, body language or written communication. It is important for me to be able to understand the other person's argument before I can come to a conclusion. MOT has taught me to really listen to people before I respond. This has really helped me and it has left no room for misunderstandings. MOT also gave me a chance to recognise my leadership abilities and understand myself, as well as my peers. Thank you MOT for playing a part in developing the person I have become. May your programme help many others as it has helped me.

**Robin Van Der Byl,**  
False Bay College Alumnus,  
Mitchells Plain Campus,  
Business Management  
Student

I have completed my MOT sessions, which was facilitated by Jacqueline Layman. I was really inspired by all the MOT sessions and it has really

helped me to increase and strengthen my COURAGE TO LIVE - COURAGE TO CARE - COURAGE TO SAY NO - and COURAGE TO LOVE. MOT has really impacted my life in a positive and massive way. Because MOT has been a good influence in my life, I would really love to do the same for others and give them a chance to experience this great programme. I would really love to be a MOT facilitator. I am involved in a lot of youth programmes, in my church and in the community. I live in a community where drugs, rape and abuse are experienced everyday and I believe that a programme like MOT can help and play a very constructive role in changing these problems faced in this community and also other communities.

**Jerimetro Jacobs,**  
West Coast College Student,  
Malmesbury Campus,  
Office Administration Student

MOT has contributed to my life-skills development in a huge way. It has given me resilience in my life to make the right choices and to develop my full potential, contribute to the society and it made me become a positive role model in my community. MOT has directly impacted my life by empowering me to manage my life with dignity and to fulfil my goals and dreams. My favourite principle in MOT is; "the Courage to live". To me it means that you have the courage to live your life as you want to live your life with respect and not like somebody else. MOT has made me belief in myself!!! And MOT has taught me how to encourage myself so that I can encourage others with respect and dignity. MOT is to Show Courage. Courage is not the absence of fear.

Courage is facing your fears...



# MOT'S LONG-TERM IMPACT ON EMPLOYMENT

The current unemployment rate in South Africa stands at 24.4%. Graduates are finding it increasingly difficult to find jobs. We believe that institutions have a responsibility to equip graduates with the skills that will make them more employable. Employability skills are those basic skills which are necessary for getting, keeping and doing well in a job. It can further be defined as: *'a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy'* - Professor Mantz Yorke (2004) *'Employability in Higher Education: what it is - what it is not'*.

What is of concern to most employers is finding employees who have the skills that help them fit into and remain in the work environment. Employers are looking for employees who:

- Are reliable and responsible;
- Are able to plan and organize and manage their time well;
- Are good communicators and able to express themselves clearly;
- Are good team players, able to work with a variety of people to achieve a task or goal;
- Are able to reflect on, evaluate and improve on what they do;
- Can solve problems.

False Bay College has a Job Placement Department, which has been established to equip students with job seeking and employability skills, and to link students to possible job opportunities through the creation of strategic partnerships with industry. The College has also formed a partnership with MOT SA in the implementation of the MOT programme across all our campuses. The College currently has 45 trained MOT facilitators. We believe that the MOT programme enables students to learn employability skills in a variety of ways and on a number of levels.

MOT teaches skills that empower students to grow their self-confidence, to discover more of who they are, and to identify and share their strengths and weaknesses. "It teaches students how to improve their communication skills and to work in a team. The communication activities allow the students to identify different communication techniques and understand communication etiquette and to realize that communication is not only verbal. Students learn to understand the importance of body language in our communication," says Souchan Jackson (MOT facilitator).

"MOT teaches students how to get to know themselves; and if a student knows himself, he will know what he wants in life. He will become more focused on developing himself whether at college or in the workplace. MOT also teaches students how to interact with people from diverse backgrounds and on different levels. This is a valuable skill in the workplace. A good example is that of our National Certificate Vocational (NCV) Level 4 Safety in Society Students (2012) who completed six MOT sessions. Thirty of these students worked as Auxiliary Volunteer force members and at Law Enforcement as Peace Officers. They dealt with the public on a daily basis. Their behavior in the workplace was exemplary and we believe that their exposure to the MOT programme played a huge role in the development of their positive and matured attitude in the workplace", says Denver Beech (MOT facilitator). "The programme helps students realize that people have different personalities and that is what makes us different or unique. MOT teaches respect for other people's beliefs, morals and views", says Jacqui Layman (MOT facilitator).

**By Karin Hendricks**  
Deputy CEO at False Bay College



# ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2012

## STATEMENT OF FINANCIAL POSITION

Figures in Rand	2012	2011
<b>ASSETS</b>		
<b>NON-CURRENT ASSETS</b>		
Property, plant and equipment	5 207	524
<b>CURRENT ASSETS</b>		
Trade and other receivables	5 661	8 547
Cash and cash equivalents	380 588	433 505
	<b>386 249</b>	<b>442 052</b>
<b>Total Assets</b>	<b>391 456</b>	<b>442 576</b>
<b>ACCUMULATED RESERVES AND LIABILITIES</b>		
<b>ACCUMULATED RESERVES</b>		
Accumulated surplus	391 456	442 576
<b>Total Accumulated Reserves and Liabilities</b>	<b>391 456</b>	<b>442 576</b>

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

# ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2012

## STATEMENT OF COMPREHENSIVE INCOME

Figures in Rand	2012	2011
Revenue	678 512	700 555
Other Income	6 249	96 015
Operating expenses	(746 189)	(721 549)
<b>Operating (loss) surplus</b>	<b>(61 428)</b>	<b>75 021</b>
Investment revenue	10 308	5 822
<b>(Loss) profit for the year</b>	<b>(51 120)</b>	<b>80 843</b>
Other comprehensive income	—	—
<b>Total (deficit) surplus for the year</b>	<b>(51 120)</b>	<b>80 843</b>

## STATEMENT OF CASH FLOWS

Figures in Rand	2012	2011
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Cash receipts from customers	687 648	826 838
Cash paid to suppliers and employees	(744 624)	(721 123)
Cash (used in) generated from operations	(56 976)	105 715
Interest income	10 308	5 822
<b>Net cash from operating activities</b>	<b>(46 668)</b>	<b>111 537</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of property, plant and equipment	(6 249)	—
<b>Total cash movement for the year</b>	<b>(52 917)</b>	<b>111 537</b>
Cash and cash equivalents at the beginning of the year	433 505	321 968
<b>Total cash and cash equivalents at end of the year</b>	<b>380 588</b>	<b>433 505</b>

# FINANCIAL AND STRATEGIC OVERVIEW

Compiling the Annual Report gives MOT South Africa the opportunity to reflect on the organisation's achievements and challenges over the past financial year and to review our direction and objectives, both for the short and long term. During 2012, MOT SA has continued to grow and expand, in terms of the number of schools where the MOT programmes are implemented, the number of trained volunteers and the number of youth included in the MOT life-skills programmes. This expansion in programme delivery, training and support services was supported by the competent guidance of the Board of MOT South Africa and strict budgetary controls.

The financial position of the organisation reflects stability and steady growth. Fundraising is about relationships and raising funds in a depressed economy proved challenging. Through valuable relationships that the organisation has fostered over the last four years, MOT South Africa has managed to raise R684 761 from a diverse donor base. Special mention should be made of the Abe Bailey Trust for their multi-year partnership with MOT South Africa, which has helped to sustain and grow the organisation's services to empower the youth with courage and life-skills.

The income generated has decreased by 13.4% and the expenses have increased by 3.4% in 2012 compared to the previous year. The deficit of R51 120, compared to a surplus of R80 843 in 2011, was funded out of the organisation's reserves. The net cash resources decreased from R433 505 in 2011 to R380 508 in 2012. During these difficult economic times, above the monetary contributions from our generous sponsors, MOT South Africa was able to rely on the contribution by our growing network of trained volunteers and in-kind sponsors to ensure that the delivery of the MOT life-skills training programmes continue to grow and benefit the youth.

The successes mentioned in the Annual Report would not have been possible without the generosity and support of our donors, partners and volunteers. We are committed to being a good steward of our donors' funding and we base all our activities and programmes on excellence and measurable outcomes. MOT South Africa adheres to strict principles of corporate governance. Controls and systems are regularly reviewed and enhanced where deemed necessary. The retention of trained volunteers is also vital for the ongoing success of MOT South Africa and is closely monitored and encouraged.

MOT South Africa has been registered as a Public Benefit Organisation (PBO: 930 028 579) in terms of Section 30 of the Income Tax Act and is exempt from paying tax on receipts and accruals in terms of section 10(1)(cN). MOT SA has the added benefit of allowing donors to receive an Article 18A tax deduction for their financial support. In 2012, MOT SA again received a BEE Socio-Economic Development Certificate verifying that 85% of the beneficiaries are "black" according to the Codes of Good Practice on Broad-Based Black Economic Empowerment (B-BBEE) gazetted under the B-BBEE Act (53/2003). MOT SA is also registered as a Non-Profit Organisation with the Department of Social Development (NPO: 078-690).

During 2012, the number of MOT SA beneficiaries rose from 6630 in 2011 to 6880. The operating expenditure of 2012 indicates that an investment of R108 was made per youth who participated in the MOT training programmes. The number of youth finishing the 3-year MOT programme, and who participated in the FETI research, grew from 154 in 2011 to 378. MOT South Africa also trained 91 new MOT presenters and 145 MOT presenters attended refresher training events in 2012.

**Wanda Möller**  
**Chief Executive Officer: MOT South Africa**



## MOT = COURAGE

### IMPACT



MOT's long-term, structured programmes are implemented at FET Colleges and High Schools. MOT was started in 2006 at FET Colleges to address the high drop-out rate, to better prepare students for the workplace and to help students manage life's challenges. On request from School Principals and to assist youth from a younger age, MOT was introduced to High Schools in 2011. The target group of MOT SA is youth between the ages of 12 and 25 years. The programmes implemented at educational institutions in more than 47 rural towns and urban communities in South Africa include:

MOT Junior Phase (12 – 16 yrs) and MOT Senior Phase (16 – 25 yrs) Programmes.

### 2012 Statistics

Number of youth in the MOT Programmes: 6880

Number of new MOT Presenters trained: 91

MOT youth completing the 3-year programme: 378

Number of active volunteer MOT Presenters: 275

# MOT SA RESEARCH REPORT

## FET COLLEGE STUDENT RESPONSES TO THE MOT LIFE-SKILLS PROGRAMME

Research Report prepared by the FET Institute,  
University of the Western Cape

FEBRUARY 2013



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## INTRODUCTION

The first cohort of FET college students completed a three-year pilot of the MOT SA life-skills training programme (hereafter referred to as 'MOT') in 2011. At the request of MOT, a report was compiled in 2012 by the Further Education and Training Institute (FETI) of the University of the Western Cape (UWC) on the basis of a student survey that MOT had conducted to ascertain the impact of the programme on college students who had completed the intervention. The 2012 Report provided detailed information on the programme content which will not be repeated herein. Since the pilot programme was introduced, five of the six Western Cape FET colleges have introduced the programme at their campuses and more facilitators have been trained.

During 2012, research was conducted with a second cohort who had completed the MOT programme between 2010 and 2012, and the FET Institute (UWC), was again requested to report on the results of student surveys with the exiting students. By the end of 2012, 378 students had exited the full programme and this 2013 Report is the outcome of the 2012 study. A copy of the questionnaire administered to students is available on request.

The goals of the MOT programme are expressed in the focus areas of the questions addressed to students regarding their experiences of the programme. The questionnaire places a strong emphasis on self-knowledge, personal development and responsibility, caring for others, respect and affirmation, in line with the themes of the programme content.

## SCOPE OF THE STUDY

In this study, 353 student questionnaires were completed by students who had undergone 3 years of MOT training, a representative sample of the 378 students who had completed MOT. Compared with the 86 students in the 2011 study, there were 267 more students in the 2012 survey.

In the Western Cape, the programme was delivered at campuses of Boland College, College of Cape Town, False Bay College, West Coast College and Northlink College to students across the three levels of the National Certificate Vocational (NCV) programmes.

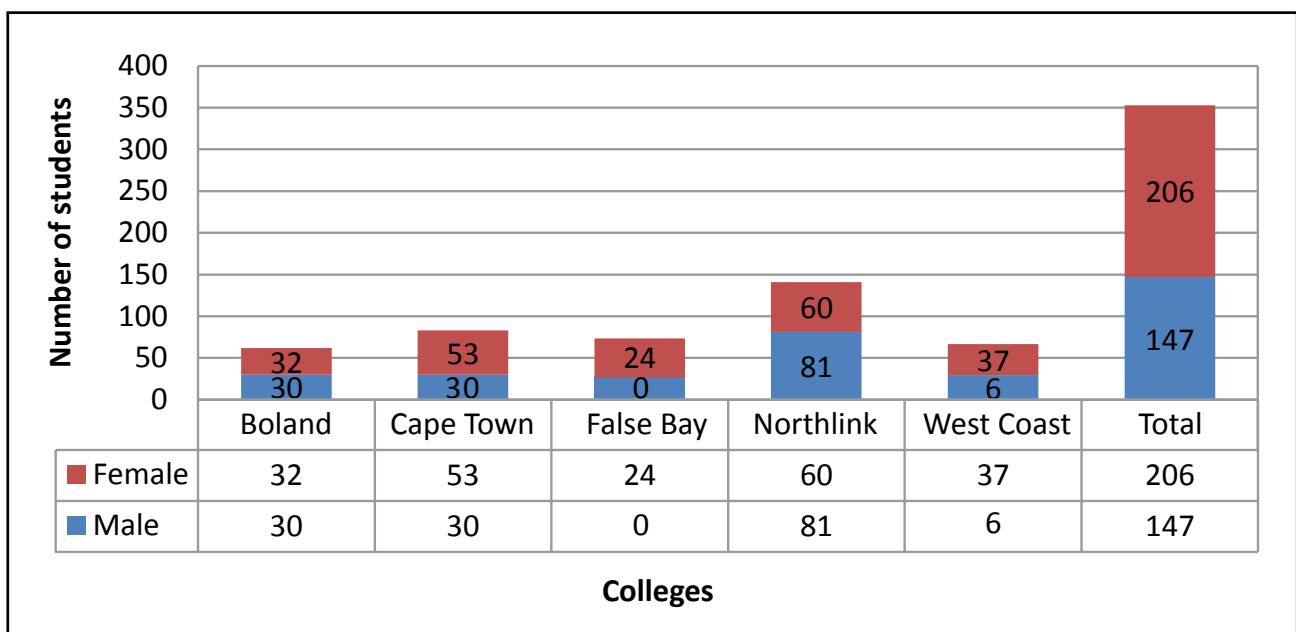
## ANALYSIS OF THE MOT DATA

The questionnaire administered to college students contains the same set of questions students were requested to answer in the pilot research in 2011. Questions covered biographical information, and categories of questions related to how the MOT programme had impacted on students' classroom interactions with other students, on their personal values and attitudes, and on their personal choices. Students were asked to answer 'yes', 'no' or 'not sure' in 5 cloze procedure exercises, while the final section asked for written comments on the programme. The questions in each section were based on the content areas that were covered in the MOT curriculum, and students were asked to reflect on their behaviour and attitudes before undertaking MOT and to decide when answering the questions, whether MOT had changed the way they thought, felt or behaved. Students were allowed to remain anonymous in the hope that this might make them answer more truthfully.

The following overall findings are set out in the sequence in which questions were answered in the questionnaires.

## STUDENT DEMOGRAPHICS

The respondents consisted of **206 female** students in the study, and **147 males** (see Fig.1). There were no male students in the study conducted with Early Childhood Development (ECD) students at False Bay College. The sample at West Coast College had a relatively small number of males. Only at Northlink College were male students the majority of the respondents.



## SECTION 1: ACCESS TO COMMUNICATION TECHNOLOGY AND SOCIAL MEDIA

FIGURE 2: STUDENT ACCESS TO CELL-PHONE AND INTERNET TECHNOLOGY

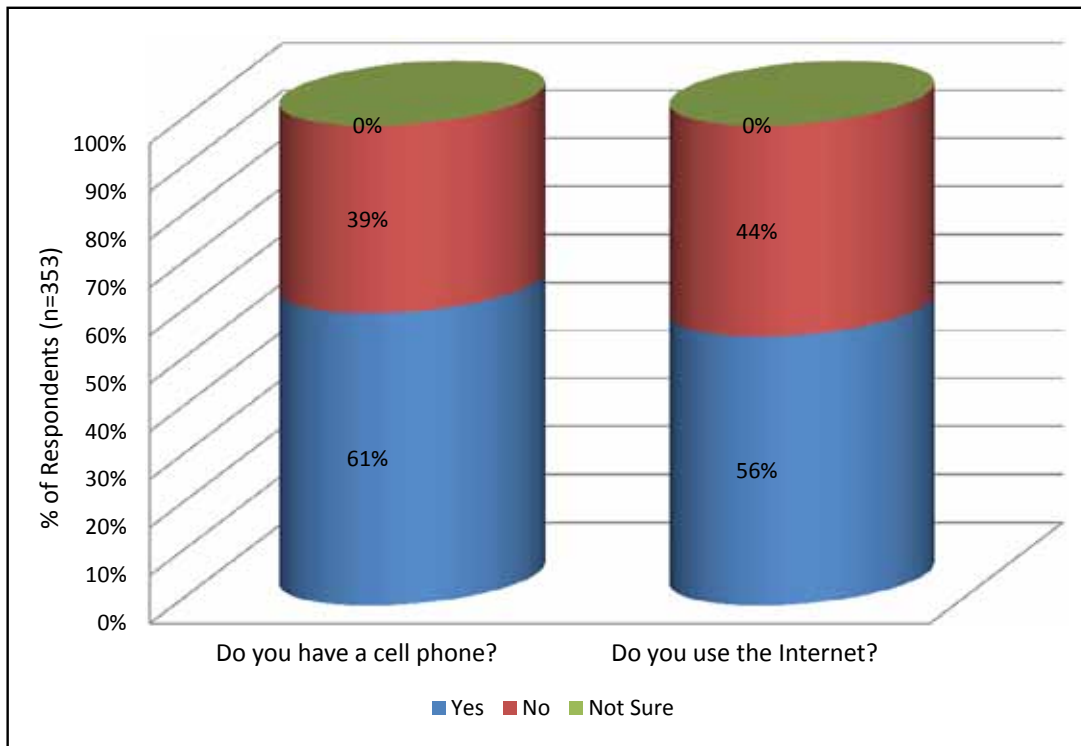
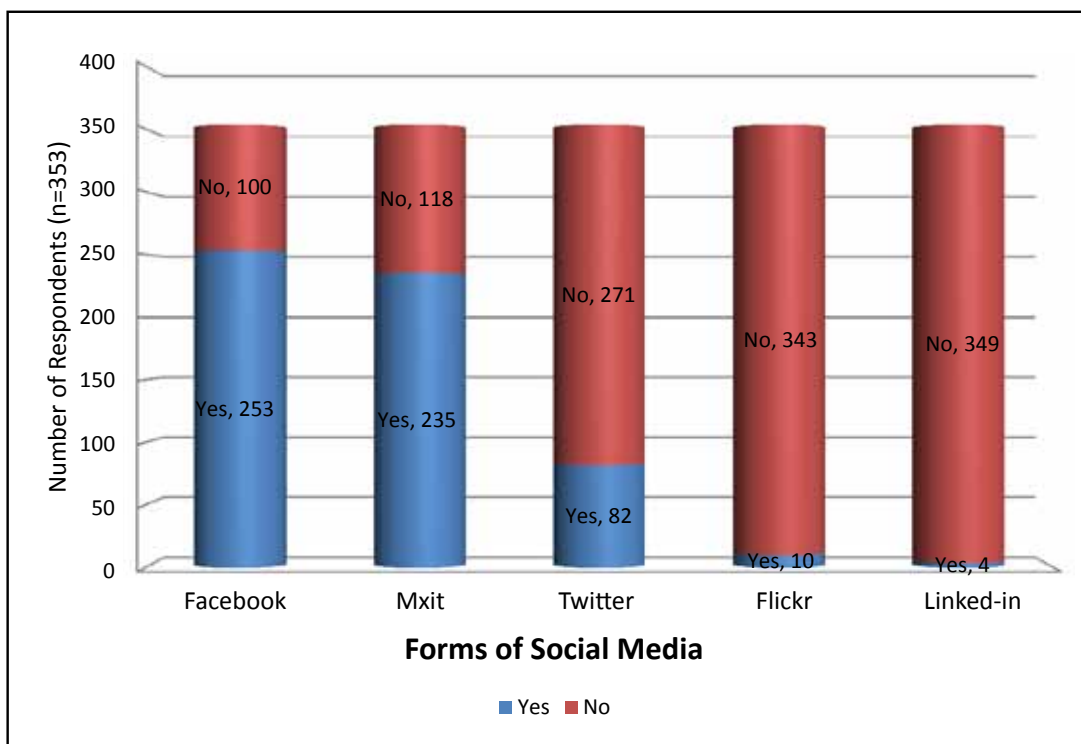


FIGURE 3: STUDENTS' USE OF SOCIAL MEDIA

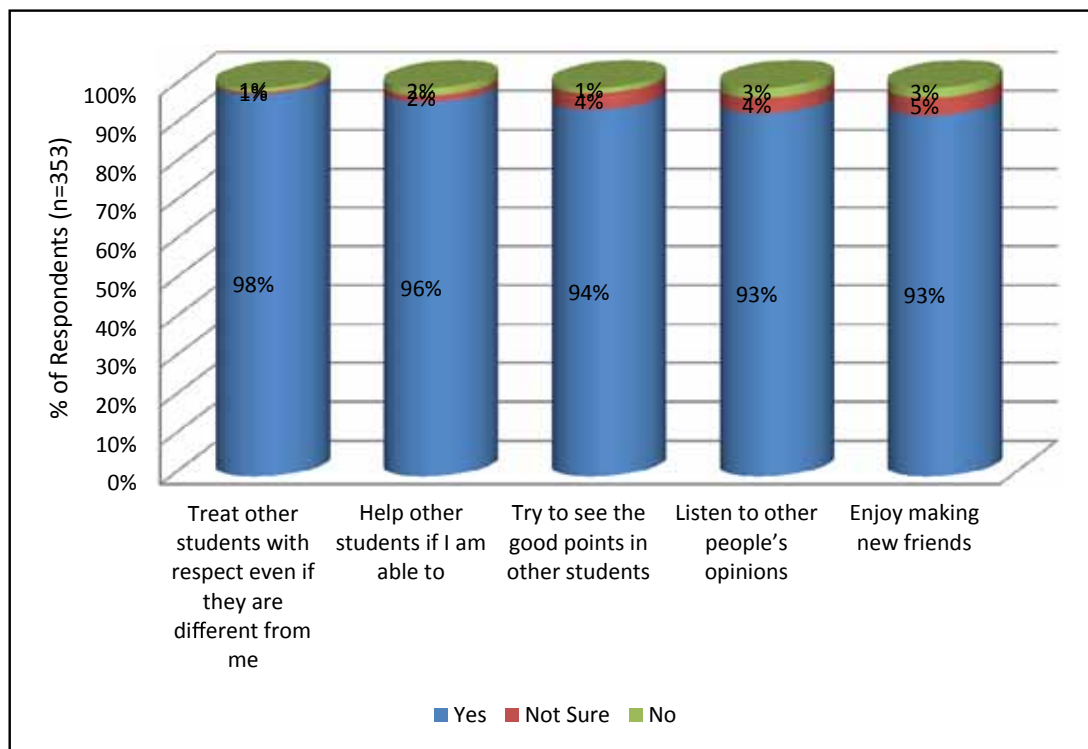




## SECTION 2: IMPACT ON CLASSROOM INTERACTIONS

As shown in Figures 2 and 3 above, most respondents had cell-phones (61%), with fewer accessing the internet (56%). Social media applications, Facebook (72%) and Mixit (66%) users were in the majority, with a small number (23%) using Twitter and very few using Flickr and Linked-in. Mxit is a mobile phone application which is extremely low cost for messaging, and most smartphones are able to access Facebook cheaply as well.

FIGURE 4: STUDENT RESPONSES ON POSITIVE IMPACT OF MOT ON CLASSROOM INTERACTIONS



Responses on the positive impact of MOT on classroom interactions with peers were overwhelmingly positive, with all of the elements achieving positive responses in the high 90's. 'Treating other students with respect' received the greatest affirmative response (98%), followed by 'Help other students if I am able to' (96%), with 'listening to other people's opinions' and 'enjoy making new friends' being equally positive at 93%. The responses which achieved the highest and the lowest scores are identical to that depicted in the 2012 research report.

## SECTION 3: IMPACT ON PERSONAL GROWTH

FIGURE 5: STUDENT RESPONSES TO POSITIVE IMPACT OF MOT ON PERSONAL GROWTH

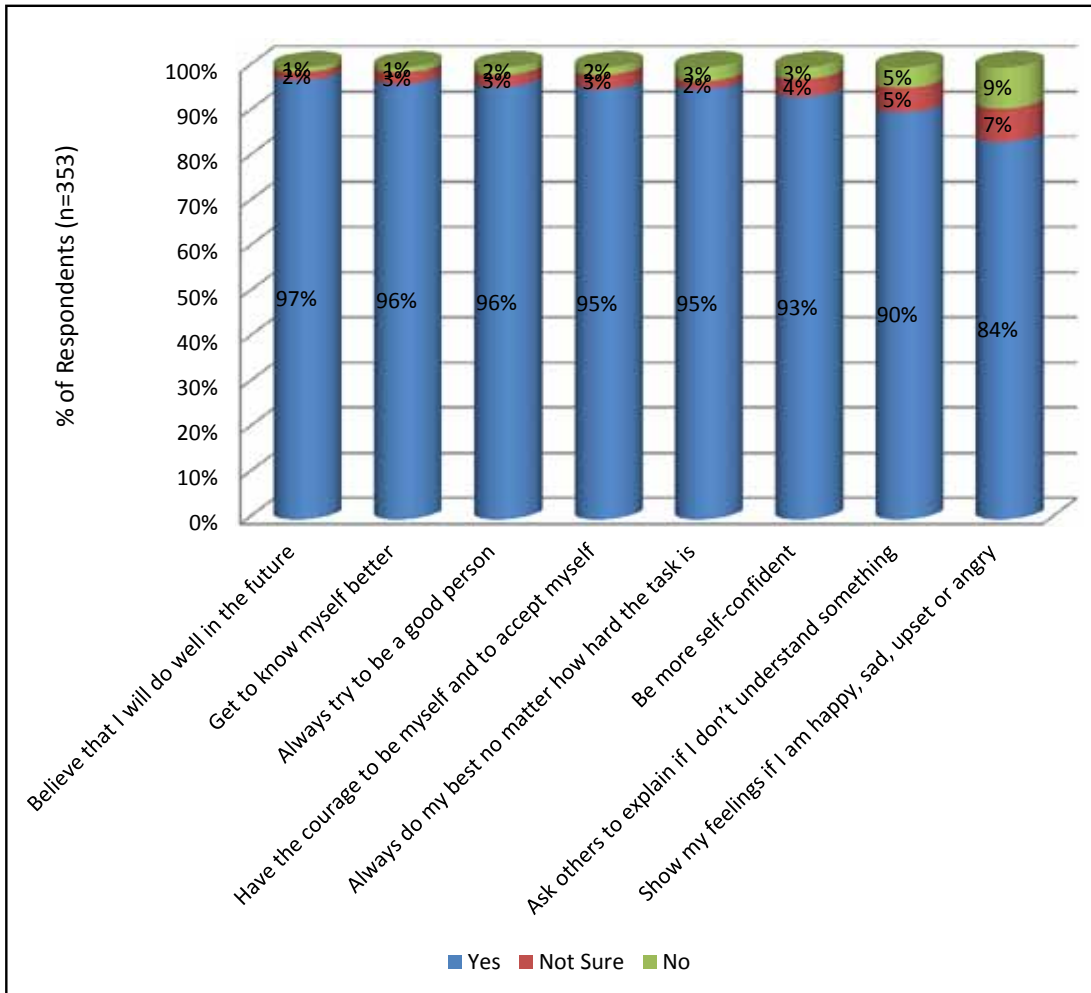
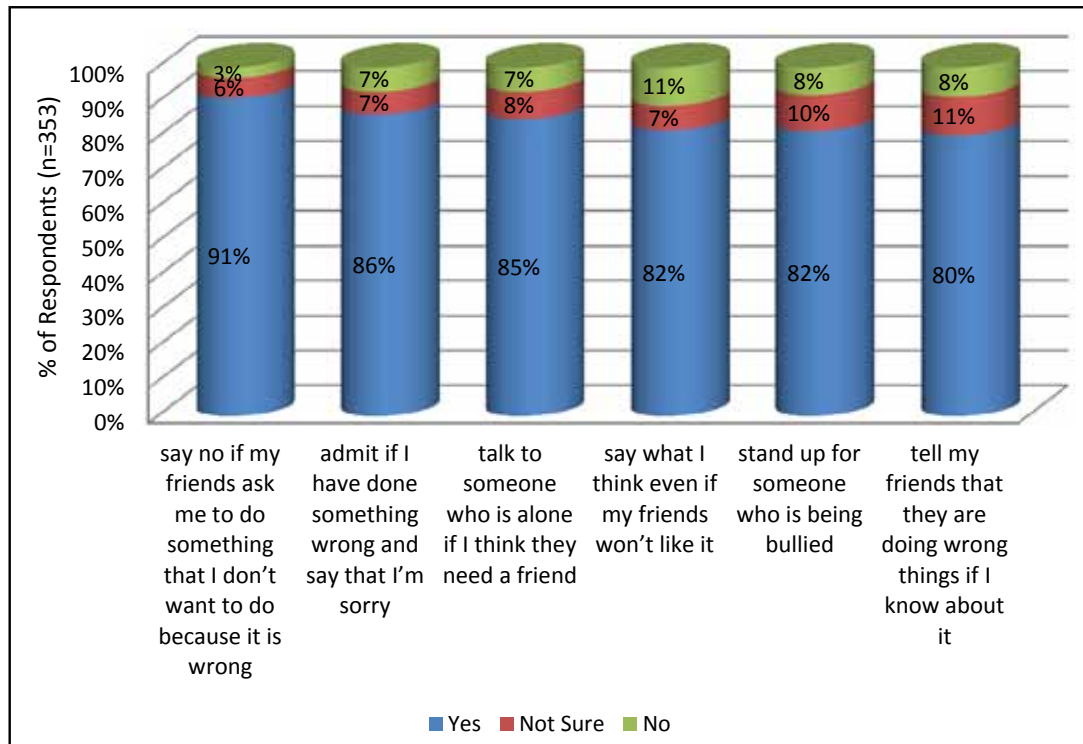


Figure 5 again shows highly positive responses to the impact of MOT on personal growth, particularly self-belief (97%), self-knowledge (96%), and self-acceptance (95%). Self-confidence was lower at 93% relative to the other attributes, and self-expression of emotions relatively low at 84%. Scores here showed an overall percentage improvement compared with the 2012 research report. In contrast with the 2012 report where 'have the courage to be myself and accept myself' had been the highest score at 95% of respondents, in 2013, 97% of students said that they 'believe that I will do well in the future'. 'Always try to be a good person' also scored comparatively higher (96%) than in 2012 (91%). In spite of these shifts, the lowest number of students (84%) again indicated that they had difficulty 'to show my feelings if I am happy, sad, upset or angry', although overall the number of respondents who answered in this way increased from 70% in 2012 to 84% in 2013. Relative to 2012 therefore, there was an upward trend in the number of respondents who felt they would be able to show their emotions.

## SECTION 4: IMPACT ON PERSONAL VALUES

FIGURE 6: STUDENT RESPONSES TO POSITIVE IMPACT OF MOT ON PERSONAL VALUES



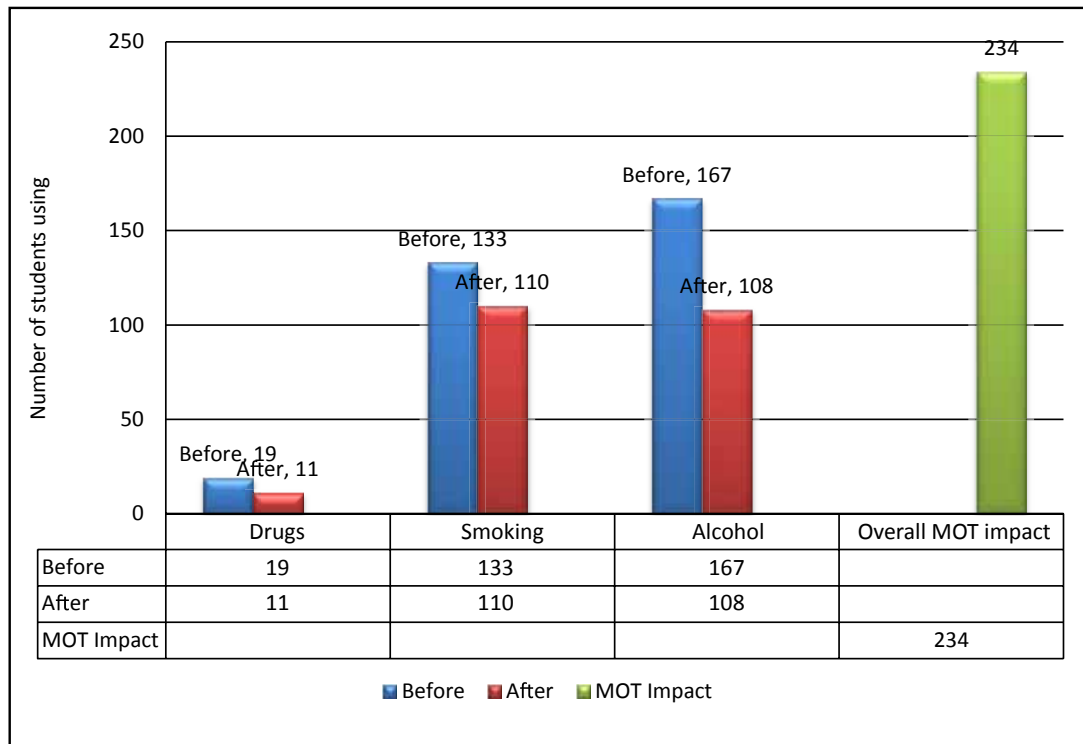
Here respondents were challenged to think about whether MOT had assisted them in how they responded to uncomfortable situations involving their friends, and which demanded some adherence to personal values. From Fig. 6 above, students were highly confident (91%) that they could refuse to do something if they knew it was wrong, but it appeared to be less easy to own up and apologise for wrong-doing (86%). It was even harder to discourage friends from wrong-doing (80%) and to defend a peer against bullying (82%).

However, there was a marginal improvement reported in 2013 in the number of respondents (82%) who would 'stand up for someone who is being bullied' (80% in 2012), and 'saying what I think even if my friends won't like it' (from 80% in 2012 to 82% in 2013).



## SECTION 5: IMPACT ON PERSONAL LIFESTYLE CHOICES

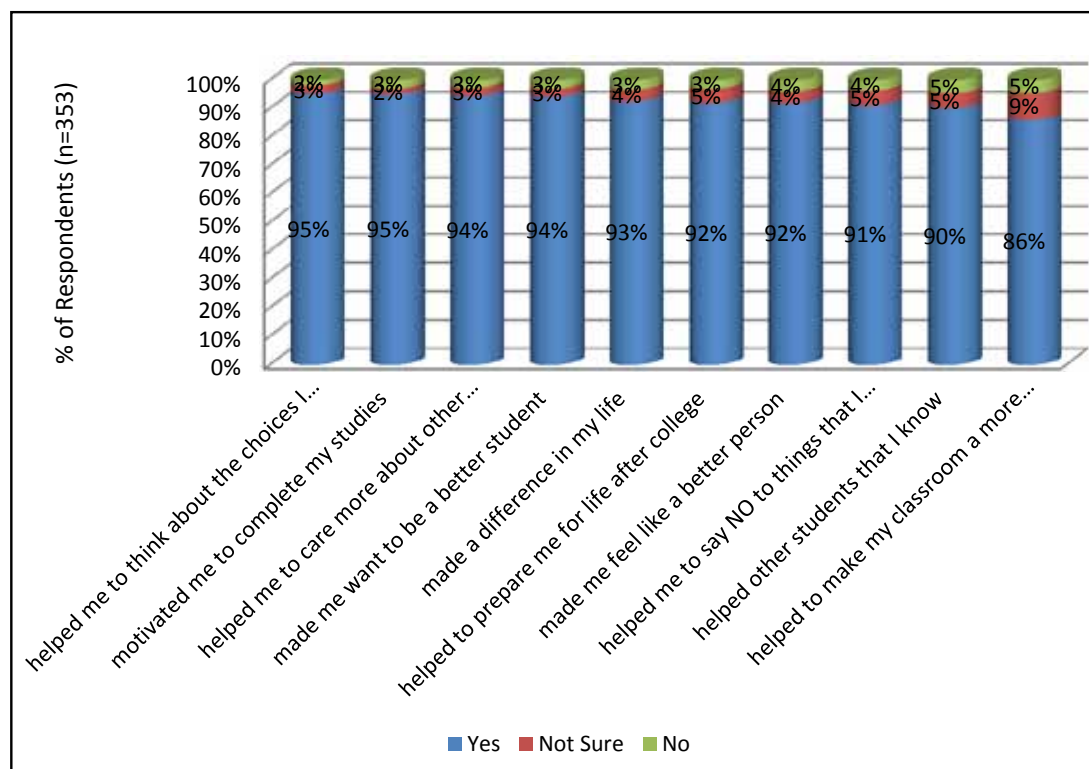
FIGURE 7: STUDENTS' LIFESTYLE CHOICES BEFORE AND AFTER MOT



In terms of MOTs impact on personal lifestyle choices, there was a decline in drug usage, smoking and alcohol consumption, attributed by respondents to the influence of the MOT intervention. It is disconcerting nonetheless that of the total number of respondents 167 (47%) acknowledged that they had consumed alcohol, and 133 (38%) were smokers. Even though there were relatively few drug users (19 or 5% of respondents), the potential negative social impact of these lifestyle choices is considerable. The decrease in the number of those consuming alcohol showed the greatest decrease (59 students), while 23 stopped smoking. This shows a larger overall decrease in the number of students who quit drinking and smoking between 2010 and 2012 as a result of the MOT programme (according to them).

## SECTION 6: OVERALL RESPONSES TO THE MOT PROGRAMME

FIGURE 8: STUDENT RESPONSES TO OVERALL POSITIVE IMPACT OF MOT

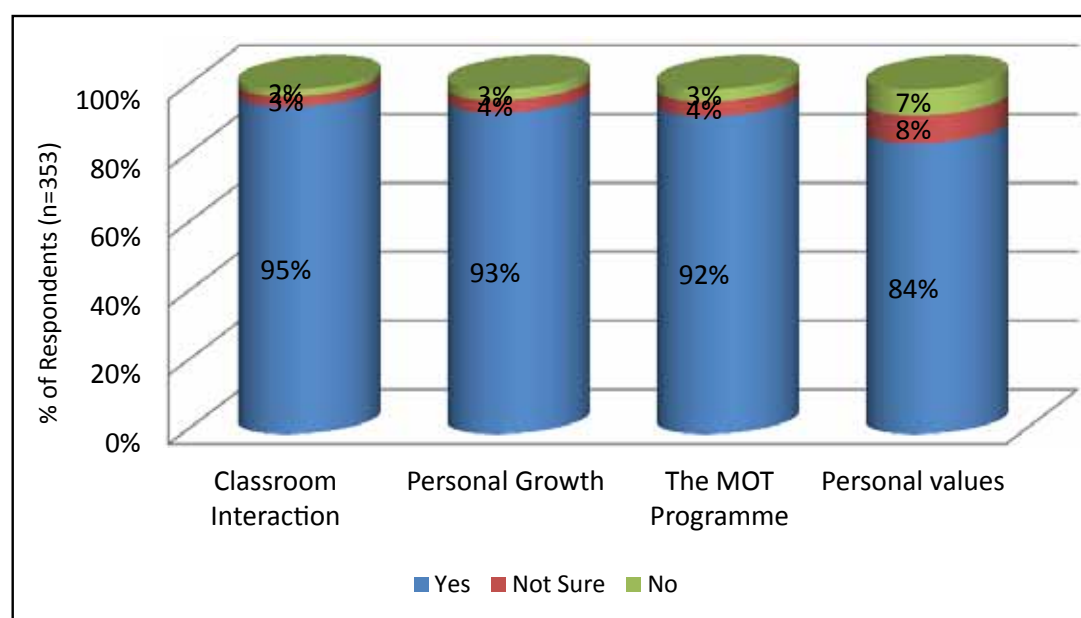


Section 6 of the questionnaire dealt with overall responses to the MOT programme, represented in Figure 8 above, which shows the percentage of students who attributed MOT to positively influencing them in the above behaviours/attitudes. The questions covered a range of issues regarding MOTs impact on choices, motivation in studies, caring for others, preparation for life, making a difference and classroom atmosphere. There were small numbers of 'not sure' responses to each of these elements, but the positive responses were all above 90%, except for the element '...to make my classroom a more friendly place', which was 86%. MOTs influence on 'thinking about choices I make' was evident as 95% respondents agreed on this, and the impact on 'motivation to complete my studies' was also high at 95%. Overall, compared with the 2012 Report, there was an improvement in the numbers of respondents who agreed on the positive impact of MOT in relation to the items listed in Figure 8, particularly in the movement from 78% to 90% of those who said that 'MOT has helped other students that I know'. This may be evidence of the expansion of MOT in the colleges, where, contrary to the first pilot intervention which had a smaller number of students, students in this research 'know' more students who have been through the MOT programmes and have been positively affected by it.

## SECTION 6: OVERALL RESPONSES TO THE MOT PROGRAMME

Figure 9 below shows averages of the responses across all the items within each of the Sections of the questionnaire. It shows that the impact of MOT was strongest on classroom interactions and personal growth (95% and 93% respectively). The impact on personal values came in slightly lower at 84%. This averaged response shows that the overwhelming majority of students responded positively to the programme and found that it helped them across all the areas of the MOT programme goals. The overall positive response to the MOT programme increased in 2013 (92%) from that of 88% in 2012. The perceived impact on personal growth also improved from 89% in 2012, to 93% in 2013.

FIGURE 9: AVERAGED RESPONSES BY SECTION



To conclude this section on the quantitative research findings, a ranked table is provided below, listing the individual attributes referred to in the MOT questionnaire, and showing how students responded in a ranked order from highest to lowest (for positive responses) on all the items tested. It begins to highlight the areas in which MOT apparently had the highest success rates. From the table below, five attributes most positively affected by MOT (all above 95%), were in relation to respect for difference, self-knowledge and self-belief. This contrasts somewhat with the five that scored between 80-85%, which were all related to challenging others and being honest/open about personal feelings.

**TABLE 1: RANKED LISTING OF ATTRIBUTES BY NUMBER OF STUDENTS POSITIVELY AFFECTED**

The MOT Programme helped me to:	Yes	Not Sure	No
Treat other students with respect even if they are different from me	98%	1%	1%
Believe that I will do well in the future	97%	2%	1%
Get to know myself better	96%	3%	1%
Help other students if I am able to	96%	2%	2%
Always try to be a good person	96%	3%	2%
Think about the choices I make	95%	3%	2%
Always do my best no matter how hard the task is	95%	2%	3%
Have the courage to be myself and to accept myself	95%	3%	2%
(Motivated me to) complete my studies	95%	2%	3%
Care more about other people	94%	3%	3%
See the good points in other students	94%	4%	1%
Want to be a better student	94%	3%	3%
Be more self-confident	93%	4%	3%
Listen to other people's opinions	93%	4%	3%
Enjoy making new friends	93%	5%	3%
Make a difference in my life	93%	4%	3%
Feel like a better person	92%	4%	4%
Prepare for life after college	92%	5%	3%
Say NO to things that I think are wrong	91%	5%	4%
Say no if my friends ask me to do something that I don't want to do because it is wrong	91%	6%	3%
Ask others to explain if I don't understand something	90%	5%	5%
MOT helped other students that I know	90%	5%	5%
Admit if I have done something wrong and say that I'm sorry	86%	7%	7%
Make my classroom a more friendly place	86%	9%	5%
Talk to someone who is alone if I think they need a friend	85%	8%	7%
Show my feelings if I am happy, sad, upset or angry	84%	7%	9%
Say what I think even if my friends won't like it	82%	7%	11%
Stand up for someone who is being bullied	82%	10%	8%
Tell my friends that they are doing wrong things if I know about it	80%	11%	8%
<b>Grand Total</b>	<b>91%</b>	<b>5%</b>	<b>4%</b>



## SECTION 7: OVERALL RESPONSES TO THE MOT PROGRAMME

At the end of the questionnaire, students were asked to write general comments on their experience/impressions of the MOT programme and/or their MOT presenter. There were no noticeable differences that could be attributed to particular campuses, in the views expressed. The comments were overwhelmingly positive, with no significantly negative views. Therefore the commonly stated themes across all the campuses were as follows (the italicised parts are meant to illustrate the specific area of impact that students perceived the MOT programme to have on their lives):

### Positive comments:

MOT is a good programme because it helps people not to give up on their dreams and be confident about yourself and *not to do things in order to please your friends*.

The MOT programme is great because they are encouraging young people to learn more about life *and how to live life and what you must expect*.

The MOT presenters are very friendly, kind and respectful. Sweet and caring for people. They are brilliant they helped me to *realise how my dreams are important to me*.

It really helps you to be more confident about yourself and how you *shouldn't let anything put you down*.

It has opened my eyes to actually think outside the box. It has *taught me to be more open-minded about new people* and they are caring and very friendly presenters.

MOT has taught me about values and morals, standards, how to make decisions, how to think positive (sic) *and to not judge people because of their skin colour*, I enjoyed it a lot and it will make me go an extra mile.

I am enjoying every moment with the MOT programme, I have learned a lot. *Thought my day was going to be boring but I was wrong it was very awesome*. Thank you for encouraging me and helping us learn more about life, it already boost my confidence really. Thank you.

It was a great session, I learnt a lot and the MOT presenters made us feel welcome, they were very warm. *I'm a shy person but they made me realise that I can reach my full potential* and I can become a better person.

I enjoyed the MOT programme and learnt a lot about making choices. *Think before saying things* and sometimes it's good to help others and you always need to be friendly.

I would like to say the MOT presenters have done a great job, I learnt a lot and I hope that this programme will continue for years to come and continue *inspiring South African young adults*.

At the *first time we used to bunk the MOT sessions but as time went by, we saw what we missed out on*. So I'm trying to say MOT rocks. There is no need to go to a councillor. MOT is our councillor (sic).

## SECTION 7: OVERALL RESPONSES TO THE MOT PROGRAMME

MOT is good and it makes you learn to *believe in yourself and believe in your dream*. It teaches us to help other people and accept them the way they are and make your own decisions. You can continue with your studies. MOT teaches me how to make choices. I want to say thank you – I learnt a lot. I will never put myself behind – Show Courage.

I have had a great experience with the MOT programme and would very much love it if the MOT programme can continue making a difference in other people's lives. There are *many out there who have a difficulty believing in themselves and they let their hard every day circumstances determine their future* and say that they can never be anything in life. MOT can help those reach their full potential and give them the power to make a better, brighter future for themselves.

The MOT programme made me believe in myself. *Anything is possible in life*, it just depends on yourself as a person. MOT made me competent in my studies – I believed I could do it.

I enjoyed the MOT sessions a lot😊. It helped me with all the things I have ticked off *and it was all for free*. Our MOT presenter is very funny. She is comfortable to work with. She is a person that I can look up to. She has a lot of patience with us and would always correct us. I think that she's the perfect person to present such activities. Her heart is on the right place. Thanks a lot!!

I really enjoyed my time attending the MOT programme. It is very *mind opening* and interesting and really made me realise lots of things about myself. *Even things that I really didn't want to deal with and it really*

*changed the way I make my decisions*. The MOT presenter that we had was amazing and wonderful. She really spoke from the heart and I loved the fact that she could relate with us and that really made me feel comfortable to express myself. Thanks a million😊.

The person that is presenting the MOT programme is the motivation. She does not speak what she doesn't practise or convey. I'm mostly motivated by her, as it is said *"actions speak louder than words."* *I haven't fully changed yet, but I'm in the process and I believe that I will change for a better character*. The programme is fantastic and it does send out a positive message. Overall, I'm impressed.

I liked MOT because *it helped me with my studies through Level 4* and now I am going to do my Diploma. So it helped me a lot throughout my studies. Thank you for being there all the time Meagan.

I'm grateful that I participated in the MOT programme. I wish that this programme could involve the community because *most of the teenagers need this guidance about how to live their lives and how to make a difference* in someone else's life. I hope my suggestion will be taken in action because I live in the community and I can see how *youth are destroying their future by doing the wrong things in life*. I really enjoyed this programme!

She is so passionate about it and she always encourages and motivates us to be part of the session all the time. *I wish I can also be a MOT facilitator one day*.

*MOT helped the students at this campus in drugs. Ever since we had MOT the rate of drugs reduced.*

## SECTION 7:

### OVERALL RESPONSES TO THE MOT PROGRAMME

The MOT programme has made me what I am today. The teacher that presents MOT made me feel comfortable and I really enjoy it to be in class. MOT has given me the courage and the person presenting MOT made me see that I can do anything that I want to do if I set my mind to it. *After a session I feel very positive about my life.*

MOT is the best. *It has helped me with my studies and exams. My marks have improved a lot.* MOT is the best.

From my side the MOT sessions must continue and I know it will make a difference in somebody else's life. The MOT programme and *the passionate MOT presenters must go on with what they are doing for they motivates and encourages me.* Thank you.

The MOT programme is a good tool to use in the near future. It developed me personally. *I am more confident and have courage to say no to things I don't feel comfortable of.* It helps me to do the right things and be more positive.

The MOT programme helped me to get a better study plan.

MOT *helped me to show respect to others even to myself, to care for others and to help them, to love others the way they are.* The MOT presenter was always and is still a loving, caring, helping and a respectful person. Always help others and try his best to get better for others.

I am very proud of MOT *because it encouraged me with so many things to be proud of myself.* The MOT presenter helped me in a difficult time, if he was not here, I will not be able to be where I am today. I am also very proud of him.

MOT has helped me to care about others and made me a better and stronger person in life. I also have the courage to stand up for myself and speak with more confidence. *I also learned to say no to wrong things in life* and have a chance to make a difference in my life.

Before the college introduced me to MOT, I was very shy and not comfortable with myself. After I started going to the MOT programme, I started feeling more comfortable with myself and be more confident. *I started to speak in front of the class and made myself available for SRC.* I stand up for other people especially when a person gets bullied or being treated unfairly. I also started to take initiative in doing things in class without teachers/lecturers asking me to do.

Our MOT presenter is very encouraging, and *she helped me a lot, without knowing.* I've learned not to be negative. I have to embrace myself with positive people and a positive environment.

The MOT programme has taught me that *you shouldn't judge people just by their appearance.* It has also helped me to believe more in myself and it has helped me to *have a more open relationship with my mother.* The MOT presenter has proven to me that no matter what I go through in life, it's not the end of the world.

MOT has helped me *to see more in myself than what I used to.* After doing MOT I became a better person towards my family and friends and classmates. My MOT presenter really went way and beyond for me and my classmates. Thank you MOT.

## STUDENT RESPONSES & CONCLUSIONS

MOT was fun for me. I enjoyed it so much and learned a lot. MOT made me a better person, *motivated me to complete my studies*, helped me to prepare me for my life after college, helped me also to say no to things that I think is wrong.

I think that it is wonderful that the MOT programme has been introduced to our college. It has helped me a lot in different stages *to deal with issues that are important to us*. I hope that it will still be running in the future.

MOT has taught me to believe in myself even if no one else does. *What a fantastic way to boost someone's self-confidence!* I feel like a new person. My views about life changed from negative to positive and I have got to thank MOT for it!!!

### Summary of students' views

It was clear from the views expressed above, that students were grateful for the opportunity to participate in MOT, and could draw on the values that the programme had emphasised, for example, courage to stand up for what is right, to be more accepting of others, to see oneself more positively, to pursue one's dreams and so on. The only two negative comments that could be detected were in regard to the length of the sessions, as in:

'It was very long...' ; and

'It was very nice being here. I learnt some stuff in life but it was a bit long for me'.

Most students mentioned the impact of the presenter, and it was evident that the presenters had made a strong impact on students' experience of the programme. Clearly the programme has been successful in selecting the right 'ambassadors' for the MOT programme in the people who have been trained as facilitators.

### CONCLUSIONS

From the overall data, the perceived benefits of the MOT programme were enormous in the lives of the participating students.

### Key perceived strengths of MOT (scores 95-100%)

- Treat other students with respect even if they are different from me.
- Believe that I will do well in the future.
- Get to know myself better.
- Help other students if I am able to.
- Always try to be a good person.
- Think about the choices I make.



## CONCLUSIONS

- Always do my best no matter how hard the task is.
- Have the courage to be myself and to accept myself.
- Motivated me to complete my studies.

### Areas which show relatively weaker results (scores of 80-85%):

- Talk to someone who is alone if I think they need a friend.
- Show my feelings if I am happy, sad, upset or angry.
- Say what I think even if my friends won't like it.
- Stand up for someone who is being bullied.
- Tell my friends that they are doing wrong things if I know about it.

The areas of lowest impact could perhaps be attributed to how children are socialised in their home environments, and the kinds of peer pressure that youths are subjected to, particularly in areas where gangsterism, abuse, drug and alcohol abuse, and so on, are rife. In these depressed social circumstances, associating with particular

persons, or disapproval of particular negative behaviours could be extremely dangerous. Nonetheless, the reasons for this would have to be explored further and be empirically determined. Within the scope of the MOT programme it would have to be ascertained whether specific interventions could perhaps strengthen student behaviours in these aspects. It is probable that a longer term intervention, starting at an earlier age, might be more successful in addressing the weaker behaviours.

In addition, there is still a need for long term tracking of MOT students to assess whether, or in what ways, MOT has had a lasting impact on students' lives and on the choices they have had to make along the way.

In closing, the FET Institute would like to thank MOT SA for giving it the opportunity to participate in this research. We are proud to be associated with such an important intervention in the lives of marginalised young people at FET colleges in South Africa.

# COURAGE to say no to care



MOT certificate ceremony for ECD students at College of Cape Town, Gardens Campus – 11 June 2012



MOT Presenters' Training workshop – December 2012



MOT Presenters' Training workshop – February 2012



MOT SA Presenter Award winners for 2012



MOT SA Brand Ambassadors with students at the MOT Dignity Day Training – 17 October 2012



MOT SA Annual General Meeting (AGM) – 7 June 2012



MOT certificate ceremony for ECD students at False Bay College, Mitchells Plain Campus – 7 December 2012



MOT's 15 year anniversary in Norway – 24 March 2012



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