

MOT South Africa ANNUAL REPORT 2013

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



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

Platinum Sponsor:



MOT
Show courage!



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CHAIRPERSON'S REPORT

It is once again a privilege and pleasure to report on the past year in the life of our organisation.

This is pleasant when one's efforts are showing positive results and one sees successes in a number of areas. We had a stronger focus on youth leadership development and positive peer-to-peer influence and learning. We started with a MOT Youth Training Programme by training 2nd year MOT students to take on a Peer Educator's role. The MOT youth will also get involved in initiating and implementing youth community projects.

As reported last year, MOT is still very active in the FET colleges throughout the Western Cape where the work is progressing steadily. We are now active in the high schools of Cape Town as previously reported and share the programme in a growing number of schools. The success of branching out to high schools was definitely very encouraging, judging from the feedback, as well as the expressed desire of many principals to invite us to get involved in their schools. Needless to say this will call for more participation from sponsors.

We are again impressed by the positive results of the assessment of the programme by the independent authority. The key perceived strengths of MOT were again identified to be in line with the goals we set out to achieve in the programme.

Besides this annual assessment we have also partnered with the HENLEY UNIVERSITY OF READING to do a report on the reputation and responsibility of MOT as a registered non-profit organisation. This extensive and very useful report was made available recently and is just another step towards becoming the premier organisation in assisting society to better address the enormous challenges faced by the youth, as well as the challenges posed by the youth to society. The objective of the report is to give insight on the involvement of key stakeholders that influences the implementation, and to make recommendations to the Board and Management in terms of formulating a forward



looking strategy that can correct certain issues and strengthen the impact of our work. The report also recognises the good governance followed by management and the board. It recommends further enhancements to our organisational procedures and processes which can only further improve our delivery.

I want to once again express sincere thanks to the many sponsors who have continued to support the cause of MOT. In identifying

with our objectives and goals, each of these sponsors fulfils a vital role in making South Africa a better place for all.

Thanks to The Abe Bailey Trust, the National Lottery Distribution Trust Fund, the Pioneer Foods Education and Community Trust and HCI Foundation who are our key funders.

Our co-workers, being the FET Colleges and School Management Councils, have continued their support and encouragement.

The MOT presenters are an important cog in the wheel of the organisation. They are a really dedicated group.

We also express gratitude to the MOT Global Management for their support, assisting with the MOT Presenters' training workshops and brand leadership.

Last but not least the excellent work done by MOT can only be the result of dedicated Management and a well constituted and hard working Board. We thank you for your commitment and vision.

Thanks also for your interest in being here today. It is encouraging to the leadership of MOT to see that we have a dream shared by so many.

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.**
- Assisting the youth to **establish sound values 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

The purpose of MOT SA is to equip the youth of South Africa with life-skills to enable them to make conscious choices so that they develop to their full potential and become positive role models in their communities. This is done by ensuring, inter alia, that the youth:

- Strengthen their courage, self-confidence and values;
- Contribute to an enabling environment to complete their studies;
- Improve their academic achievements and future career prospects.



Since its inception, MOT SA has had a valuable partnership with RSM Betty & Dickson (Cape Town), who provides auditing services pro bono to the organisation. They audited the Financial Statements of 2013 and extracts appear in the Annual Report. MOT SA is also thankful to Ayanda Mbanga Communications that has again exceeded our expectations with the design and publishing of this Annual Report.

For the third year, MOT SA has outsourced the research on the impact of the MOT programme on FET College students to the

The main thrust of the MOT SA programmes is to train volunteer presenters that are teachers, management and support staff at FET Colleges and High schools to facilitate the MOT life-skills training programmes with their students. This ensures that the MOT programmes are delivered in a structured classroom environment amongst thousands of youth annually. These dedicated MOT presenters who volunteer their time and expertise to MOT are listed in the Annual Report.

During 2013, MOT South Africa focused on five objectives; (1) the training of staff at FET Colleges and High Schools to implement the MOT programmes amongst their students, (2) training MOT students as peer educators, (3) monitoring and improving the implementation of the MOT programmes, (4) encouraging "Courage to Care Day" community projects, and (5) assisting the MOT alumni to find employment and to prepare them for the workplace. Read more about the outcomes of these objectives in the Annual Report.

The realisation of abovementioned objectives was made possible by our funders. The Abe Bailey Trust partnered with MOT for three years, which strengthened the long-term planning and stability of MOT SA. The National Lottery Distribution Trust Fund made funding available to support the MOT Youth training, the Job readiness workshops and Community projects. The Pioneer Foods Education and Community Trust, HCI Foundation, Anglo American Chairman's Fund, Allianz Global and other generous funders ensured the expansion of MOT to more high schools, the ongoing training of MOT presenters, and the implementation of the life-skills training programmes amongst the youth.

Further Education and Training Institute (FETI) at the University of the Western Cape. The research report shows the important impact of MOT on the youth with 98% indicated that 'MOT helped them to treat other students with respect' and 95% of students said 'MOT helped them to listen to other people's opinions'. This is significant in South Africa where nation-building is dependent on respect and celebrating diversity. Other key statistics are that 97% of students said that 'MOT has helped them to think about the choices they make' and 94% indicated that 'MOT has motivated them to complete their studies'. These are vitally important outcomes which improve the academic performance of students at FET Colleges and their employability. The research report on the study's results is included in the Annual Report.

I would like to thank the Board, MOT Global Management, MOT SA staff members, FET College and High School Management, MOT Presenters and MOT Coordinators, MOT SA Brand Ambassadors, Corporate Partners and Funders for their ongoing support and dedication. Above all, I would like to thank the Youth for their energy, positive spirit and attitude, and giving us the opportunity to learn from, and to develop with, them. This Annual Report is a tribute to our future leaders and captains of industry.

Wanda Möller
Chief Executive Officer: MOT South Africa

Training staff at FET Colleges and High Schools to equip the Youth

In 2013, MOT South Africa trained 109 Staff members from Further Education and Training (FET) Colleges and High Schools to implement the MOT programmes amongst their students. The first workshop was held from 28 February 2013 to 2 March 2013 and the second workshop from 2 to 4 December 2013. The training workshops were held at Encore Conference Centre at Northlink College. Three MOT facilitators came from Norway to assist with the training.

On 7 March 2013, 120 trained MOT Presenters and Management from FET Colleges and High Schools attended a Refresher and Inspiration workshop at the Upper Eastside Hotel in Woodstock. The workshop facilitators included some of the most experienced, trained MOT Presenters from South Africa and MOT Global Management. The guest speakers included Dr Joy Papier, Director at the Further Education and Training Institute (FETI), who presented the results from the 2012 MOT SA Research on the impact of the MOT life-skills programme, as well as an inspiring talk by MOT SA brand ambassador, media personality and actress, Natalie Becker. The workshop delegates were entertained by Rozanne Waldeck and students from Northlink College, Tygerberg Campus under the guidance of Kobus Hanekom and Boland College, Stellenbosch Campus with support from Albert van der Merwe.



MOT South Africa wants to thank the following volunteer MOT presenters for their assistance in facilitating the training workshops: Atle Vårvik, Geir Nasset, Sigrun Vårvik and Morten Laache from MOT Global Management, Trish van der Merwe, Ivan Swart, Felancia Flandorp and Angelo Geldenhuys from Northlink College, Nizaam Pasha and Somayah Achmat from College of Cape Town, Charlene Matthews, Jacqueline Layman and Adrian Bezuidenhout from False Bay College, Erika van Heerden from Langeberg Secondary School in Robertson, Beverley McArthur from Immaculata High School in Wynberg and Ruth-Mona Vik from Stryn and Loen Secondary Schools in Norway.

Training the Youth as MOT Peer Educators and Youth leaders

In 2013, the MOT Youth initiative was launched. During the course of the three-year MOT programme, volunteer MOT students are selected and trained in their second year to act as MOT Peer Educators in their 2nd and 3rd year at college and take a leadership role in the MOT “Courage to Care Day” community projects. On 26 February 2013, staff from the FET Colleges was introduced to this initiative to select, train and mentor the MOT Youth. During 2013, 15 selected students from Northlink College, False Bay College and College of Cape Town were trained over two days to become MOT Youth peer educators. This addition to the MOT programmes significantly strengthened the youth as positive and courageous leaders and role models for their peers.



MOT South Africa wants to thank the following volunteer MOT presenters for their leadership and assistance in facilitating the training workshops: Sigrun Vårvik and Morten Laache from MOT Global Management; Melanie Vermaak, Christine Thomas and Jacqueline Layman from False Bay College; Nizaam Pasha, Jerrie Dampies and Linzi Bourhill from College of Cape Town; Trish van der Merwe, Felancia Flandorp and Ivan Swart from Northlink College.

Implementing the MOT life-skills programmes at FET Colleges & High Schools

In 2013, 6491 students at FET Colleges and High Schools were included in the MOT programmes. MOT was implemented at 15 High Schools and at 29 FET College Campuses in the Western Cape. The MOT sessions included role-plays, group discussions, practical exercises, games, critical questions and personal reflection. 455 Students completed the MOT programme and received their MOT certificates. Students who completed the MOT programme had the opportunity to evaluate the impact of MOT as recorded by the Further Education and Training Institute (FETI) in the March 2014 research report.

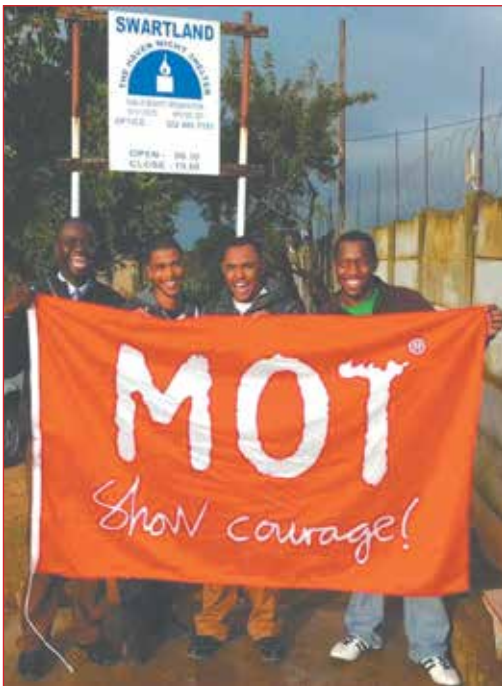


MOT South Africa wants to thank the dedicated volunteer MOT presenters, College and School coordinators and Campus coordinators for their leadership, and commitment to the development of the youth.

Showing the Courage to Care and strengthening the value of Dignity

To inculcate and strengthen the values of MOT amongst the youth and in society, MOT presenters and students annually take part in "Courage to Care Day" community projects and Global Dignity Day. On 18 July 2013, FET Colleges and Schools celebrated Mandela Day by implementing 20 community projects. Students had the opportunity to learn about active citizenship, to work in teams and to participate in volunteerism. The projects varied from reading to, and playing games with young patients at Red Cross Children's Hospital, children at Pre-primary schools and Educare centres, cleaning communities and donating items to people and organisations in need.

On 14 January 2013, Boland Campus, Stellenbosch Campus started the year with hosting a Dignity Day for all the new Level 2 students. Paralympic Medalist and MOT SA Brand Ambassador, Hilton Langenhoven, was the guest speaker at the event. Awareness was created around the value and principles of dignity. Students had the opportunity to discuss their own ideas on dignity, how to strengthen the dignity of others and to share their stories on dignity.



MOT South Africa wants to thank the MOT presenters and students for creating a supportive, warm environment in the classrooms, at schools and colleges and improving their communities.

Strengthening the Youths' chances of finding employment

To prepare students for the world of work and to improve their chances to successfully gain employment, MOT South Africa hosted Job readiness workshops for MOT alumni at College of Cape Town, Crawford Campus, West Coast College, Malmesbury Campus and Boland College at Paarl and Stellenbosch Campuses. These workshops included sessions on positive focus, motivation and self-confidence, customer service, work ethics and punctuality, conflict resolution and communication skills, goal-setting and making the best of opportunities. MOT has partnered with JumpStart at the RedCap Foundation to link MOT alumni to work experience and job opportunities.

MOT SA also assisted with the facilitation of eight Youth Empowerment workshops hosted by Juta & Company for youth not employed, or in education and training. The MOT presenters assisted the youth to identify their potential, to strengthen their motivation, develop self-confidence, problem-solving skills and excel in everything they do.



MOT South Africa wants to thank the following volunteer MOT presenters for their assistance in facilitating the training workshops: Nizaam Pasha from College of Cape Town, Ivan Swart from Northlink College and Adrian Bezuidenhout from False Bay College.

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 years) and MOT Senior Phase (16 – 25 years) Programmes. The impact of the MOT Programmes is strengthened by the MOT Youth training, Courage to Care Day projects, Global Dignity Day and Job readiness training.

2013 Statistics

Number of youth in the MOT Programmes:	6491	Number of new MOT Presenters trained:	109
MOT youth completing the 3-year programme:	455	Total number of trained MOT Presenters:	430

FET COLLEGE STUDENTS' FEEDBACK ON THE



*False Bay College,
West Lake Campus,
Safety in Society
Level 4 Student*

Shaun Lewis

What have you learnt about yourself during the MOT sessions and MOT Youth training?

Shaun Lewis:

That I can be the person I want to be and no matter your situation, there is always a way to make things better for yourself and for the next person.

Shaun Titus:

I have learnt that I am very influential to my peers, that I have a lot of confidence, talents and moral values that I didn't know about before joining the MOT programme.

Tershia Richards:

That I have the potential to empower the youth of tomorrow and to use my skills and talents to better my situation.

Nathan Hendricks:

MOT has enabled me to look at life from a different perspective. I have realised that we are all uniquely different and that I can be who ever I choose to be. I have learned to show emotion and empathy towards others.



*False Bay College,
West Lake Campus,
Safety in Society
Level 3 Student*

Shaun Titus

How have the MOT sessions and the MOT Youth training impacted on your social skills, outlook on life, attitudes, thoughts and behaviour?

Shaun Lewis:

I have a more positive attitude now, which makes it easier to follow my dreams. I look at life differently knowing that there are opportunities for all of us. My behaviour towards others is different, because I care more for the next person. I have become more confident, which makes it easier to communicate and make friends.

Shaun Titus:

MOT made me realise that there is a place for me in the world. It made me look forward to life and enjoy it to its fullest. It made me welcome others in my life. As a person who wasn't motivated before this programme, but today there is nothing that can stop me from pursuing my dreams!!

Tershia Richards:

It made me look at things in a positive light. The morals and values I have learnt have stuck with me as I incorporate it in my everyday life with friends and family. I strive to do my best each day.

Nathan Hendricks:

MOT has sharpened, moulded and formed me to display positive attitude and respect towards myself and others. It has given me a tenacious mindset and allows me to express my views. I look at things from a different view, analyse and make sure I take the necessary corrective action to see a positive outcome.

MOT PROGRAMME AND MOT YOUTH TRAINING



Tershia Richards

*False Bay College,
Mitchell's Plain
Campus,
Educare N5 Student*



Nathan Hendricks

*False Bay College,
Mitchell's Plain
Campus,
Business
Management
N6 Student*

What are your thoughts on MOT and its benefits for the youth of South Africa?

Shaun Lewis: Things in our country can change if MOT is implemented throughout South Africa. Teenagers who do drugs and get into gangsterism will have a better outlook on life.

Shaun Titus: MOT can play an important role in the development of other youth because of the change it brought for me. There are leaders who have completely given up on life and one thing this programme helped me with is perseverance and to keep going towards your dreams.

Tershia Richards: MOT is a real inspiration and empowering programme. We now realise that there are opportunities for us to go places and to be part of the change we need to be in the world.

Nathan Hendricks: MOT has such a positive influence on youth, personally speaking. I remember my first MOT session where I was true to myself having the courage to share my sexuality with those around me. It was such a relieve and everyone respected me much more. I felt there is nothing else I cannot do or accomplish.

How have the MOT sessions and the MOT Youth training develop you as a leader amongst your peers, in your community and/or at your College?

Shaun Lewis: My peers look at me differently after the MOT sessions, because I speak more openly, I listen to their views and problems; I care more for them like I never did before.

Shaun Titus: MOT taught me how to use my skills as a leader. It's useless having a gift but not using it. My community look up to me lately because of the change this programme did to me. I have the courage to say no to my peers when I don't like something and guide them to the right path.

Tershia Richards: I have been going through many downs, but MOT gave me the capabilities to achieve anything. Amongst my peers I am respected as a leader as I love to help and put in the effort that brings a smile to those I have touched.

Nathan Hendricks: MOT helped me to effectively communicate with the people around me and the environment I find myself in. It has helped me to be more of an individual making the right choices rather than to follow. It has open doors for me.

Other comments:

Shaun Lewis: MOT to me means everything by the following: **M**oving **O**thers **T**ogether! MOT has done this for me and other people as we are more friendly, caring and loving. If it can be implemented across the world then we all from different countries will move together to make a change in life for all persons living in our country and other countries as well. I hope to have more MOT sessions with people that I have never met before.

Shaun Titus: I just want to say thank you to the MOT family for the unforgettable experiences, wisdom and life lessons that you have shared with me. Today I have the courage to live, to care and to say no; All because of you!!

Tershia Richards: MOT needs to expand throughout the world. It was great being part of this journey.

Nathan Hendricks: I believe everybody needs MOT in their lives because it brings out the best in you.

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013

STATEMENT OF COMPREHENSIVE INCOME

Figures in Rand	2013	2012
Revenue	1 080 079	678 512
Other Income	–	6 249
Operating expenses	(884 539)	(746 189)
Operating surplus (deficit)	195 540	(61 428)
Investment revenue	16 585	10 308
Surplus (deficit) for the year	212 125	(51 120)

STATEMENT OF CASH FLOWS

Figures in Rand	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash receipts from customers	1 279 913	687 648
Cash paid to suppliers and employees	(884 747)	(744 624)
Cash generated from (used in) operations	395 166	(56 976)
Interest income	16 585	10 308
Net cash from operating activities	411 751	(46 668)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property, plant and equipment	(7 976)	(6 249)
Total cash movement for the year	403 775	(52 917)
Cash at the beginning of the year	380 588	433 505
Total cash at end of the year	784 363	380 588

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

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2013

STATEMENT OF CHANGES IN EQUITY

Figures in Rand	Accumulated surplus	Total equity
Balance at 01 January 2012	442 576	442 576
Deficit for the year	(51 120)	(51 120)
Balance at 01 January 2013	391 456	391 456
Surplus for the year	212 125	212 125
Balance at 31 December 2013	603 581	603 581

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2013

Figures in Rand	2013	2012
ASSETS		
Non-Current Assets		
Property, plant and equipment	10 657	5 207
Current Assets		
Trade and other receivables	8 395	5 661
Cash and cash equivalents	784 363	380 588
	792 758	386 249
Total Assets	803 415	391 456
ACCUMULATED RESERVES AND LIABILITIES		
ACCUMULATED RESERVES		
Accumulated surplus	603 581	391 456
LIABILITIES		
Current Liabilities		
Deferred income	199 834	—
Total Equity and Liabilities	803 415	391 456

STRATEGIC AND FINANCIAL OVERVIEW

Publishing the Annual Report gives MOT South Africa the opportunity to report to its volunteers, funders, partnering schools and FET colleges on the organisation's programmes, finances, outcomes and challenges over the past financial year and to review our future direction and objectives. In 2013, MOT SA has continued to focus on the youth between the ages of 12 and 25 years, and on its mission of;

- 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.
- Assisting the youth to establish sound values and a belief in their own abilities.

To achieve its mission and strategic objectives, MOT SA has trained 109 new MOT presenters and 120 trained presenters attended a refresher training workshop. The MOT presenters at FET Colleges and High Schools facilitated the MOT programmes with 6491 students at 29 FET College campuses and 15 High schools in the Western Cape. In 2013, 455 students completed the MOT programme, compared to 378 in 2012. MOT SA also introduced the MOT Youth training programme and 15 MOT Peer Educators were trained. Through the MOT 'Courage to Care' Day initiative, 20 community projects were implemented by MOT students and presenters, and MOT SA hosted four Job readiness workshops to ensure MOT alumni are prepared to enter the job market and workplace.

MOT's implementation and significance continues to grow in the Western Cape. With the generation of additional funds, MOT will expand to the Eastern Cape in 2014, and with additional support, to other provinces of South Africa. MOT SA's focus is on the most vulnerable youth, which is verified by a Broad-Based Black Economic Empowerment (B-BBEE), Socio-Economic Development (SED) Certificate, stating that 90% of its beneficiaries are from previously disadvantaged communities.

The expansion in programme delivery, training and support services was supported by the competent guidance of the Board of MOT South Africa, strict budget controls, dedicated MOT volunteers and the increase of staff at the MOT SA office. The position of a Programmes and Training Manager was created and filled, which added significant value to the introduction and expansion of the MOT Youth training programme and the inclusion of more High Schools in the MOT programmes.

The financial position of the organisation reflects stability and steady growth. The challenge remains to secure long-term funding partnerships, which will support the long-term strategic plans and growth of MOT South Africa. Through the active support of Prof Eltie Links and valuable relationships that the organisation has fostered over the last five years, MOT South Africa has managed to raise R1 080 079 from a diverse donor base during 2013.

The income generated has increased by 59% from the previous financial year. With the expansion of activities and outcomes, the expenses have increase by 19% in 2013 compared to the previous year. Compared to a deficit of R51 120 in 2012, a surplus of R212 125 was recorded in 2013. This has strengthened the organisation's net cash resources to R603 581, and puts the organisation in a healthier financial position to sustain current programmes and to expand to more schools and to the Eastern Cape in 2014.

The strength of MOT South Africa and the organisation's results can be attributed to the growing network of trained volunteers, the leadership of principals and management at Schools and FET Colleges, and pro bono services. The amount of volunteerism amounts to the value of more than R941 000 annually, which ensures that the delivery of the MOT life-skills training programmes continues to grow and benefit the youth. However, the retention of trained volunteers is vital for the annual expansion plans and increase in number of youth reached through the MOT programmes, and requires renewed strategic attention from MOT South Africa.

As a registered Public Benefit Organisation (PBO: 930 028 579) and Non-Profit Organisation (NPO: 078-690) with the Department of Social Development, with proven results on the transformational development of the youth, transparent reporting and the service of Auditors who are rigorous on compliance, MOT South Africa is in an ideal position to secure long-term funding partnerships. MOT SA offers the added benefit of issuing Article 18A certificates allowing donors to receive a tax deduction for their financial support, as well as SED points in terms of the Codes of Good Practice gazetted under the B-BBEE Act (53/2003).

Wanda Möller
Chief Executive Officer: MOT South Africa

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

MARCH 2014



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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, reports were compiled in 2012 and 2013 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 first report in 2012 provided detailed information on the programme content which will not be repeated herein. Since the pilot programme was introduced, all 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 of 378 students who had completed the MOT programme, and the FET Institute (UWC) produced a Report in 2013. This 2014 Report will therefore be the third successive report since the programme was piloted.

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

SCOPE OF THE STUDY

There were 455 students who completed the MOT programme in 2013 (up from 378 in 2012), spread across 8 campuses of 5 FET colleges in the Western Cape: Boland College, College of Cape Town, False Bay College, Northlink College and West Coast College. The distribution of MOT students by campus is provided in Figure 1, but there were 9 MOT classes in total that completed the programme in 2013.

ANALYSIS OF THE MOT DATA

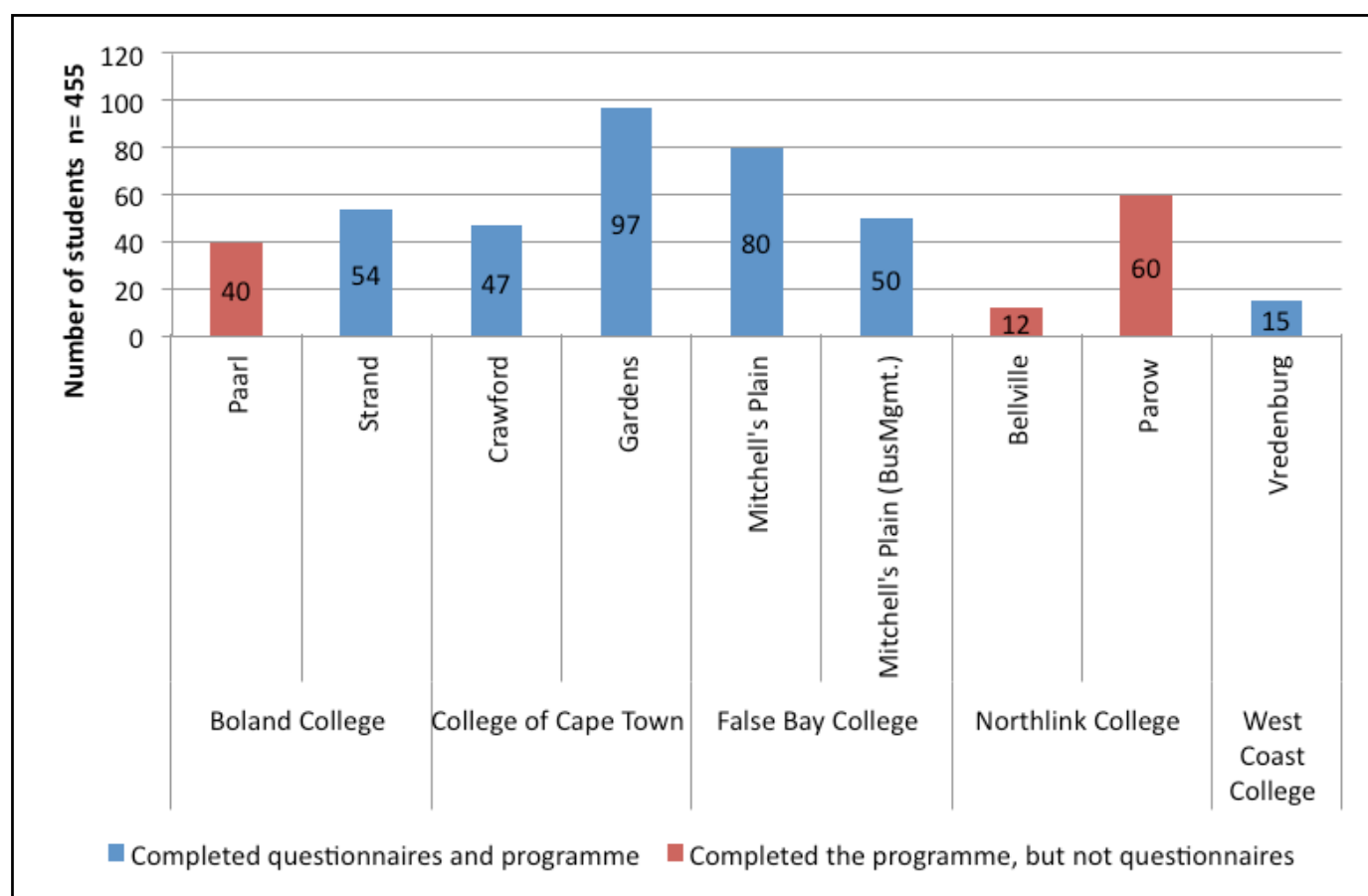
The questionnaire administered to colleges has consistently had the same structure and elements as the pilot research in 2011. Questions covered biographical information, and categories of questions related to how the MOT programme had impacted on students' classroom interactions with other students, 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.

PARTICIPANTS IN THE STUDY

There were 455 students who completed the MOT programme in 2013. Of these 343 (75%) students responded to the questionnaire. The distribution of MOT students by campus is provided in Figure 1. This shows that there were 9 MOT classes at 8 campuses spread across 5 colleges in the Western Cape. Figure 1 also indicates the three campuses that did not respond to the questionnaire.

FIGURE 1: MOT STUDENTS AND RESPONDENTS BY CAMPUS



SECTION 1: ACCESS TO COMMUNICATION TECHNOLOGY AND SOCIAL MEDIA

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

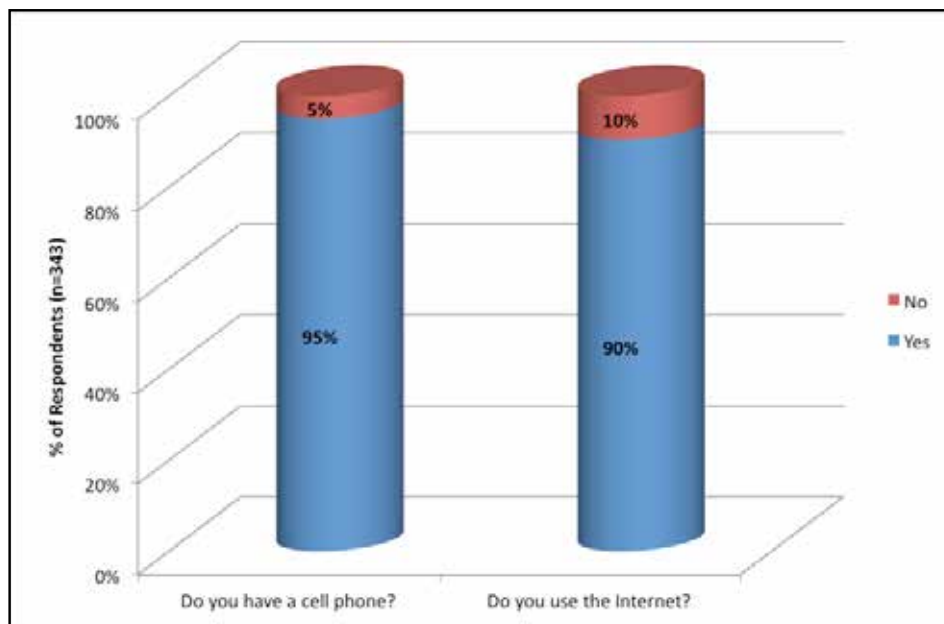
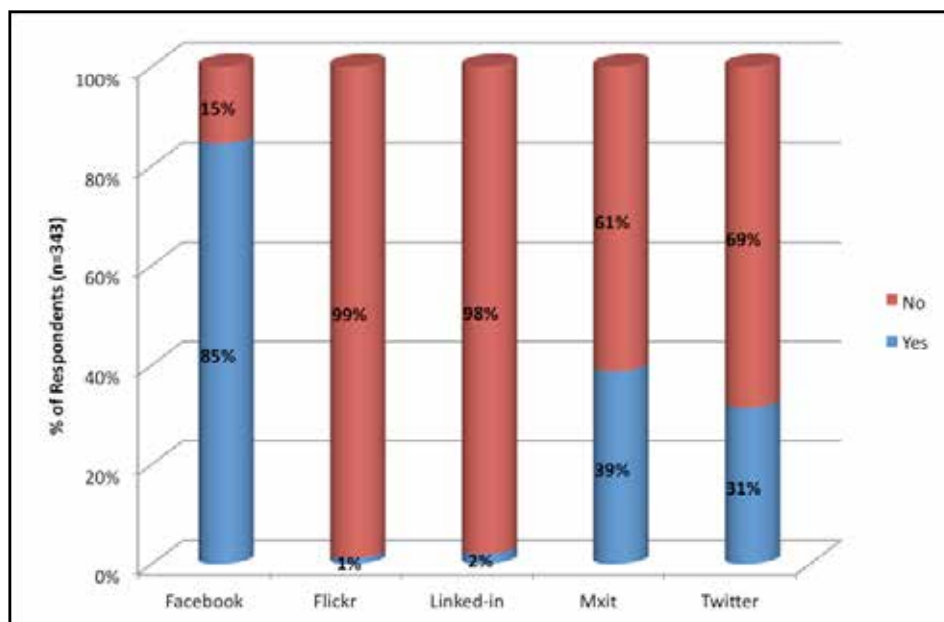


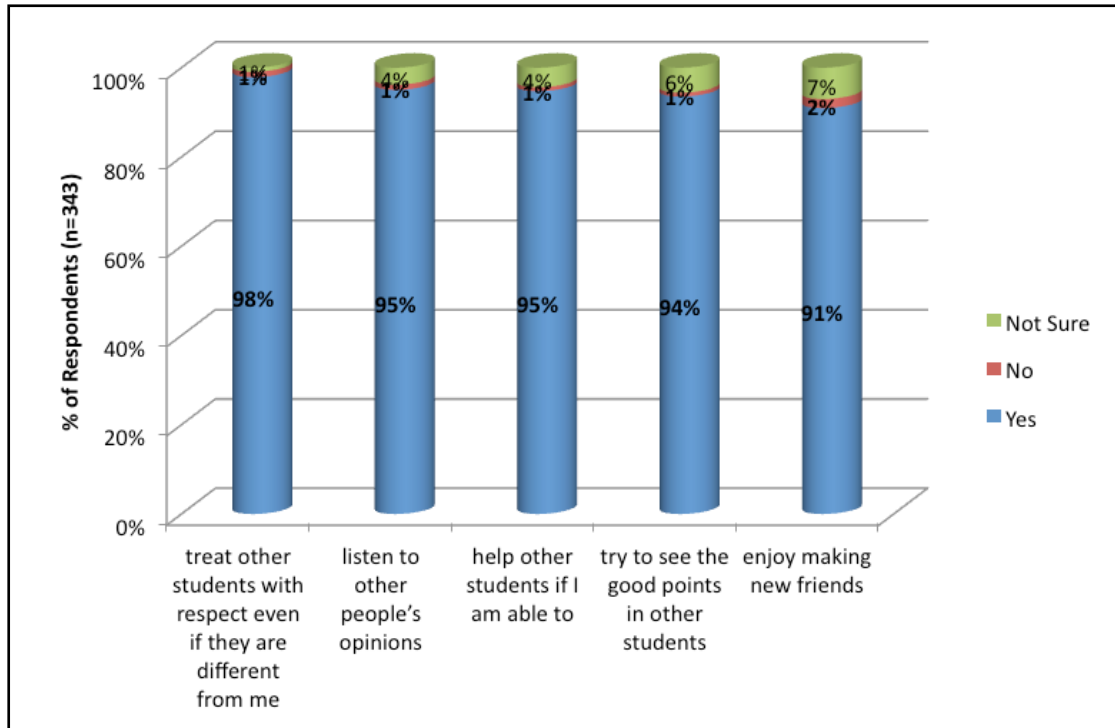
FIGURE 3: STUDENTS' USE OF SOCIAL MEDIA



As shown in Figures 2 and 3 above, nearly all respondents had cell-phones (95%), with only slightly fewer accessing the internet (90%). Of the social media applications, Facebook (85%) users were in the majority, with a smaller number using Mxit (39%) and Twitter (31%) and very few using Flickr and Linked-in. Mxit is a mobile phone application which is extremely low cost for messaging. Newer smartphone messaging applications like Whats App were not measured and this could perhaps be included in future surveys. Most smartphones are able to access Facebook and Twitter cheaply as well.

SECTION 2: IMPACT ON CLASSROOM INTERACTIONS

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' and 'listening to other people's opinions' (95%) and 'try to see good points in other students' (94%) and 'enjoy making new friends' being equally positive at 91%. The responses which achieved the highest and the lowest scores are identical to that depicted in the 2012 research with 'listening to other people's opinions' achieving a slightly higher rating.

SECTION 3: IMPACT ON PERSONAL GROWTH

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

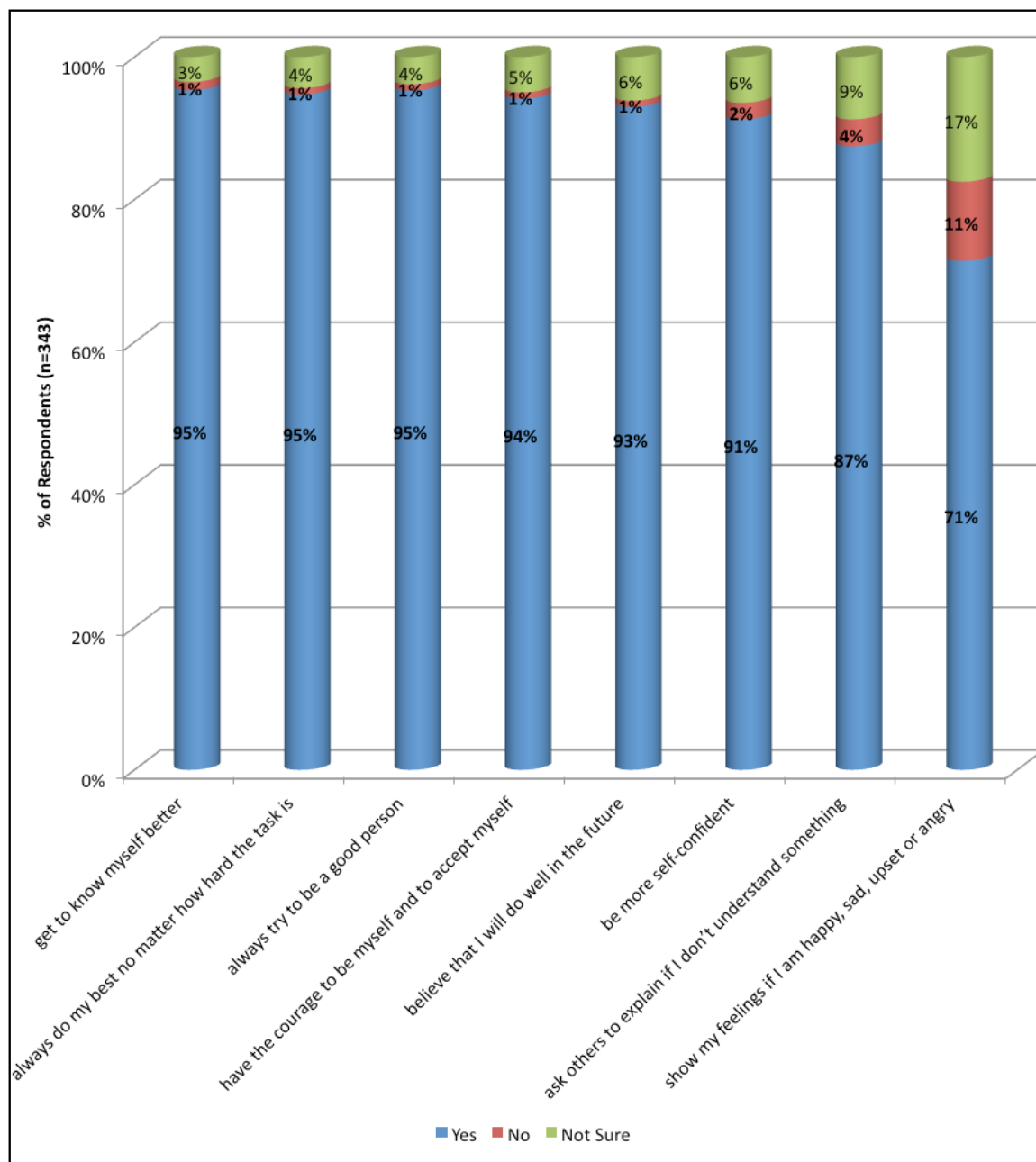
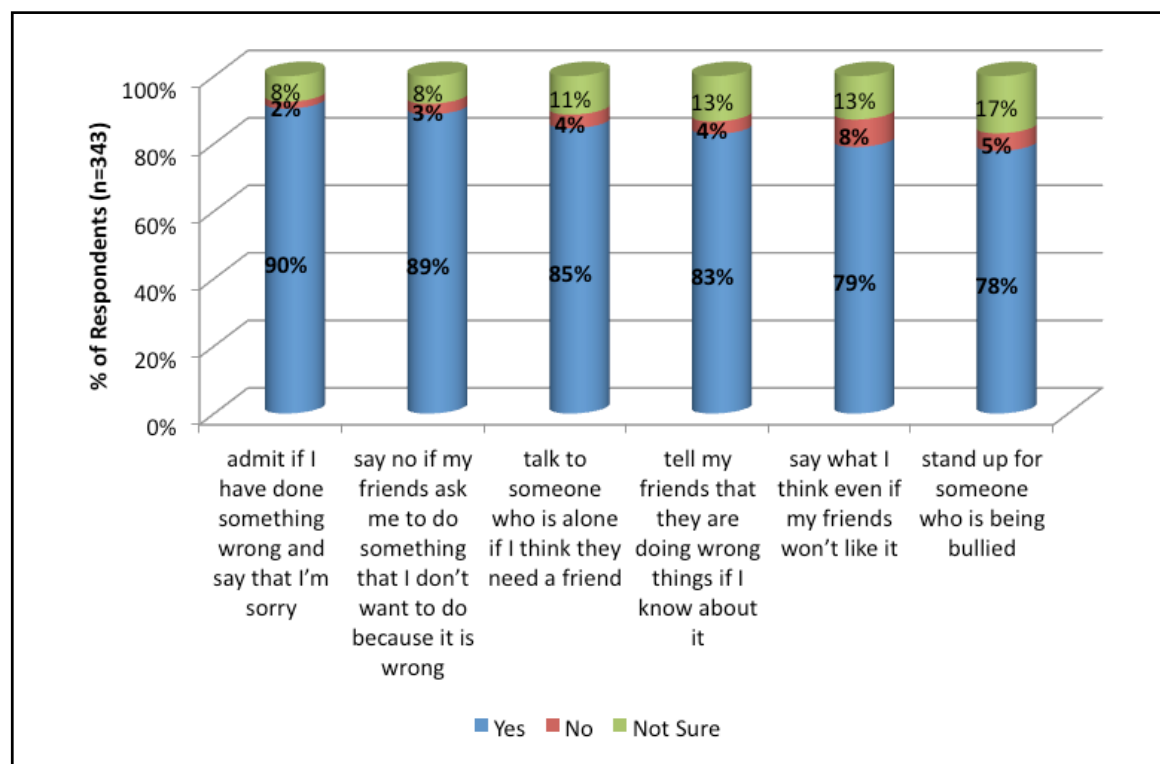


Figure 5 again shows highly positive responses to the impact of MOT on personal growth, particularly self-motivation, self-knowledge, and moral choice (all at 95%). Self-confidence was slightly lower at 93% relative to the other attributes, with ability to seek help (87%) and self-expression of emotions relatively low at 71%. Scores here are similar to the 2012 research. However, the lowest number of students (71%) again indicated that they had difficulty 'to show my feelings if I am happy, sad, upset or angry', dropping from 84% in 2012 (70% in 2011). Relative to 2011 therefore, there was a fluctuating trend in the number of respondents who felt they would be able to show their emotions.

SECTION 4: IMPACT ON PERSONAL VALUES

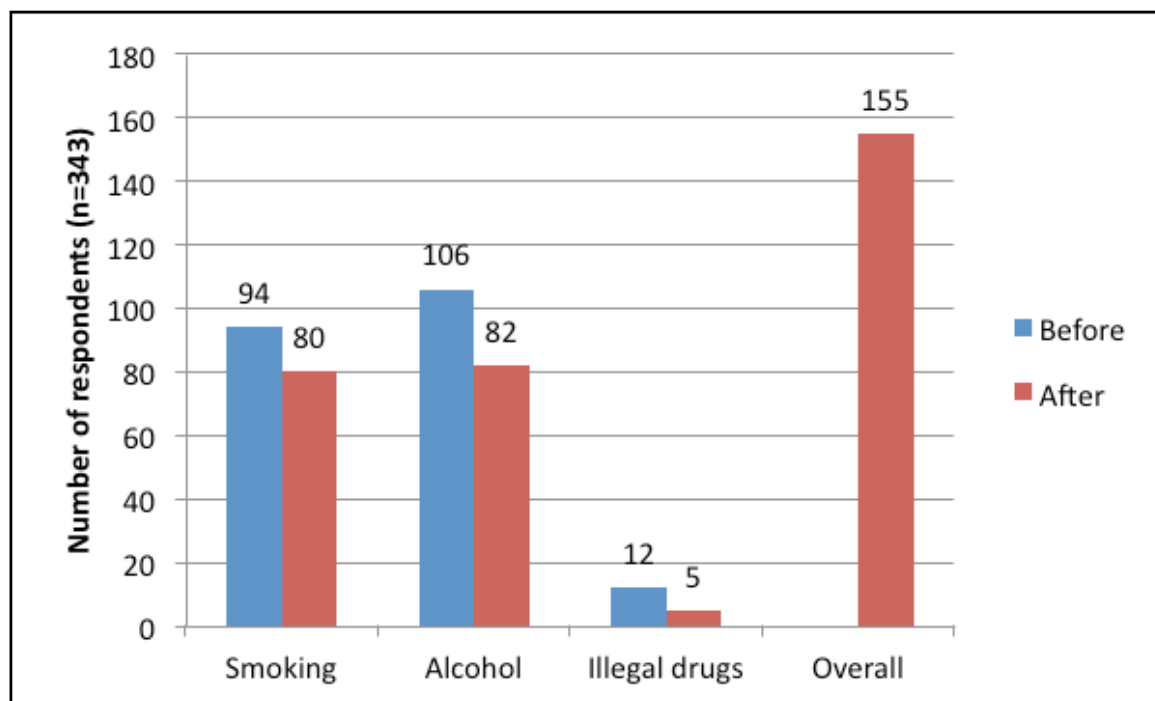
FIGURE 6: STUDENT RESPONSES TO POSITIVE IMPACT OF MOT ON PERSONAL VALUES



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 (79%) and to defend a peer against bullying (78%), which was marginally down from the 2012 research. Few students however indicated an emphatic 'no' (5%) around defending a peer against bullying. It should be noted though that positive responses were uniformly high, with some higher than others. Fluctuations over the two previous years were marginal.

SECTION 5: IMPACT ON PERSONAL LIFESTYLE CHOICES

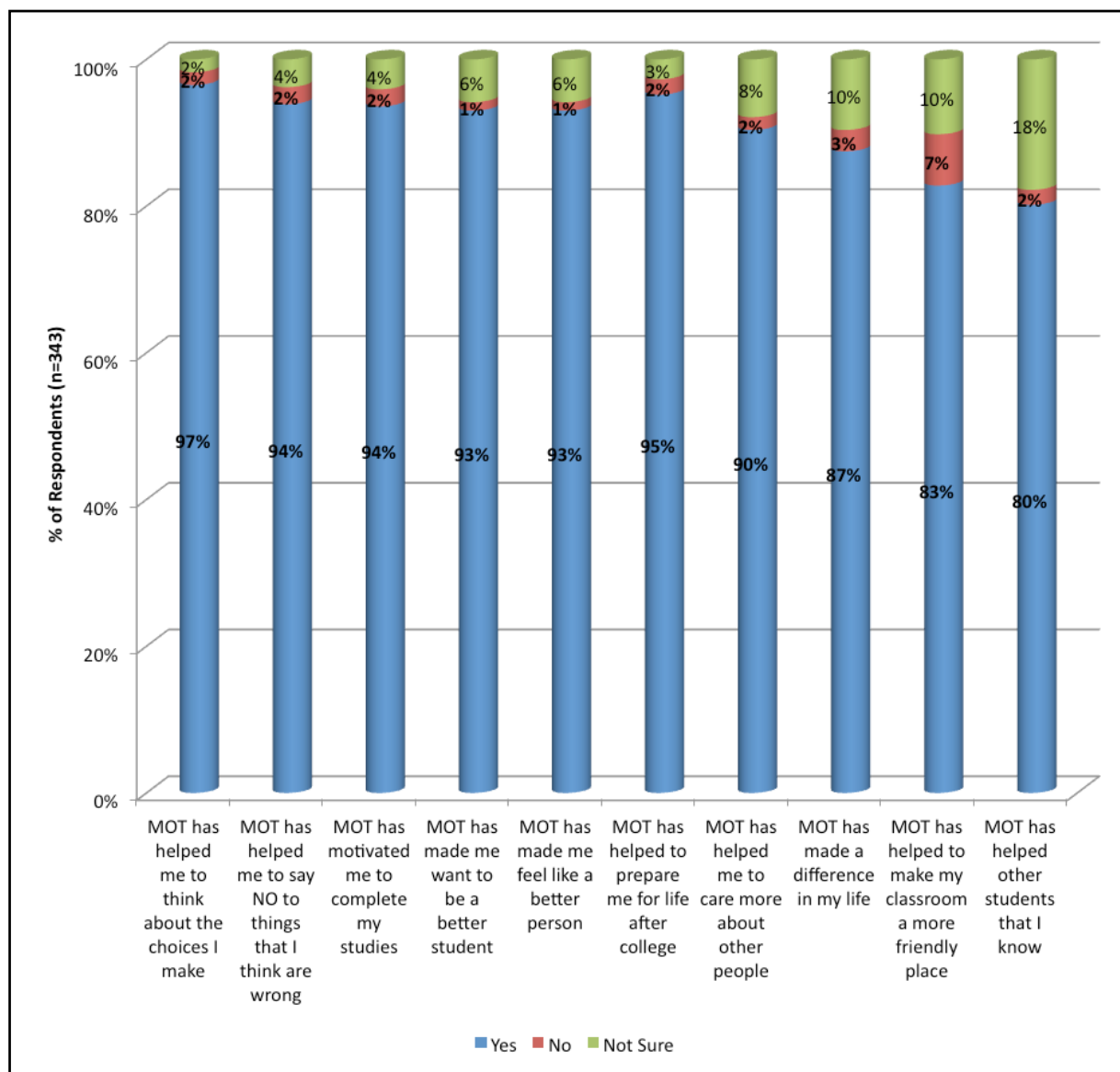
FIGURE 7: STUDENTS' LIFESTYLE CHOICES BEFORE AND AFTER MOT



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. In total 155 (45%) indicated that MOT had a positive impact on their lifestyle choices, though it is difficult to disaggregate the respondents for whom the question was not applicable. It is disconcerting nonetheless that of the total number of respondents 106 (30%) acknowledged that they had consumed alcohol, and 94 (27%) were smokers. Even though there were relatively few drug users (12 or 3% of respondents), the potential negative social impact of these lifestyle choices is considerable, therefore the indication that 7 people stopped using drugs is significant. In addition, 14 stopped smoking and 24 stopped using alcohol. These results suggest that fewer students engaged in negative lifestyle choices prior to entering the programme than in 2012. The reasons for this one might speculate and attribute to a number of reasons, however further investigation into this potential trend and its future implications for MOT could be useful.

SECTION 6: OVERALL RESPONSES TO THE MOT PROGRAMME

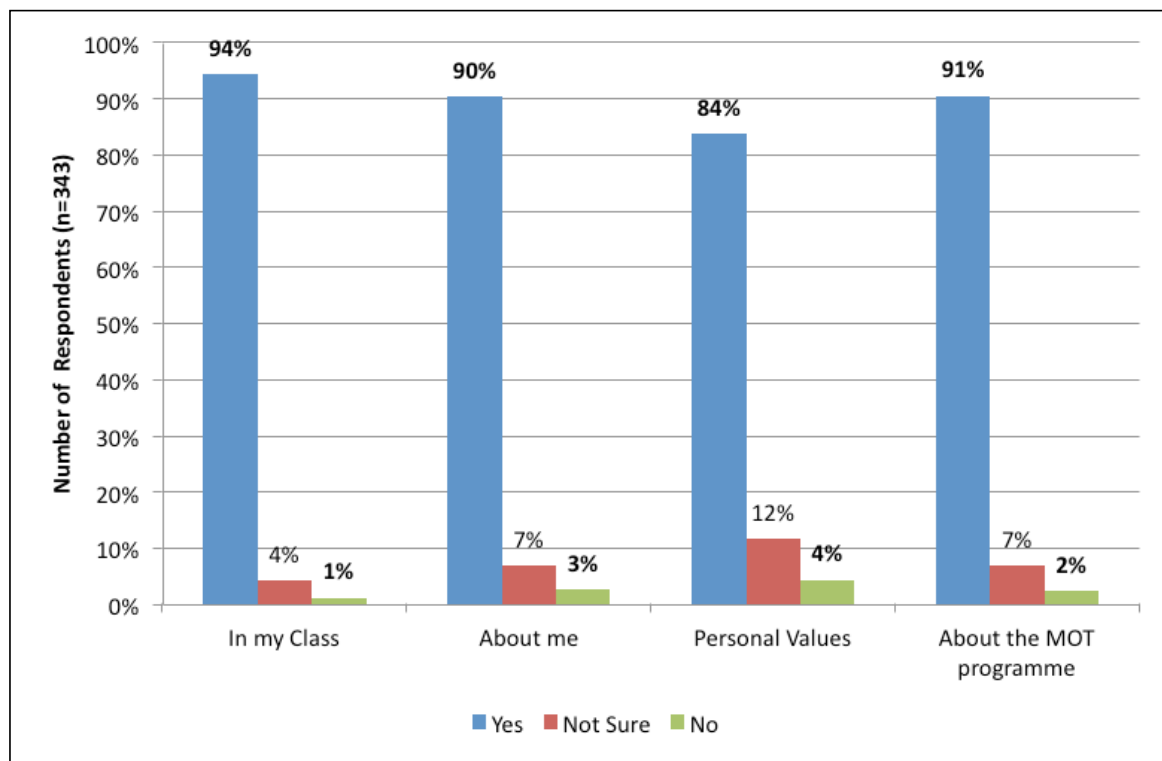
FIGURE 8: STUDENT RESPONSES TO OVERALL POSITIVE IMPACT OF MOT



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 larger numbers of 'not sure' responses than in 2012, but the positive responses were mainly above 90%. Only the element '...to make my classroom a more friendly place', had a 7% negative response, which is low, but it is high relative to the other elements. MOTs influence on 'thinking about choices I make' was evident as 97% respondents agreed on this, and the impact on 'motivation to complete my studies' and willingness to 'say no to things that I think are wrong' was also high at 94%.

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 (94% and 90% 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 remained stable in 2013 (91%) with that of 92% in 2012.

FIGURE 9: AVERAGE 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, attributes most positively affected by MOT (all above 95%), were mostly in relation to respect for difference, self-knowledge and self-belief. This contrasts somewhat with lower scores, between 70-80%, which were related to challenging others and being honest/open about personal feelings.

TABLE 1: RANKED LISTING OF ATTRIBUTES BY PERCENTAGE 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%
think about the choices I make	97%	2%	2%
listen to other people's opinions	95%	4%	1%
help other students if I am able to	95%	4%	1%
always do my best no matter how hard the task is	95%	4%	1%
always try to be a good person	95%	4%	1%
prepare me for life after college	95%	3%	2%
get to know myself better	95%	3%	1%
have the courage to be myself and to accept myself	94%	5%	1%
say NO to things that I think are wrong	94%	4%	2%
be motivated to complete my studies	94%	4%	2%
try to see the good points in other students	94%	5%	1%
feel like a better person	93%	6%	1%
want to be a better student	93%	6%	1%
believe that I will do well in the future	93%	6%	1%
be more self-confident	91%	6%	2%
enjoy making new friends	91%	7%	2%
admit if I have done something wrong and say that I'm sorry	90%	8%	2%
care more about other people	90%	8%	2%
say no if my friends ask me to do something that I don't want to do because it is wrong	89%	8%	3%
make a difference in my life	87%	10%	3%
ask others to explain if I don't understand something	87%	9%	4%
talk to someone who is alone if I think they need a friend	85%	11%	4%
make my classroom a more friendly place	83%	10%	7%
tell my friends that they are doing wrong things if I know about it	83%	13%	4%
impact on other students that I know	80%	18%	2%
say what I think even if my friends won't like it	79%	13%	8%
stand up for someone who is being bullied	78%	17%	5%
show my feelings if I am happy, sad, upset or angry	71%	17%	11%
Grand Total	90%	7%	3%

¹Rows may not add up to 100% percent as some rounding off may have occurred.

SECTION 7: ADDITIONAL COMMENTS BY STUDENTS ON 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 are illustrated in the extracts below. The selected extracts also show the range of student comments, many of which demonstrate deep insights gained by the students:

- I would like to thank the MOT programme for helping me towards my goal that I want to achieve and for encouraging me to look forward to the future. This programme has helped me in many ways and staying positive to what I want.*
- MOT has given me an opportunity to be more careful (sic) about myself and others. It also gives me the strength to keep on trying even if there are some obstacles in life.*
- I have learnt a lot about myself as a person and accept that there will be challenges in our lives that we can overcome although it will be difficult.*
- The MOT teacher is a good person. She motivates the students and encourages them to accept themselves the way they are.*
- The programme is very enlightening. It helps us students to appreciate and understand each other and our similarities and differences. The presenter is so full of life; she is really suited for her job. MOT has given me so much to think about and things to understand. It has given me the opportunity to look at myself and to take charge of my life and the choices that I make. Thank you so much! Much love!*
- I really enjoyed the MOT programme. It has helped me a lot to see various things in a different way. It also helps you to be a better person. The MOT presenter is really great. She makes you understand things better.*
- The MOT presenter was absolutely STUNNING at what she did, there were times you really not in the mood, but she would do something that will just set your mood to HAPPY!! MOT is an AWESOME programme.*
- The MOT programme is an interesting programme it helps you realise that you are also important to others. It gives courage and changes attitudes. The presenter is a friendly, talkative person and she doesn't make fun of your problem. She just encourages you. I would like to say thank you MOT for changing my life.*
- A wonderful, happy, good spirit presenter. Always made us feel comfortable. MOT was motivating and gives courage.*
- The MOT presenter has done a great job getting the message across and making all outcomes clear. The programme has shown me that I'm not alone in my way of thinking and my attitude toward different situations. It has made more aware of my own abilities, dreams, goals and expectations.*
- MOT has helped me to be a better person. It has helped me with my decision-making what to do after college. It has motivated me to carry on with my studies and not to give up half way. It has helped me understand what a leader is and what type of person you should be as a leader.*
- MOT taught me never to give up. It gave me the courage and motivation to move forward in life, no matter what. It made me think about what goals I have to look forward to for the future. MOT made me a strong believer in what I didn't believe in before. MOT changed my ways of negative thinking. I am proud of who I am now. Thanks to MOT.*

- *MOT is very helpful because it helped me to gain confidence about myself. I must not think that I am a bad person. It helped me to know other people. It also helped me to think positive about the future.*
- *The MOT programme really made me see life in a new perspective. Since I have become more self-confident in what I do, my mission and vision in life became much clearer and I am going to achieve what I have set myself out to do. The MOT programme really has been awesome because I have learned a lot.*
- *MOT motivated me to be a better student and our MOT presenter made the MOT classes enjoyable. It was never boring, there was always something to think about especially how I could make myself a better person. It was worth the time and effort.*
- *I would like to thank MOT for being in my college because I am so much a better person. Now that I have attended the classes, I am not only better in my school work, but better at home and with making new friends as well. I am no longer judging people as I used to, but I made them feel better about themselves. I am so happy for the privilege to attend MOT.*
- *The MOT programme was kind of fun, I just don't like the fact that it was after college hours. The presenter was friendly and made everything interesting and he wasn't too serious.*
- *It must be compulsory because now it seems as if it's not a must to attend. I believe students can learn more from it. I also believe it should be on a Thursday because we finish classes early.*
- *The MOT programme is great and an inspiring programme. It helps people accept each other and their differences. The programme helps people to stand up for themselves and say "NO". This programme has helped me and everyone I know that took part in the programme. My MOT presenter made the environment comfortable enough for everyone to be at ease to be open.*
- *Thank you to all the educators and lecturers involved in the MOT programme. I have learned a lot and will keep on learning to reach my full potential. I may have not stopped smoking or drinking, but I am planning to do so. It has been an excellent experience. I am a better person.*
- *MOT helped me realise so many things in life. Today I'm writing my last exam paper and MOT encouraged me to do my best to finish my studies. Next year I will be studying at CPUT and I got the courage from MOT. Thanks to MOT.*
- *It is a great programme and it is for a good cause. People are being transformed because of MOT. I was a little bit racist, but MOT taught me to love people which ever race they are. It taught me to care for myself first and others secondly. I used to please people, forgetting that I was hurting myself. Thanks to MOT.*

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. There were four responses that suggested classes should not be held after college as students were tired, and that sessions could be shorter.

Students were outspoken and emphatic about the **impact of the presenter**, and it was evident that the presenters had made a strong impression 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. The overwhelmingly positive responses of students in this regard could also indicate the students' need for affirmation, and for someone who creates the space to listen with compassion to their concerns.

CONCLUSIONS

From the overall data which is summarised below in descending order of emphasis, the perceived benefits of the MOT programme were considerable in the lives of the participating students.

Areas of key strength of the MOT programme: (93-98%):

- Treat other students with respect even if they are different from me
- Helped me to think about the choices I make
- Listen to other people's opinions
- Help other students if I am able to
- Always do my best no matter how hard the task is
- Helped me to prepare for life after college
- Have the courage to be myself and to accept myself
- helped me to say 'no' to things that I know are wrong
- Motivated me to complete my studies
- Try to see the good points in other students
- Made me feel like a better person
- Made me want to be a better student
- Believe that I will do well in the future

Areas of moderate strength of the MOT programme (84-92%):

- Be more self-confident
- Enjoy making new friends
- Admit if I have done something wrong and say that I'm sorry
- MOT has helped me to care more about other people
- Say no if my friends ask me to do something that I don't want to do because it is wrong
- MOT has made a difference in my life
- Ask others to explain if I don't understand something
- Talk to someone who is alone if I think they need a friend

Areas which show relatively weaker results (scores of 71-83%):

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

From the above it would appear that the MOT programme continues to make positive gains regarding how students perceive themselves and others, building positive attitudes and increasing resilience and influencing better choices. Students in the MOT programme have also reported being more motivated to become better students and to complete their studies, an important influence given the high drop-out and failure rates at FET colleges. Students continue to demonstrate the kind of peer pressure that they are under and that it is difficult to confront peers who act out wrong behaviours.

As in previous reports, it is suggested that students who have experienced the MOT programme at college are tracked at later points in their lives in order to ascertain whether there have been any lasting impacts of the MOT programme, or whether they have retained the positive attitudes that they reported so soon after their MOT experiences.

TRAINED MOT PRESENTERS AT FET COLLEGES, HIGH SCHOOLS & COMMUNITY ORGANISATIONS

FET COLLEGES

BOLAND COLLEGE

Aurelia Steenberg
Albert van der Merwe
Alfred Mwamuka
Allan Sprout
Ananda Fismer
Andrew Josephs
Anel Claassen
Anna Maria Vogel
Annaré Maritz
Anneline Taljaard
Annerette Lambrechts
Carrin Nel
Cecile du Preez
Cecilia Britz
Charleen October
Charlton Dawson
Chevonne Petersen
Christo Cordier
Derick Klaasen
Elvis Gomba
Flippie Viljoen
Fran September
Gail Lee
Grethe Conradie
Hanlie Lucas
Hannelize van Rhyn
Hildegard Daniels
Ilze Le Roux
Irene Van Jaarsveld
Jenelle Jonker
Jennilee Henn
Jesmé Crous
Johan van Staden
Johene van Wyk
Juanita Bosch
Juneta Haumann
Kabedi Mpopote
Liza Hamman
Marietjie Lombard
Martishia Koopman
Masibulele Ndlela
Mirna Afrikaner
Nateshia Mcombring
Romenia Baxter
Ronel Kotze
Ryan Marsh
Salma Emjedi
Sandra Minnaar
San-Mari van der Merwe

Sonja Botha
Talitha Opperman
Tersia Pool
Thabisa Ngxasa
Valencia Deysel
Wickus van der Westhuizen
Willem Pienaar

COLLEGE OF CAPE TOWN

Achmat Abrahams
Alida Senekal
Aneesa Moses
Anel Detering
Anita Smit
Belinda Miller
Beverley Duncan
Bonitta Liebenberg
Brenda Maasdorp
Brent Kropman
Bronwyn Petersen
Bronwyn Wessels
Candice Permall
Chernay Harley
Chris Josephs
Claire Whyte
Claudia Fisher
Dawn Barnes
Elsie Potgieter
Esmarie Du Plooy
Fadilah Allie (Delhia)
Fahiem Jeppie
Gerard Voges
Jennifer Esau
Jerrie Dampies
Joachim Bodenstein
Joy Pietersen
Judy Adams
Karen Daniels
Latasha Bonfig
Lelanie Louw
Linda Ngculu
Linda Yhukutwana
Linzi Bournhill
Lynette Christians
Lynne Olckers
Maria Kropman
Mariek Du Toit
Meagan April
Melicia Caswell
Mildred Tolom
Miranda Rosenberg
Monica Mazambara

Monique Malan
Nadia Marsh
Nathaniel Masiza
Niel Redlinghys
Nizaam Pasha
Nobandla Malawu
Noorudien Bandeker
Nusrat Paleker
Nya Simango
Pedzisai Mutsauri
Pierre Laubscher
Raazia Isaac
Rayana Kleinsmith
Riette Voigt
Rina De Wet
Roegshana Naidoo
Roslyn Adams
Sadika Buffkins-Behardien
Sally Britton
Sedick Carr
Shazia Patel
Sherna George
Shireen Modack
Shireen Pillay
Signoria Maholwana
Somayah Achmat
Surita Blaauw
Theressa Geen
Tilly Reddy
Ursula Awood
Vinolia Ngangelizwe
Xenia Brown
Yumna Mayet
Yusuf Anwar
Winston Damons
Zainonesa Harneker

FALSE BAY COLLEGE

Achmat Geyer
Adrian Bezuidenhout
Adele Ebrahim
Adri Swanepoel
Beverley Shepherd
Bradley Schrickker
Brian Boonzaaier
Bronnie le Roux
Charlene Matthews
Charles Goodwin
Chrismen Geldenhuys
Christine Thomas
Christo Kroneberg
Colette Kelly

FET COLLEGES (cont.)

FALSE BAY COLLEGE

Daniel Meyer
Denver Beech
Didi Assure-Wertheim
Enrico Arends
Erika Feltman
Ester Germond
Evan Ruthford
Fatima McCallum
Fred Louw
Gerald Chitter
Jacky Lenting
Jacqueline Kennedy
Jacqueline Layman
Jan Visagie
Jill Davids
Joseph Nefdt
Karin Hendricks
Lungisa Mbulawa
Mandisa Njozela
Marco Nel
Mariaana Herne
Marian Theron
Melanie Vermaak
Mkhulisi Nyoni
Nondumiso Baleni
Noxolisa Khanisa
Olive Thomas
Patrick Dreyer
Peter Walker
Pierre Koekemoer
Preston Jongebloed
Richard Slabber
Ronellé Floris
Salome Voges
Shannon Doolings
Shauwn Van Staden
Silwyn Heuvel
Souchan Gasant-Jackson
Susan Mhakure
Tanya Abrahams
Thandabantu Duna
Tobeka Mgubanto
Waliet Sedick
Washiela Safa
Wincina Clarke

NORTHLINK COLLEGE

Abduraghman Abrahams
Ami Geldenhuys
Angelo Diedericks
Angelo Geldenhuys
Angie Oliphant
Antoinette Kruger
Arthur Cameron
Asa Josephs
Basil Brown
Basil Petersen

Bonita Williams
Chandré Patience
Cher Terblanche
Cheryl Fester
Clive Solomons
Colin Brown
Cornelia Oosthuizen
Cornelia Steyl
Cornelius Liedemann
Damien September
Dawn Abdol
Dennis Watson
Elaine Hoffman
Elize Erasmus
Eltin Koopman
Ezelle du Plessis
Felancia Flandorp
Felicity Lee Louw
Gerry Visagie
Gillian Van Heerden
Ian Biggs
Ivan Swart
Janice Ohlson
Jeanne Samuels
Joseph Booysen
Juanita Burjins
Kobus Hanekom
Lamese Chetty
Lesley Badenhorst
Lorraine Rocher
Louis Carelse
Louis van Staden
Malcolm Le Roux
Margaret Jones
Marissa Coetzee
Maxi Watton
Melvyn Atherton
Mervin Bailey
Michelle Damon
Mogamat Magiet
Natasha Dreyer
Ndikhokele Nomadwayi
Noel Slade
Nolene De Costa
Nonkosi Mkhosana
Olwen Solomon
Patricia Jacobs
Pearl Pretorius
Peggy Beukes
Pierre de Waal
Renate Van Tonder
René Bonzet
Richard Goliath
Rolenda Alblas
Ruth Williams
Sandra Williams
Shirley October
Stanley Lange
Stephen Temmers
Susan Mokoena
Sylvia Larke

Tagodien Davids
Tamara Mzimkulu
Tania Hyman
Trish van der Merwe
Virginia Storm
Vivienne Erasmus
Wendy Kruywagen
Yolanda Gerbach
Zelda Durrell

SOUTH CAPE COLLEGE

Anne Battle
Ashwin Meyer
Beneta Botha
Carmen Duthie
Chanelle Meyer
Cheryl Francis
David Demas
Deon Van Eck
Erna Holland
Heidi Ryan
Hennie Cronje
Joanie Steyls
Johlynn Anthony
Joria Kammies
Lynette Muller
Magriet Van Lil
Melody Denya
Monica Mangqasana
Monique Lewis
Nwabisa Manyefane
Olivia Krigga
Porcia Louw
Ronel Uys
Rozette Jacobs
Samantha Maralack
Sarah Marillac
Selwyn Kiewiet
Shameem November
Sinazo Bukani
Tercia Terblanche
Ulricha de Klerk
Zahidah Spies

WEST COAST COLLEGE

Ancilla Raubenheimer
Andile Ngqameni
Anneline Esau
Belinda Van Loggerenberg
Brackley Miennies
Carlyn van Hinsbergen
Chenell van Zyl
Christolene De Bruyn
Cindy Menigo
Colleen Knecht
Corry van Rooyen
Deon Antonie
Desmond Heyns
Elmarie van Zijl
Elton Swarts

FET COLLEGES (cont.)

WEST COAST COLLEGE

Jameelah Nathie
Jean Baartman
Johan Engelbrecht
Jo-Lencia Januarie
Joseph Kayemba
Kathy du Plessis
Lawrence Smith
Liesel Parrang
Magdalene Scholtz
Marissa De Wee
Mary van Rooyen
Monique Petersen
Ntombekaya Nduna
Phumzile Nkuzo
Rashika Cloete
Rhazia Hamza
Rosemary Modipa
Sinthea Swartz
Thandiwe Ncala
Thembele Dapula
Thenjiwe Dapula-Mdoko
Valerie Cyster
Veronica Rhoda
William Fortuin
Wilson Taderera
Zandra Prinsloo
Zikhona Tontsi
Zukisa Nkonzo

HIGH SCHOOLS & COMMUNITY ORGANISATIONS

BISHOPS SCHOOL OF SKILLS, BISHOP LAVIS

Darren de Waal
Dehlia Carolus
Jessica Wasserman
Monsurio Mallum
Sheena Ismaiel

BUREN HIGH SCHOOL, YSTERPLAAT

Arno Nepgen
Bernard Maneveld
Carmille Skuce
Geraldine Wyngaard
Gwen Mnyani
Lovemore Ndlovu
Marita Appelgrein
Sandri Rossouw
Shamini Govender
Steven Parkes

CAFDA SCHOOL OF SKILLS, RETREAT

Michelle Daniels
Ruth Jeftha

COSAT, KHAYELITSHA

Gcwelumuzi Mkhwanazi
Luphiwo Tsika
Noma-Afrika Dywili
Nomakula Boo
Nonhlanhla Motaung
Thotyelwa Mbathani

FAIRMOUNT SECONDARY SCHOOL, GRASSY PARK

Audrey Hendricks
Bertha Sam
Denver Andrews
Ellison Amos
Fatima Molte
Lynette Knowles
Regis Magama
Shafikaw Harris
Terence Klassen
Zaitoon Emjedi

GRASSY PARK HIGH SCHOOL

Berenice Scholtz

IMMACULATA HIGH SCHOOL, WYNBERG

Beverly McArthur

LANGEBERG SECONDARY SCHOOL, ROBERTSON

Colleen Trublet-de-Nermont
Elrika van Heerden
Johan Smit
Johanna Kriel
Natasha Keyter

LAVENDER HILL HIGH SCHOOL

Gillian Du Plessis
Jackie Carnow
Janet Felix

MBEKWENI YOUTH PROGRAM, PAARL

Namhla Kalipa
Sinethemba Magocoba

REHOBOTH CENTRE, BISHOP LAVIS

Isaac Harley
Shireen Mentor

SILIKAMVA HIGH SCHOOL, HOUT BAY

Cheyeza Mongwe

SIMON'S TOWN HIGH SCHOOL

Ann Jacobs
Claudene Abel
Inge Africa
Krishnambal Chetty

SOUTH PENINSULA HIGH SCHOOL, DIEP RIVER

Dedire Krige
Deran Jacobs
Neliswa Nqiswa
Nicole Esterhuizen
Priscillah Mukaronda

SPINE ROAD HIGH SCHOOL, MITCHELL'S PLAIN

Alicia Campbell
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