

# MOT South Africa ANNUAL REPORT 2014

*MOT empowers the youth to make  
conscious choices and to show courage –*



■ Courage to live   ■ Courage to care   ■ Courage to say no

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**MOT**<sup>®</sup>  
*Show courage!*



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## CHAIRPERSON'S REPORT

In March 2014, MBA students from the Henley University of Reading in London conducted a research study and made recommendations on MOT SA's stakeholder relationships, reputation and responsibility as a registered non-profit organisation. This extensive and very useful report was instrumental towards MOT SA becoming the premier organisation in assisting the youth to take an active role in society and to address the enormous challenges faced by the youth. The Report identified the need for acknowledgment and support from management from our volunteer MOT Presenters, as the MOT programmes' main resource. The Report also recommended that MOT SA work closer with key stakeholders who have influence and an interest in the successful implementation of the MOT programmes. "A together we are stronger" strategy was proposed by the research group.

We were privileged to be part of a strategy workshop facilitated by Towerstone. The purpose of the workshop was to identify and focus on our key client. Is it the youth or is it the MOT presenter? This was important for the Board of MOT SA to have clarity, given the findings of Henley University. The discussion focused on 'What' MOT does, 'How' MOT does its work and 'Why' MOT's work is important. The 'Why' was clarified as: "MOT believes that courage comes from inner strength, and success is the result of tapping into this strength".

Our long-awaited expansion into the Eastern Cape finally became a reality when in 2014, MOT SA met with the management of Port Elizabeth TVET College and planned the training of MOT Presenters and implementation of the MOT programme in the Eastern Cape from 2015. This will definitely be a focus area for us in the future to nurture the endeavour so that we can have the same footprint in this neglected region of our country.



MOT SA benefitted from the continued support from The Abe Bailey Trust, the National Lottery Distribution Trust Fund, the Anglo American Chairman's Fund, HCI Foundation, Pioneer Foods Education and Community Trust and Allianz Global, as well as many other funders. I want to once again express sincere thanks to the many sponsors who have continued to share our vision of a focused and well-groomed society of youth. In identifying with our objectives and goals, each of these sponsors fulfils a vital role in making

South Africa a better place for all.

A feature of our annual report has been the independent assessment of the entire programme. This assurance of quality is essential for us as stakeholders to see whether we are consistently achieving our goals. You will hopefully by now not be surprised by the fascinating results as recorded in the report by the University of the Western Cape's Further Education and Training Institute. We want to thank them for the time they invest in assessing our work. This year they presented an especially outstanding report. Thanks a lot.

We express our gratitude to MOT Global Management for their support in assisting with the MOT Presenters' training workshops and brand leadership. The leadership from school and TVET College principals was again critical to the successful implementation of MOT. Dedicated and passionate MOT coordinators, presenters and trained MOT Youth played a crucial role, as well as our Brand Ambassadors. Here Vusi Thembekwayo, Natalie Becker and Sibongile Manganyli need special mention for their support at MOT events, as well as Nizaam Pasha from the College of Cape Town, and other volunteer MOT presenters who strengthen the training capacity at the MOT SA office.

We have a small but great management team under Wanda Möller. May our dedication and commitment inspire all of us to raise the bar ever higher in our endeavours to make a difference.

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

# GIVING THANKS AND GRATITUDE

We express our gratitude and appreciation to our Volunteer MOT Presenters, Corporate Partners, Funders, Board Members and Brand Ambassadors for their valuable time, support and funding in 2014.

## FINANCIAL CONTRIBUTORS

Abe Bailey Trust  
Allianz Global Corporate and Speciality Africa  
Anglo American Chairman's Fund  
Haugaland Videregående Skole, Norway  
HCI Foundation  
Juta and Company Limited  
Michael Boots  
My School / My Village Programme  
National Lottery Distribution Trust Fund  
Oceana Group  
Pioneer Foods Education and Community Trust  
Towerstone  
Victor Daitz Foundation

## IN KIND SPONSORS:

Artscape – Providing the theatre for the MOT Excellence Awards & Inspiration Event  
Ayanda Mbanga Communication – Graphic designs  
Emblem Football Club, Norway – Soccer clothing  
Fedics & Tsebo Holdings & Operations (Pty) Ltd – Catering at the 2014 AGM  
Henley Business School, UK – Research study on stakeholder relationships, reputation and responsibility  
Northlink College – Use of Boardroom and Encore Conference facilities  
Old Mutual – Providing a venue for the 2014 AGM  
Protea Hotel Sea Point – Discounted accommodation for MOT facilitators  
RSM Betty & Dickson (Cape Town) – Auditors  
Towerstone – Strategic Purpose workshop

## BOARD MEMBERS:

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

## MOT SA BRAND AMBASSADORS

Ayanda Tini	Sasha-Lee Davids
Danny K	Sibongile Manganyi
Hilton Langenhoven	Solly Philander
Natalie B Becker	Vusi Thembekwayo

## BANKING DETAILS FOR ALL DONATIONS TO MOT SA

Bank: ABSA; Branch swift address: ABSA ZA JJ  
Branch clearing code and International code: 632005  
Account name: MOT SA; Cheque Account number: 4072600581  
All financial donations made towards MOT SA are tax deductible in terms of Section 18A of the Income Tax Act, and qualifies for Socio-Economic Development points in terms of the B-BBEE Code of Good Practice.



# CHIEF EXECUTIVE OFFICER'S REPORT

**P**ublishing the Annual Report gives MOT South Africa the opportunity to report to its Volunteers, Funders, Partnering Schools and TVET Colleges on the organisation's programmes, finances, outcomes and challenges over the past financial year and to review our future direction and objectives. In 2014, MOT South Africa has increasingly focused on the youth between the ages of 12 and 25 years, and on its mission of;

- Creating robust young people and safe environments through MOT's philosophy, programmes, initiatives, logo and partnership model.
- To be outstanding at reaching young people in a youthful, innovative and sincere manner.

The purpose of MOT South Africa is to ensure that the youth of South Africa have the life-skills, courage and resilience to make conscious choices that will enable them to develop to their full potential and become positive role models in their communities.

The main strength of the MOT programmes is to train volunteer presenters that are educators, management, support staff and youth at TVET Colleges, High schools and Community Organisations to facilitate the MOT life-skills training programmes with the youth. This ensures that the MOT programmes are delivered in a structured group environment amongst thousands of youth annually. These dedicated MOT Presenters and MOT Youth who volunteer their time and expertise to MOT are listed in the Annual Report.

During 2014, MOT South Africa focused on six objectives; (1) the training of staff at TVET Colleges, High Schools and Community Organisations to implement the MOT programmes amongst the youth, (2) training MOT youth as peer educators and leaders, (3) training the youth in life-skills and to show courage and resilience, (4) strengthening the youths' chances of finding employment, (5) celebrating excellence in youth development, and (6) supporting communities through "Courage to Care" projects. 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 who partnered with MOT for three years, strengthened the long-term planning and stability of MOT SA. The National Lottery Distribution Trust Fund, Pioneer Foods Education and Community Trust, HCI Foundation, Anglo American Chairman's Fund, Allianz Global and other generous funders made funding available to support the MOT life-skills programmes, the



MOT youth training, the job readiness workshops and community projects. This ensured the expansion of MOT to more high schools and community organisations, the ongoing training of MOT presenters, and the implementation of the life-skills training programmes amongst the youth.

MOT SA has a valuable partnership with RSM Betty & Dickson (Cape Town), who provides auditing services pro bono to the organisation. RSM Betty & Dickson provided the Board with quarterly management accounts and audited the Financial Statements of 2014, of which 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 fourth year, MOT SA has outsourced the research on the impact of the MOT programme on TVET College students to the Further Education and Training Institute (FETI) at the University of the Western Cape. The research report included in the Annual Report, shows the important impact of MOT on the youth. MOT SA has also conducted focus groups with Grade 9 learners who were introduced to the MOT Programme in 2014 at the start of their Grade 8 year and obtained feedback from their principals on the impact of MOT. Extracts from this feedback, which is very encouraging for the expansion of MOT to more high schools in 2015, is included in the Annual Report.

I would like to thank the Board, MOT Global Management, MOT SA staff members, TVET College and High School Management, MOT Coordinators and MOT Presenters, MOT SA Brand Ambassadors, Corporate Partners, Funders and Odd Henning Johannessen for their ongoing support, dedication and belief in the potential of the youth in South Africa and the important role of MOT in realising this potential. What is most inspiring is the amazing energy, positive spirit and attitude, and awesome potential and courage of the youth we are fortunate to get to know through the MOT programmes. Your strengths, resilience and courage are growing MOT in South Africa. I salute you!

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

## Training staff at TVET Colleges, High Schools and Community Organisations

In 2014, MOT South Africa trained 125 staff members and volunteers from Technical and Vocational Education and Training (TVET) Colleges, High Schools and Community Organisations to implement the MOT programmes amongst the youth. The first workshop was held from 20 to 22 February 2014, the second workshop for World Vision South Africa from 19 to 22 August 2014 and the third workshop from 2 to 4 December 2014.

Refresher training workshops were held for MOT Presenters at TVET Colleges and High schools on 18 and 19 February 2014, respectively. 39 Trained MOT Presenters attended these workshops facilitated by some of the most experienced, trained MOT Presenters in South Africa.



MOT South Africa wants to thank the following volunteer MOT Presenters for their assistance in facilitating the training workshops: Sigrun Vårvik and Morten Laache from MOT Global Management, Ivan Swart, Felancia Flandorp and Angelo Geldenhuys from Northlink College, Nizaam Pasha and Somayah Achmat from College of Cape Town, Chrismen Geldenhuys from False Bay College, Regis Magama from Fairmount Secondary School, Monsurio Mallum from Bishops School of Skills and Nicole McNamara from South Peninsula High School.



## Training MOT Youth as Peer Educators and Leaders

In 2014, 40 MOT Youth from College of Cape Town, Northlink College, West Coast College, Boland College and False Bay College, attended a MOT Youth training camp from 9 to 11 May 2014. This initiative to the MOT programmes significantly strengthened the youth as positive and courageous leaders and role models for their peers. The camp enabled the students to have cross cultural experiences whilst building their personal capacity, confidence and developing leadership skills to make a positive contribution at their colleges and in their communities. Some of the feedback from the students: "I've gained a lot of people skills, leadership skills and listening skills"; "I have a positive attitude towards life and my studies"; "I'm no longer afraid to speak in front of people."



*MOT South Africa wants to thank two of the MOT SA board members, Prof Eltie Links (Chairperson) and Zozo Siyengo, Chief Director for TVET Colleges in the Western Cape, who motivated our MOT Youth to be courageous leaders and ambassadors, and the following volunteer MOT presenters for their assistance in facilitating of the training sessions: Melanie Vermaak, Charlene Matthews and Olive Thomas from False Bay College and Nizaam Pasha from College of Cape Town.*



## Training the youth in life-skills and to show courage and resilience

In 2014, 6784 youth at TVET Colleges and High Schools were exposed to the MOT programmes. MOT was implemented at 18 High Schools and at 29 TVET College Campuses in the Western Cape. The MOT sessions included role-plays, group discussions, practical exercises, games, critical questions and personal reflection. 907 Youth completed the MOT programme and received their MOT certificates. Students who have 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 February 2015 research report. Some of the feedback from the students included: "I would like to thank the college for letting MOT take place in our college as it has helped me in believing in myself and enabled me to know how to help others"; "I would like to say that MOT has helped me and my friends and I am sure it will also help other young people of South Africa. I now know what I want to do with my life but before I didn't have hope in myself and didn't think I was good at anything so thank you MOT for changing my life and I hope you do the same for everyone"; "They have helped me a lot e.g. being a good role model. Nowadays, people in my community look up to me, especially younger kids. I would like to thank MOT for making me a better person".



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



## Strengthening the Youths' chances of finding employment

In 2014, MOT SA hosted Job readiness workshops for 101 MOT alumni to prepare students for the world of work and to improve their chances to successfully find employment. 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 at Mr Price stores.



*MOT South Africa wants to thank Nizaam Pasha, MOT Coordinator and Presenter at College of Cape Town, for his assistance with the facilitation of the Job Readiness Workshops.*

## Celebrating excellence in Youth development

On 31 August 2014, MOT South Africa celebrated Excellence at its MOT Awards Ceremony & Inspiration Event. The event was held to acknowledge our partner Colleges, Schools, individuals, organisations and businesses who contribute to a better society by equipping the youth with life-skills that will help them make conscious choices and to show courage. 34 MOT Presenters received awards for their voluntary service to the youth. These award winners included seven staff members from Boland College, four staff from College of Cape Town, 16 staff from False Bay College, one staff member from Northlink College, three staff members from West Coast College and three teachers from Fairmount Secondary School. The MOT presenters were recognised for their commitment and passion to assist with the holistic development of the youth. Recognition was also given to the TVET College Campuses and High Schools that have successfully implemented the MOT programmes during 2013 and 2014. Two Campuses from Boland College; Caledon/ Kleinmond Campus and Strand Campus received awards. Two awards went to College of Cape Town for their Gardens and Wynberg Campuses. False Bay College's Mitchell's Plain and Fish Hoek Campuses also each received an award. The high schools that were awarded include Buren High School in Ysterplaat and Spine Road High School in Mitchell's Plain.



MOT SA would like to thank Artscape for their beautiful theatre, the keynote speaker, Vusi Thembekwayo, who is an international motivational speaker, a company director and a Brand Ambassador for MOT SA and the Master of Ceremonies, Natalie Becker, an award winning actress, radio and television presenter and MOT SA Brand Ambassador. The significance of this event was further enhanced by the spectacular performances by Rozanne Waldeck, the South Peninsula High School Jazz band and Northlink College Performing Arts Department performing extracts from the Evita musical.



## Supporting communities through Courage to Care Projects

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” community projects. MOT Students at Spine Road High School treated their ground staff by taking over their cleaning duties for an afternoon and learners at Simon’s Town High School decorated the trauma unit at the Red Cross War Memorial Children’s Hospital. MOT Presenters and Students from Northlink College, False Bay College and College of Cape Town held food drives, made soup and sandwiches and delivered gifts of clothes, food, toys, toiletries and stationary to various community organisations. MOT South Africa received a donation of 1236 soccer shirts, shorts and bibs from Emblem Football Club in Aalesund, Norway which were donated to soccer teams at five TVET Colleges and 12 High Schools.



*MOT South Africa wants to thank all Sponsors, MOT Presenters and Students for creating a supportive, friendly environment in the classrooms, at schools, colleges and supporting their communities.*

## FEEDBACK FROM FOCUS GROUPS WITH GRADE 9 HIGH SCHOOL LEARNERS



**FOCUS GROUP 1**

**Safina Mongwe,**  
**Zanele Mkhaphuza,**  
**Anathi Rini**  
 and  
**Yolisa Mbundu**  
 (Silikamva High School),  
**Memory Phiri**  
 (Simon's Town High School)  
 and  
**Tashriqah Jacobs**  
 (Spine Road High School)



**FOCUS GROUP 2**

**Samantha Chetty**  
 (Simon's Town High School),  
**Caryn Lodewyk**  
 (South Peninsula High School),  
**Jade Barron**  
 (Simon's Town High School) and  
**Britney Wyeth**  
 (Buren High School)



**FOCUS GROUP 3**

**Mihle Fikile**  
 and  
**Buhle-Buzile Mamase**  
 (COSAT),  
**Khanya Limba**  
 (Spine Road High School),  
**Mbali Mazwayi**  
 and  
**Kiara Du Toit**  
 (Buren High School)



## ◆ QUESTION 1: WHAT DOES MOT MEAN TO YOU?

MOT means to show courage to others, to care for others and to say no to the wrong things.

MOT means to be myself and being helpful to others and assisting others where I can. MOT is a group where we can get to understand each other, share and communicate and get someone's perspective or opinion on any situation that you might not understand by yourself.

To have the strength and confidence in whatever you want to do.

MOT means that we must think positively and forget about the negative things.

To have the courage and the power to say what is right for you and having the confidence to speak up for yourself.

When you think of MOT you have the courage to say no, courage to care and the courage to live; so it helps us to become better people and it shows that there are good people out there, everybody is equal and it's a nice, safe environment where you can be where it's safe.

It gives me confidence to speak out and not to be quiet and sit amongst people who are doing wrong things; I can actually say no, I don't want to do it and I can still fit in and be a part of that group of friends and I don't even have to feel out even if I don't do the wrong things, because MOT says show courage and maybe if you show courage your friends will show courage as well.

Being a leader, it helps us not to be one of those leaders who just tell you what to do, but being a helpful leader.

## ◆ QUESTION 2: IS IT IMPORTANT TO HAVE MOT AT SCHOOL?

Yes, because some of us have problems and can't sort it out.

Yes, it is very important.

Yes, if we don't have MOT then there's not going to be 1 teenager who comes and say let's all do the right thing, because the more you see your friends doing the right thing, you are going to want to join because you know it's the right thing.

Yes, a lot of people have a fear of speaking and don't have the confidence and I think MOT helps us a lot. We had MOT in our grade 8 orientation and we are no longer nervous around each other. It also helps people to make friends.

It is important to have MOT at our school, because MOT inspires people to live their life the right way, it inspires you to do your best and no matter what, to never give up.

I think it's a great programme, because it helps you build your inner confidence in yourself.

Yes, because it helps learners who don't understand how to care for others, shows respect to those who are younger or older than them.

Yes, others who don't feel comfortable in the class, but when you do MOT, you feel free and you are able to talk whatever and if you have a problem, MOT can help you and it actually benefits you to be yourself all the time.

## ◆ QUESTION 3: WHAT BENEFITS DOES MOT HAVE FOR THE YOUTH?

It makes us good role models for our community.

MOT teaches us values, morals and about boundaries.

MOT teaches us how to be a positive influence for others.

MOT teaches us to be examples for other people.

MOT encourages us to do the right things. Not all of us are perfect and some of us are going to be led into the wrong direction, but MOT helps us to go into the right direction.

MOT gives us advice to help the younger generation before they become teenagers so that we can encourage them and help them to become leaders, as we are so we can make the world and our community a better place.

MOT helps us with leadership qualities; it helps us bring out our true self instead of hiding in a shell, because normally that is what we would do. It shows us how to show our true self out to the world instead of just this person you pretend to be, to fit in.

MOT encourages you to say no, encourages you to say yes to some good things, but also no to negative things in life.

MOT encourages you to live and to care for other people out there that need help and we can help them.

MOT encourages us to make the right choices in life, to look at things in a positive way not in a negative way and there are a lot of people who influence us to pick the wrong choices, but MOT changed our minds and how we think; so I think MOT is great.

When someone tells you that she is going to do something, you are scared inside, but you just have to say no if you feel like you don't want to do that thing.

MOT encourages you to have boundaries and that everything that you are going to do you must have boundaries otherwise you end up in trouble.

## ◆ QUESTION 4: HOW HAS MOT CHANGED YOUR ATTITUDE, BEHAVIOUR, THOUGHTS, AND OUTLOOK ON LIFE?

It made me a better person so I'm much more positive than I was.

It makes us forget about the negative things and encourages us to look forward.

It teaches us as the youth to encourage others, showing courage and love.

Always teaches us new skills so we can develop more, do exercises and games.

MOT taught us leadership skills and how to speak in front of people so we can teach them as well and how to work in groups and work with people that we don't know.

It gives you positive behaviour, it gives you a better outlook on life and living it more positively instead of doing negative things, like going into drugs and all that bad things. You can actually become something in life and do positive things, like when you have a family one day, care for them and love them.

MOT influenced me in a lot of things, it inspired me to live life, because I've been through a lot throughout my life and I just felt like I needed MOT to encourage me to have a goal in life and look forward and to know that I have a successful future ahead of me.

I didn't stay with my mom for a long time and I stayed with my grandmother, but when my mother wanted me I felt like she took something from my heart because I loved my grandmother very much, but now I'm starting to understand that she loved me and she wants to give that love back and take care of me, and now I'm starting to show care towards her as I should.

Since we are in the township, mostly by our friends, in most cases you do things you never thought you would do and if you know how to say no you won't do those things and won't end up in trouble. You will be able to say no, do nice things and care for others and live life to the fullest.

## ◆ QUESTION 5: HAS MOT CHANGED YOUR CLASS, AND HOW?

MOT has changed the class very much, they are not as wild as they were before. They are doing their work and they have respect for the other teachers, which they didn't have so much.

Previously learners would be so opinionated about others, giving negative comments all the time, but when MOT came we could see that there was a change, because they were very concerned about other people's emotions after that.

The children who were very disruptive are actually starting to listen now and pay attention to what the people are saying, because MOT gives us advice and shows us how to behave and to be a leader.

Yes, we are closer as friends.

Yes, in my class last year our class never had courage, they would discourage other people, but this year, they have the courage in them to say no to the wrong things.

Yes, it changed a lot because in grade 8, when it comes to doing the oral, I use to get so scared, but now I'm more confident in my oral so I think it's been a privilege and a great experience.

Yes, the whole class is starting to encourage others to join MOT and understand more about MOT.

Yes, MOT has helped the class in such a way that people who got nervous when doing presentations they are not that nervous as they were in grade 8; they are improving since we were practicing MOT to talk freely and also the behaviour of some of them. There were some who was bullying others who have changed, because now they know that bullying is wrong and that if you have problems with people just tell them directly; gossiping or bullying is not the solution.

## ◆ QUESTION 6: WHAT HAVE YOU LEARNED ABOUT YOURSELF DURING THE MOT SESSIONS?

To care for others and to say no to the wrong things that you are not suppose to do.

To respect myself, to change, to look forward to the future, to encourage others and to love each other.

Respect and friendship.

That I actually am a good person and MOT brought it out so now other people can see it as well that I can be a leader, I can lead the youth and people that are the same age as me or even older that I can set an example to and lead in the right direction.

That I can be a leader and there is actually people that I can trust.

That you can't be anything but yourself, because I used to be this person that would prefer to do things myself because it's how it's going to get done, but now I realise that doing group work we have to have the whole group to do it.

I have learnt self-esteem, because now that I'm around people that I can trust, people that are part of the MOT family, and I know that if I'm going to do presentations, I can stand up and do it knowing that they will not judge me.

It helped me to be confident, because I am the type of person that when it comes to a group of people and I have to do something I can't do it because there is a lot of people and I am a shy person, but since I came here I have learnt to be more confident and to be myself around people, because they are also themselves around us.

It has helped me to believe in my dreams.

I learnt that I can be confident around people when I have to do presentations, I have a structure, I have to speak up and to raise my voice when I say something.

It has helped me to always think for myself, because if I think for others I won't succeed and also to do what's best for me in order for me to be successful.

## ◆ QUESTION 7: HAS MOT HELPED YOU TO SAY NO?

Yes, like if you go out with a group of friends and all of them are doing these bad things like smoking and you don't really want to do it, but because you are at this party you want to fit in and say yes, but MOT taught us you can say no and still fit in and while saying no you can help them actually and tell them to also say no and not to do that, because that is wrong and then maybe you can change that negative vibe that your friends have into a positive and you can enjoy yourself without the smoking and the alcohol.

MOT has helped me to say no when my friends called me to come outside and I know I have to study because they say grade 9 is the hardest grade, so they would say okay come out let's go to the shop and I will say no I'm sorry I have school and I need to study and that just helped me to say no to the wrong things, but sometimes you just need to say yes so that we can give ourselves a break.

MOT helped me to make the right choices because one day when my friends said let's go to a party and let's get some alcohol and drink, then I said no I'm not going and then they forced me and I chose to go because I wanted to fit in and now at a later stage I've realised that what I was doing was wrong, I have to find new friends now. All I have to do is to make the right choices and make new friends.

To me, for instance, some of my friends smoke and sometimes I feel like do I need to smoke? I have that question in my mind, do I need to smoke? Or do I need to drink alcohol? Because I want to be their friend and to fit in, but since the MOT experience I feel like okay, I don't need to be friends with you, I can just say no, because there are other people who wants to be friends with me, who are going to care for me and encourage me to do better in life, like not to smoke and have problems with my health.

Yes, I think it was a study or free period and the others were making a noise and then I was able to tell a few of them to keep quiet and they did and they went and studied their books and also my friends in the townships, weekends they would get money then buy alcohol, but I'm not that type of girl and if they are going to do that I'll just go home.



## Feedback from High School Principals on the impact of MOT at High Schools

**MR BRIAN ISAACS, SOUTH PENINSULA HIGH SCHOOL, DIEP RIVER**

"Students are respectful, very helpful, with better focus and self-confidence. We have seen less bullying since MOT started at the school. The response of the learners to the MOT programme is that the programme helped them and made them better students."

**MS PHADIELA COOPER, CENTRE OF SCIENCE AND TECHNOLOGY (COSAT), KHAYELITSHA**

"We have seen an impact to a certain degree that MOT has made in the way some of our learners carry themselves in the way they interact with the teachers and their fellow learners. Many of our learners, especially this year, are quite excited about the programme and always look forward to the next session and we think this is related to the consistency of our sessions and the kind of commitment the presenters have shown."

**MRS ANNETJIE LOUW, BUREN HIGH SCHOOL, YSTERPLAAT**

"Some learners are influenced positively and we have seen some improvements in the discipline and respect amongst learners, but attitudes are difficult to change in a short period of time and culture change is a work in progress. The learners are positive toward the MOT programme and show enthusiasm."

**MR RIYAADH NAJAAR, SPINE ROAD HIGH SCHOOL, MITCHELL'S PLAIN**

"The MOT programme at our school has inspired both parents and learners. IT CHANGED THE WAY IN WHICH CHILDREN PERCEIVE THEMSELVES AND THEIR PEERS. We have noticed a more confident and self assured learner arising as a result of the MOT programme. We are extremely privileged to be part of this life changing initiative."

**MS JEAN HUMAN, SIMON'S TOWN HIGH SCHOOL, SIMON'S TOWN**

"The introduction of Recycling and Nutrition Programmes are the result of the MOT programme. A group of learners saw the plight of our learners and made a decision to assist by means of these two initiatives. Participation in extra-mural activities has increased tremendously. Learners are active in Debating, Chess, Volley Ball, Rugby, the Environmental Club and the school newspaper. This is extremely encouraging despite learners having to travel far. About 20% of the learners are showing better focus and self-confidence. The response(s) of the learners to the MOT programme are generally upbeat and excited. They love it, yet sustainable behaviour modification remains challenging for many learners, and to resort to the usual default modes seem easier. Continuity and regularity appears to be key in achieving a positive outcome for many more learners. We remain optimistic about our efforts."

# MOT SA RESEARCH REPORT

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

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

FEBRUARY 2015



## INTRODUCTION

The MOT programme has been growing steadily in South African Technical and Vocational Education and Training (TVET) colleges since it was first introduced in 2009 by MOT SA. Furthermore, MOT SA has every year since the programme's inception, conducted research with students exiting the programme. The questionnaire has therefore been fine-tuned through these successive iterations, and this 2015 Report will be the fourth 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

From the 907 students who completed the 3-year MOT programme, 462 responded to the research study questionnaire. They included students from 5 TVET 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.

## ANALYSIS OF THE MOT DATA

The questionnaire 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<sup>1</sup> 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.

<sup>1</sup> Exercises where respondents 'fill in the blanks'

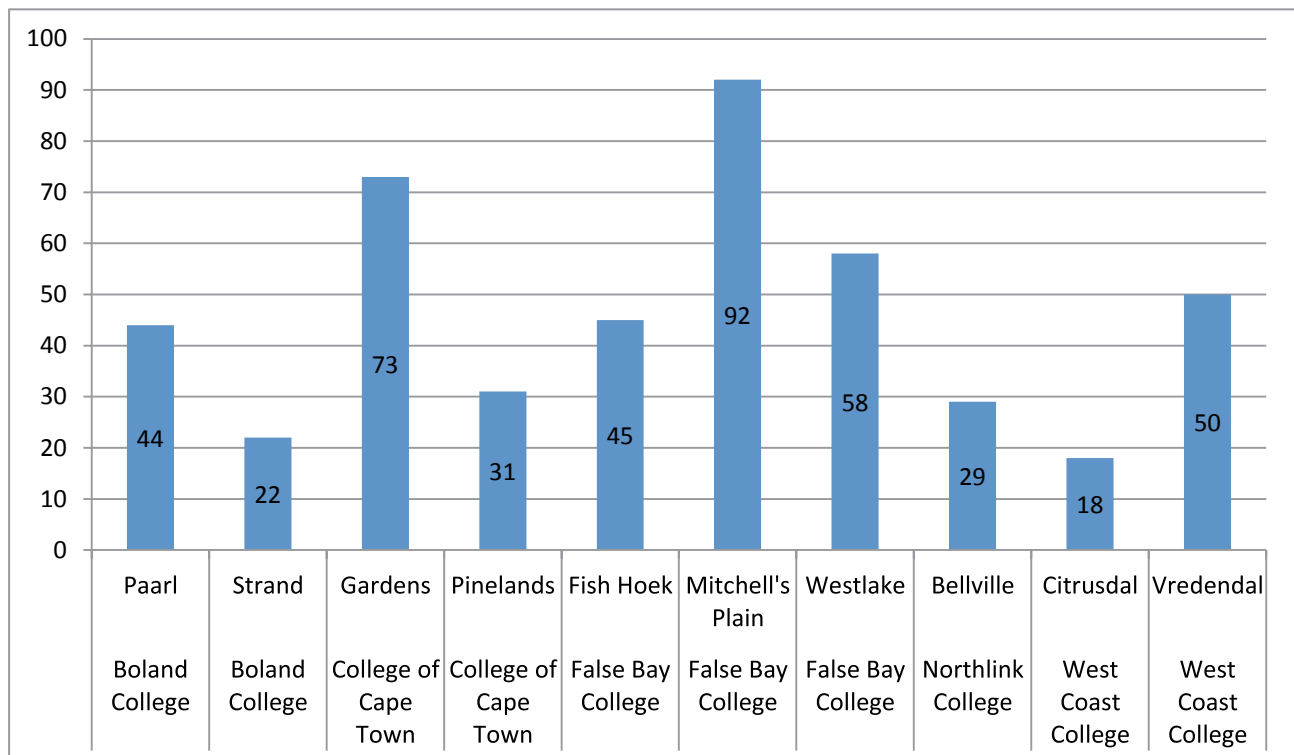


The following overall findings are set out in the sequence in which questions were answered in the questionnaires.

## PARTICIPANTS IN THE STUDY

There were 462 students who completed the MOT questionnaire in 2014. The distribution of respondents by campus is provided in Figure 1.

FIGURE 1: MOT RESPONDENTS BY CAMPUS



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

FIGURE 2: STUDENT ACCESS TO CELLPHONE AND INTERNET TECHNOLOGY

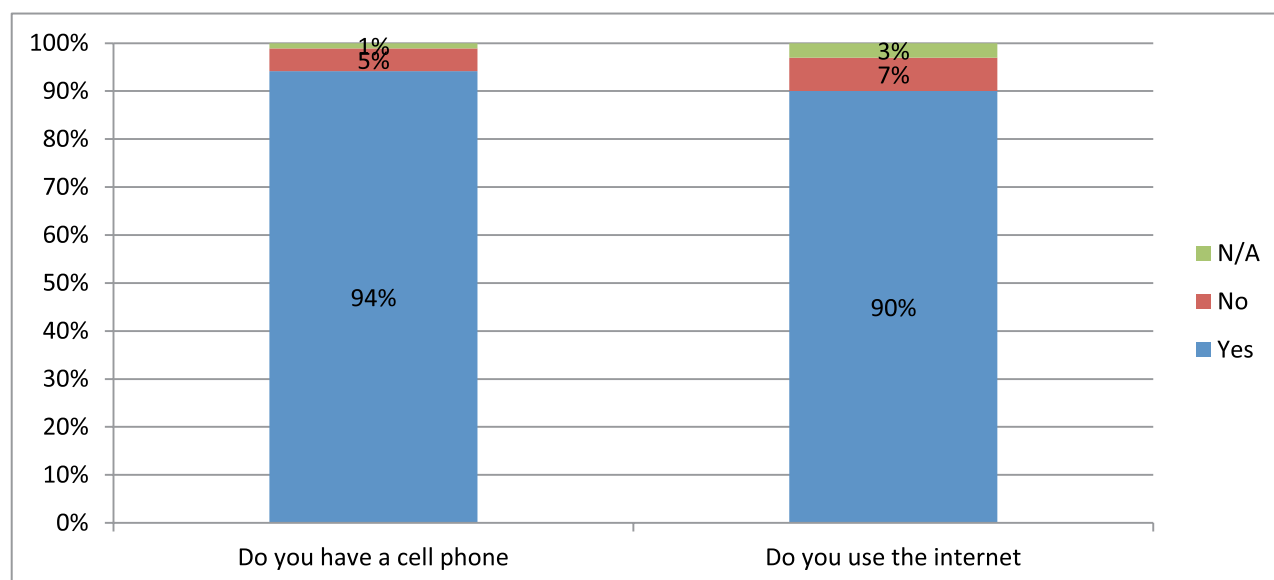
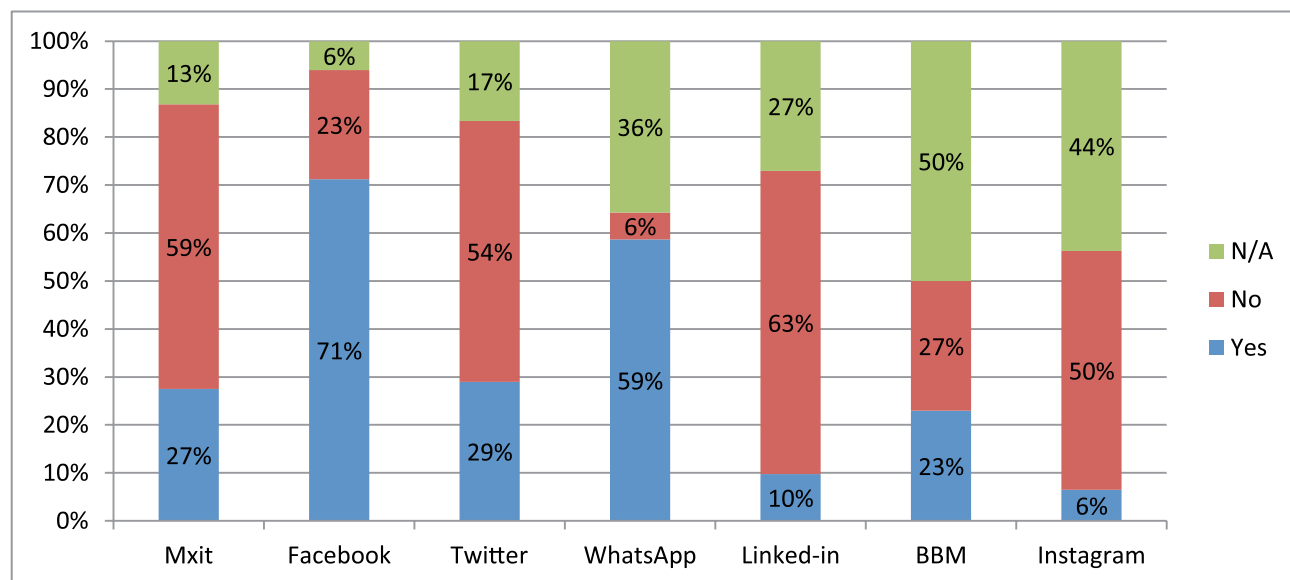


FIGURE 3: STUDENTS' USE OF SOCIAL MEDIA

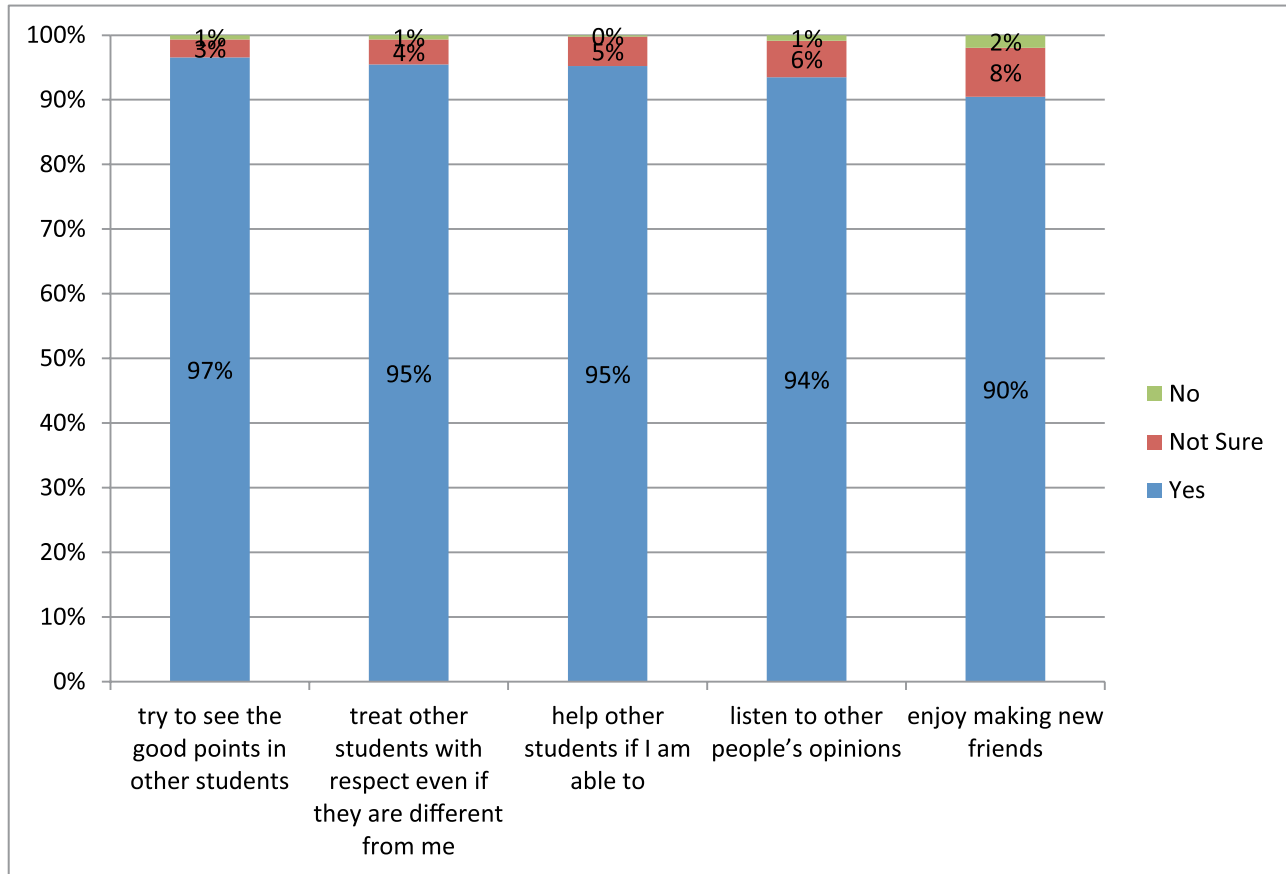


As shown in Figures 2 and 3 above, nearly all respondents had cellphones (94%), with only slightly fewer accessing the internet (90%). Of the social media applications, Facebook (71%) users were in the majority, followed by WhatsApp (59%) with a smaller number using Mxit (27%), Twitter (29%) and BBM (23%) and very few using Instagram and Linked-in. Most smartphones are able to access the various applications.



## 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 90's. 'Try to see good points in other students' received the greatest affirmative response (97%), followed by 'Treating other students with respect' (95%) and, 'Help other students if I am able to' (95%); 'listening to other people's opinions' (94%); and 'enjoy making new friends' being equally positive at 90%. The responses which achieved the highest and the lowest scores are similar to that depicted in the 2012/3 research with 'try to see good points in other students' achieving a slightly higher rating.

## SECTION 3: IMPACT ON PERSONAL GROWTH

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

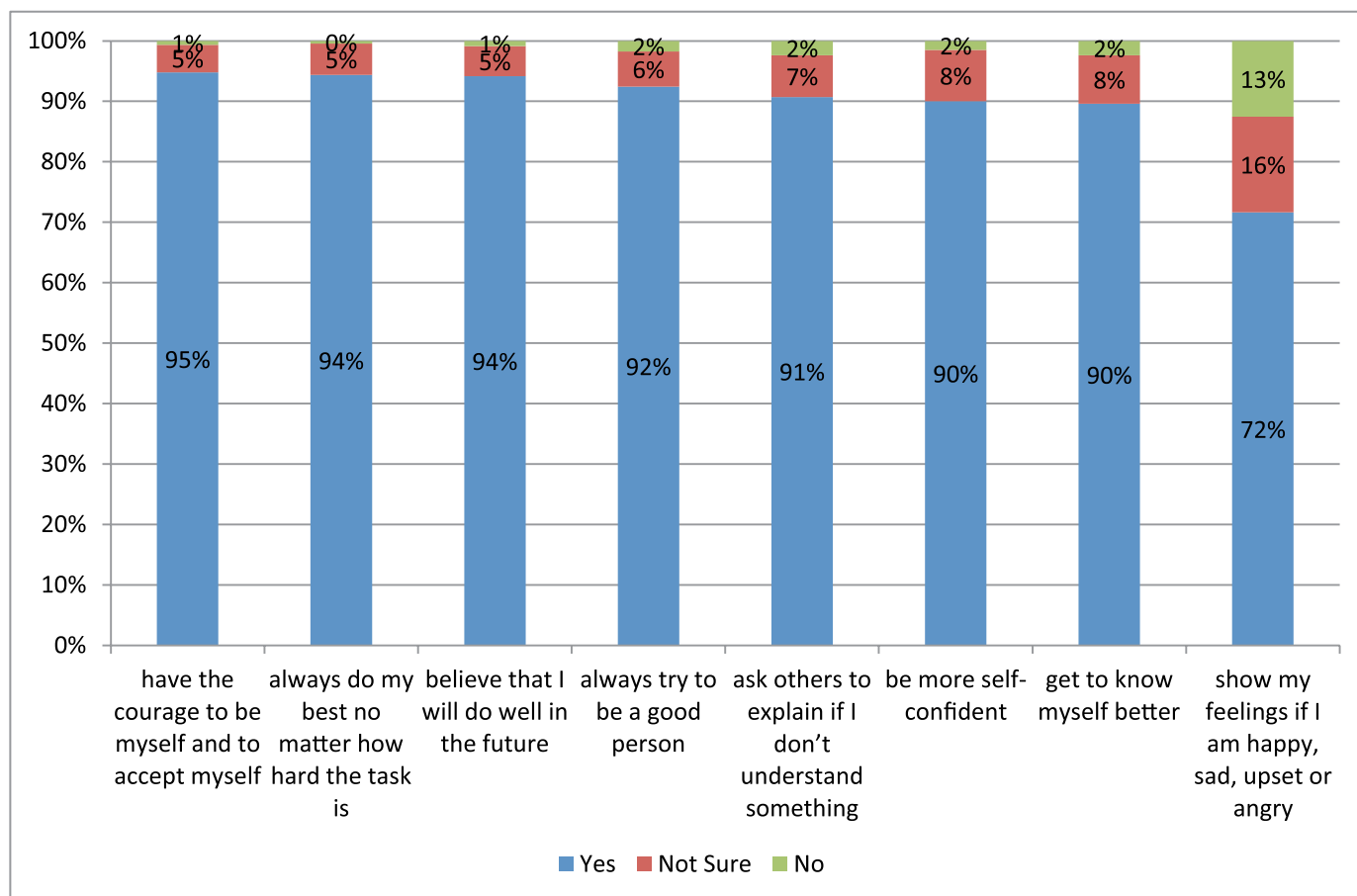
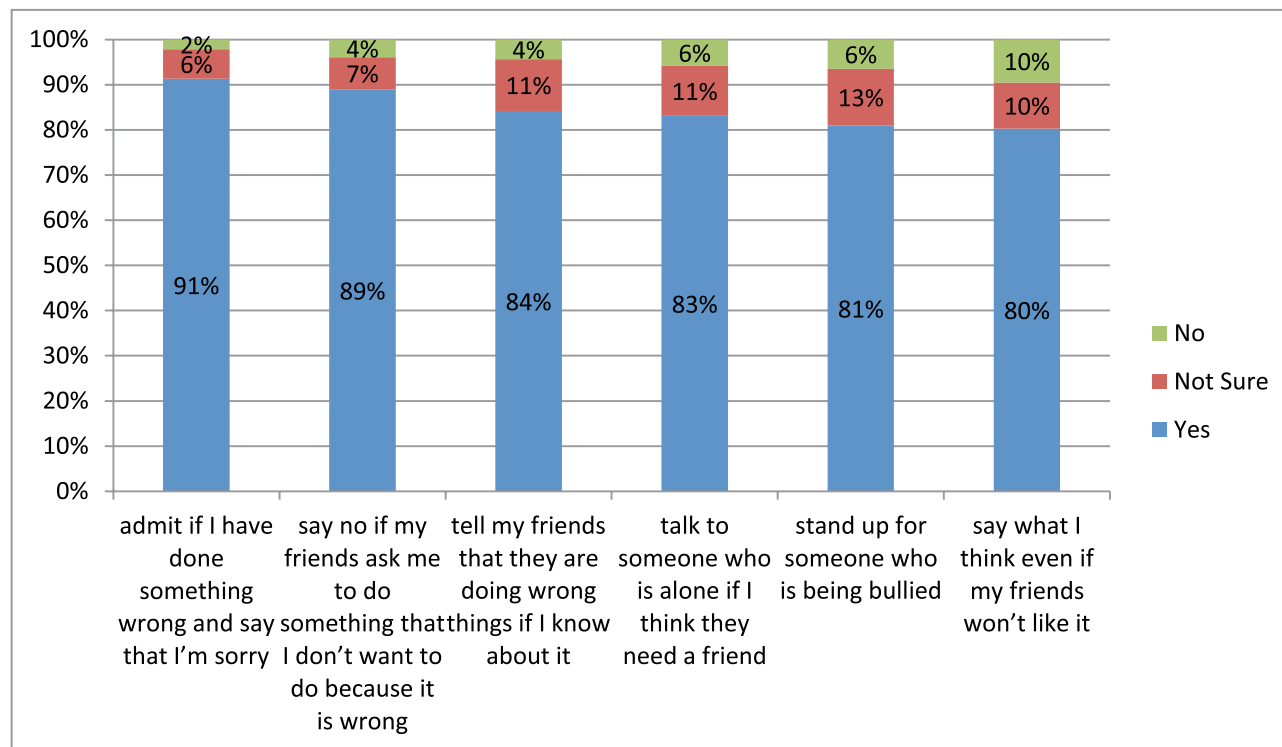


Figure 5 again shows highly positive responses to the impact of MOT on personal growth, scoring consistently in the 90s (with one exception), particularly self-motivation, belief in the future and moral choice. Self-confidence and self-knowledge were slightly lower at 90% relative to the other attributes together with the ability to seek help (91%). Self-expression of emotions was relatively low at 72%, where students again indicated that they had difficulty 'to show my feelings if I am happy, sad, upset or angry', a trend which has been consistent in the research. Generally however there has been an improvement in the overall category of students' personal growth.

## SECTION 4: IMPACT ON PERSONAL VALUES

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

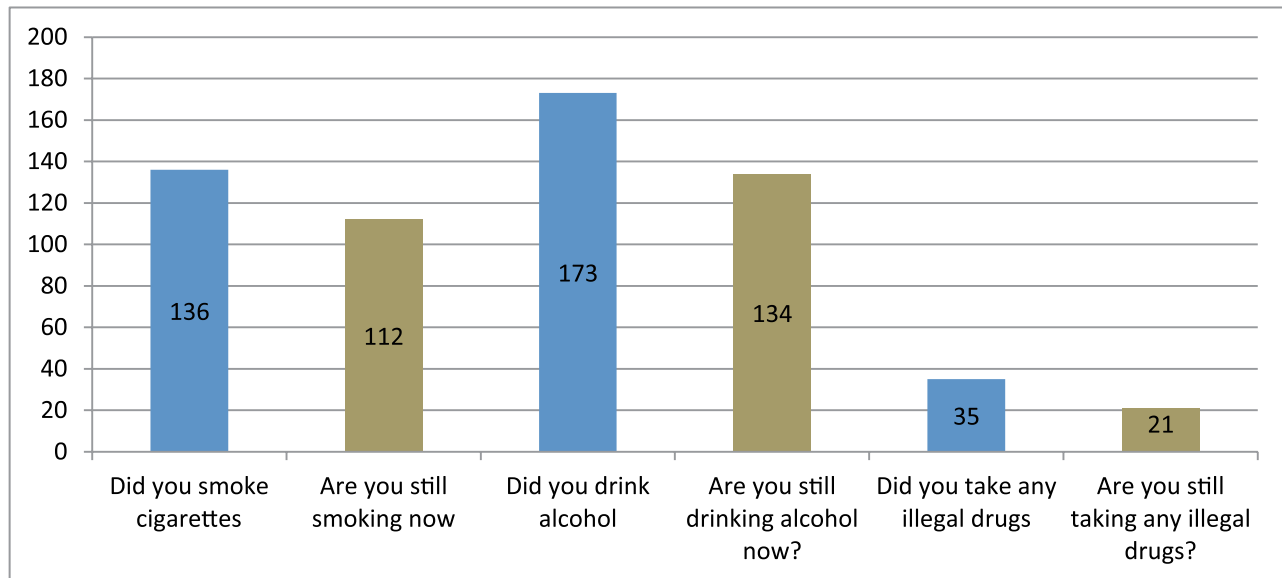


Here respondents were challenged to think about whether MOT had assisted them in how they responded to uncomfortable situations involving their friends, and which demanded some adherence to personal values. From Fig. 6 above, students were highly confident that they could own up and apologise for wrong-doing (91%), and refuse to do something if they knew it was wrong, (89%); but it appeared harder to discourage friends from wrong-doing (84%) and to defend a peer against bullying (81%), or to express contrary views (80%). Most scores were marginal improvements on the 2013 research. Few students however indicated an emphatic 'no' (6%) 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

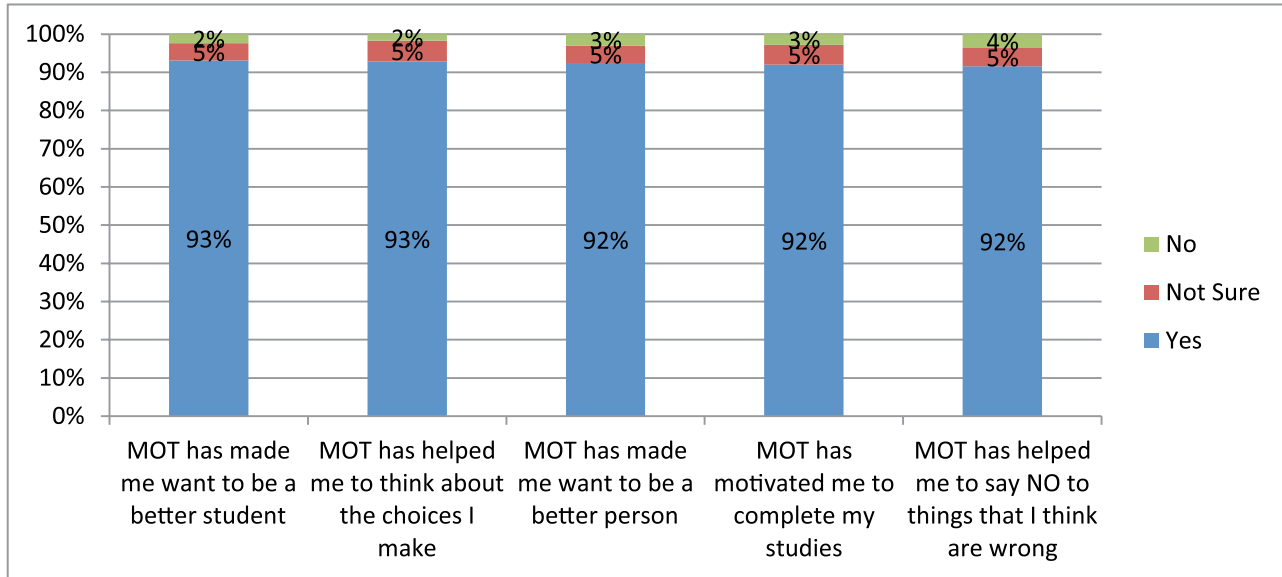
FIGURE 7: STUDENTS' LIFESTYLE CHOICES BEFORE AND AFTER MOT



In terms of MOT's impact on personal lifestyle choices, there was a decline in drug usage, and substantial declines in smoking and alcohol consumption, attributed by respondents to the influence of the MOT intervention. It is encouraging that whilst 136 (29%) reported smoking at the start of the MOT programme, only 112 reported that they were still smoking. Similarly of the 173 (37%) respondents who acknowledged that they had consumed alcohol, 134 continued to do so. Even though there were relatively few drug users (35 individuals or 8% of respondents), the potential negative social impact of these lifestyle choices is considerable, therefore the indication that 14 people stopped using drugs is significant. In addition, 24 stopped smoking and 39 stopped using alcohol. This is significant and encouraging for the MOT programme.

## SECTION 6: CHOICES AND TAKING RESPONSIBILITY

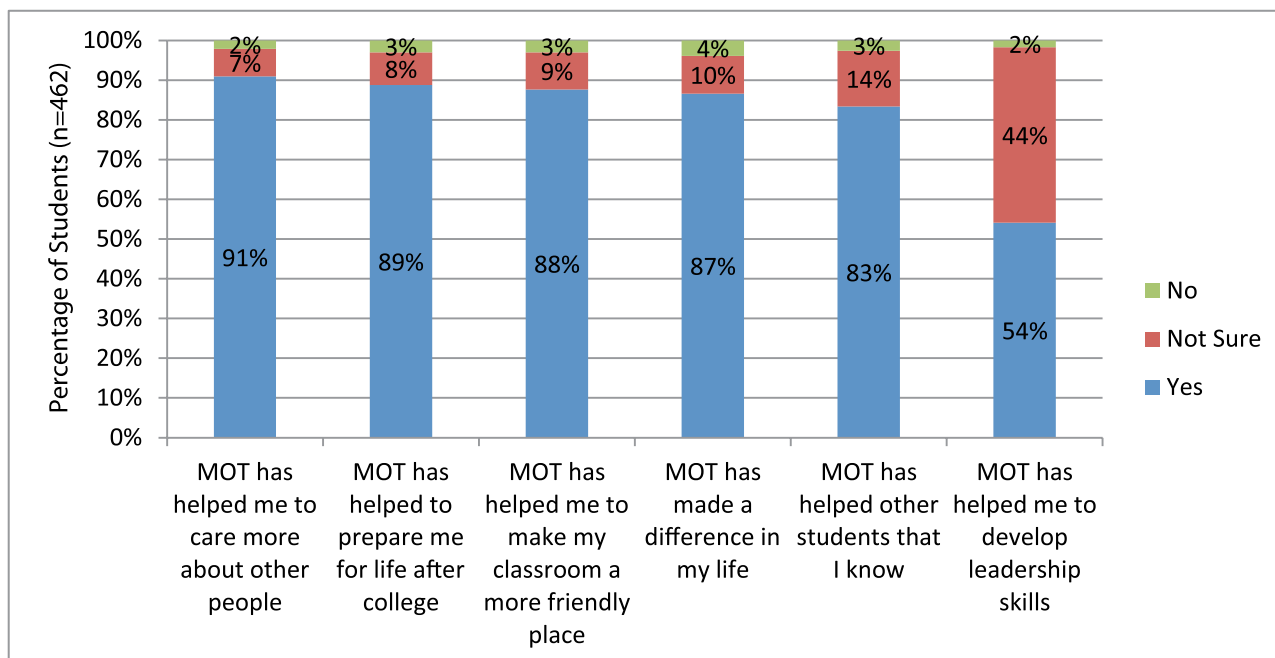
FIGURE 8: IMPACT ON CHOICES AND TAKING RESPONSIBILITY



Section 6 of the questionnaire dealt with the impact of the MOT programme on student choices and taking responsibility, represented in Figure 8 above, which shows the percentage of students who attributed MOT with positively influencing them in the above behaviours/attitudes. The questions covered a range of issues regarding MOT's impact on choices, motivation in studies, caring for others, preparation for life, making a difference and classroom atmosphere. Even though there were slightly larger numbers of 'not sure' responses than in the 2013 research, the positive responses were consistently above 90%. MOT's influence on 'thinking about choices I make' was evident as 93% respondents agreed on this as well as 'wanting to be a better student'. Moreover the impact on 'motivation to complete my studies', 'wanting to be a better person' and willingness to 'say no to things that I think are wrong' was also high at 92%.

## SECTION 7: RESPONSES TO THE MOT PROGRAMME

FIGURE 9: STUDENT RESPONSES TO OVERALL POSITIVE IMPACT OF MOT

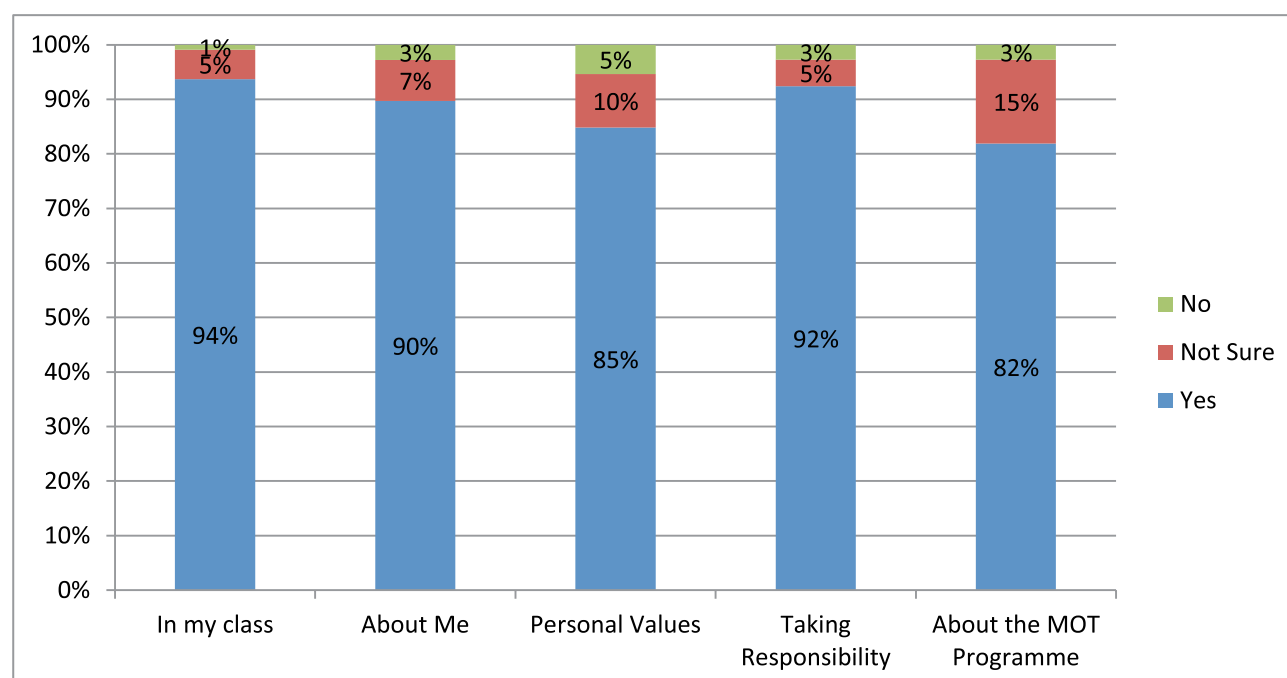


Section 7 of the questionnaire required students to assess the overall positive impact of MOT, including a category not present in previous years, to 'develop leadership skills'. The questions covered broader issues of MOT's impact on their caring or preparing for life beyond college, others being helped or the classroom environment improving, their own journey towards changing, and the new element: being developed as leaders. The results are shown in Figure 9, above. There was a larger number of 'not sure' responses than in previous years, but a low percentage of negative responses. In terms of personal change, the high percentages of students reported that the MOT helped them to 'care more about other people' (91%) and 'prepared me for life after college' (87%). Similarly high percentages reported on more immediate impacts like 'making the classroom a more friendly place' (88%) and 'making a difference in my life'. The element '...to make my classroom a more friendly place', which previously had a 7% negative response (low, but high relative to the other elements) was reduced to a 3% negative response in the current research. Slightly lower was the number of students responding that MOT had 'helped other students I know' with a relatively high 'not sure' count. The new category of 'develop leadership skills' was relatively low at 54%, though it should be noted students were undecided rather than negative in this category. In 2013, MOT SA introduced the MOT Youth Peer Education Programme which is showing significant development of leadership skills among the students at the colleges. This initiative may change the outcomes of the 3-year MOT programme in the research study of 2015.



Figure 10 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, taking responsibility and personal growth (94%, 92% and 90% respectively). The impact on personal values came in slightly lower at 85%. 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 as to the MOT programme's impact on their lives whilst still high declined somewhat to 82% from the 91% of 2013 (primarily due to the inclusion of a new category 'leadership skills'), however an average of only 3% indicated that MOT did not have an impact, the remainder 15% were undecided. The overall positive response across all questions averaged at 88,4%.

**FIGURE 10: 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, 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**

Question: MOT has helped me to.....	Yes	Not Sure	No
try to see the good points in other students	97%	3%	1%
treat other students with respect even if they are different from me	95%	4%	1%
help other students if I am able to	95%	5%	0%
have the courage to be myself and to accept myself	95%	5%	1%
always do my best no matter how hard the task is	94%	5%	0%
believe that I will do well in the future	94%	5%	1%
listen to other people's opinions	94%	6%	1%
want to be a better student	93%	5%	2%
think about the choices I make	93%	5%	2%
want to be a better person	92%	5%	3%
always try to be a good person	92%	6%	2%
MOT has motivated me to complete my studies	92%	5%	3%
say NO to things that I think are wrong	92%	5%	4%
admit if I have done something wrong and say that I'm sorry	91%	6%	2%
care more about other people	91%	7%	2%
ask others to explain if I don't understand something	91%	7%	2%
enjoy making new friends	90%	8%	2%
be more self-confident	90%	8%	2%
get to know myself better	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%	7%	4%
prepare me for life after college	89%	8%	3%
make my classroom a more friendly place	88%	9%	3%
MOT has made a difference in my life	87%	10%	4%
tell my friends that they are doing wrong things if I know about it	84%	11%	4%
MOT has helped other students that I know	83%	14%	3%
talk to someone who is alone if I think they need a friend	83%	11%	6%
stand up for someone who is being bullied	81%	13%	6%
say what I think even if my friends won't like it	80%	10%	10%
show my feelings if I am happy, sad, upset or angry	72%	16%	13%
develop leadership skills	54%	44%	2%

<sup>2</sup>Rows may not add up to 100% as some rounding off errors may have occurred.

## SECTION 8: 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. Commonly stated themes are illustrated in the extracts below. The selected extracts show the range of student comments, which were overwhelmingly positive:

- *The MOT programme has helped me a lot, it has made me a better person and it also change my life, I really enjoyed this programme. Now it is time for me to focus on the bigger picture and do more for my future, because our future is in our hands.*
- *MOT has helped me a lot, I feel motivated and grown. I was smoking when I joined Boland College and the MOT sessions in 2012, but I quit everything that same year in October because I realised that I am more than that. There's more in me than a human eye can see. I am the conqueror. I passed my level 4 with pride.*
- *MOT has helped me a lot because I know now that other people are also as important as I am and helping other people is very good and people must see the good in you when you are always willing to go the extra mile. I want to say to the MOT presenter to remain the good person that she is and always be willing to motivate the students. God bless you and your family.*
- *MOT has taught me confidence and to always pursue my dreams. Thanks to MOT I know that I am different but it's what makes me unique.*
- *The MOT programme opened my mind to understand and be grateful for who I am and set realistic goals for my future. My MOT presenter was easily teachable and open to us. She was my role model because she told us that she started with nothing but by joining MOT she started setting goals and she made sure she pursued them and that is what I am doing.*
- *I would like to say thank you for MOT, it really made me think further in life about what I want to be in the future. MOT really helped me in so many ways and I look forward to my future.*
- *The MOT programme has helped me gain confidence and accept myself the way I am. The MOT presenter has helped most of us become who we want to be by encouraging us and gave us some advice on how to live a healthy lifestyle.*
- *MOT has changed my life and the approach to viewing challenges in my life and I have good problem solving techniques because of MOT.*
- *MOT is one of the best motivational programmes or group that helps students to feel free about showing their feelings in the classroom. Continue helping the students, because what you do makes a huge difference.*
- *MOT has helped me with lots of things such as gaining confidence and listening to others opinions. I thank MOT very much they made me be a better person.*
- *MOT has motivated me in so many ways in life and changed me a lot.*
- *At first I found the MOT programme to be boring but as the sessions came along I came to understand what it was all about. The MOT presenters managed to make all the students enjoy the sessions and helped each one of us in different ways. I would like to become a MOT presenter or peer educator.*



- *I don't talk much and I like keeping my opinions to myself, but I would like to thank the MOT presenters who assisted during the session. It actually does help when one takes time out to reflect on oneself and to know others in a more comforting way.*
- *MOT is a very nice and enjoyable programme that helps us to know what is right or wrong. MOT gave us courage to say "NO" and the presenter was a good friendly person.*
- *The MOT programme helped a lot of people to realize their strengths and improve on their weaknesses. The MOT presenters made the programme more enjoyable and interesting.*
- *Well, for starters, the MOT programme was great in a way that it lifted my spirit, boosted my confidence, made me aim high in life for myself, and made me feel like a different person in a good way. Where by it made me believe I have a purpose in life and it made me more focused and follow my goals. I would like to say keep up the good work you guys are doing across the globe you are changing lives.*
- *MOT has brought a huge change in me I couldn't talk to people I'm not use to but now I'm a new different person, I communicate to anyone. MOT is a life changing programme I wish they can introduce themselves to high schools as teenagers are facing many problems. The MOT presenters we had were fabulous and fun to work with.*
- *MOT sessions helped me a lot. I am more confident to say no to the wrong things and I tend to care a lot about others. I know my priorities and I gained much more self-esteem. I really enjoyed the sessions and the presenters were very nice and motivating.*
- *I would like MOT to go to schools and teach the students how to love, accept and be yourself. They need to know about MOT.*
- *It's a good programme and it motivates students who need it the most. I think it is a good programme to be held at colleges and schools.*
- *MOT has been a great and a life changing experience for me it has made me a better person especially the MOT presenters. They encourage us to follow our dreams and they encourage us to dream big.*
- *I feel that our presenter is prepared and always include herself in the discussions so that we as students do not feel left out. Having MOT in our life makes our situations and choices better. I feel that I'm more confident in reaching my dreams and always be generous and helpful towards others.*
- *The MOT programme has taught me a lot about being courageous in life and be able to stand up for myself in un-calming situations. The MOT presenters are great because she is easy and approachable and I have learnt a lot.*
- *MOT has helped me in many ways, I'm so thankful for this programme and the presenter. I look at my life differently since MOT has started, I always look forward to MOT.*
- *It has been fun, different and wonderful all at the same time. The MOT presenters are very understanding and organised.*
- *The MOT presenter was really friendly and hard working. She made me feel at ease when we did things.*

## SUMMARY OF STUDENTS' VIEWS

Students spoke glowingly of the impact of MOT in their personal lives. From the comments, there were many references to the 'enjoyable' nature of the sessions, and that students looked forward to attending the programme. Students mentioned various aspects of their lives in which they had clearly experienced impact, for example: being more purposeful and goal directed; building on their strengths and improving weaknesses; being courageous; deciding what was right and wrong. They were emphatic about the influence of MOT in their own lives and of others.

The impact of the presenter was also clearly articulated, and it was evident that the presenters had made a strong positive contribution to students' experience of the programme. Students found that they could relate to the presenter and enjoyed the empathy and warmth of the sessions. There were no negative views in this regard.

## 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: (93-97%):**

- *try to see the good points in other students*
- *treat other students with respect even if they are different from me*
- *help other students if I am able to*
- *have the courage to be myself and to accept myself*
- *always do my best no matter how hard the task is*
- *believe that I will do well in the future*
- *listen to other people's opinions*
- *MOT has made me want to be a better student*
- *MOT has helped me to think about the choices I make*

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

- *MOT has made me want to be a better person*
- *always try to be a good person*
- *MOT has motivated me to complete my studies*
- *MOT has helped me to say NO to things that I think are wrong*
- *admit if I have done something wrong and say that I'm sorry*
- *MOT has helped me to care more about other people*
- *ask others to explain if I don't understand something*
- *enjoy making new friends*
- *be more self-confident*
- *get to know myself better*
- *say no if my friends ask me to do something that I don't want to do because it is wrong*
- *MOT has helped to prepare me for life after college*
- *MOT has helped me to make my classroom a more friendly place*
- *MOT has made a difference in my life*
- *tell my friends that they are doing wrong things if I know about it*

## **Areas which show relatively weaker results (scores of 54%-83%):**

- *MOT has helped other students that I know*
- *talk to someone who is alone if I think they need a friend*
- *stand up for someone who is being bullied*
- *say what I think even if my friends won't like it*
- *show my feelings if I am happy, sad, upset or angry*
- *MOT has helped me to develop leadership skills*

*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 TVET 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.*



## BEST PRACTICE OF MOT IMPLEMENTATION AT HIGH SCHOOL

### BY LEZAHN BEUKES, SPINE ROAD HIGH SCHOOL

Spine Road High started with the implementation of MOT at the start of 2014. Six teachers were trained at the MOT training workshop in December 2013 and after the training we were all excited and could not wait to share all of our experiences with our principal and our colleagues. We went back to school after the workshop, brainstormed and drafted an implementation plan to initiate the programme with our grade 8 learners of 2014. While brainstorming, we realised that we would be faced with many challenges. Our learners are bombarded with extra-murals and academic classes every day after school. We as teachers on the other hand have to facilitate these extra-murals. We also have to prepare for lessons, attend meetings and take care of endless administration. This coupled with the fact that school only ends at 15:15, left us with limited time during the week to facilitate MOT sessions. We also have to consider the kids who make use of arranged transport or have to walk home. We as presenters did not want to compromise the safety of our learners, and after careful consideration of all these challenges we were still set on making the MOT programme work at our school. We introduced the MOT concept at our grade 8 welcoming meeting for the new grade 8's and their parents a day prior to the commencement of the academic year. We emphasised to the parents that the school has taken the position to make the programme compulsory for all our grade 8 learners. As our solution to our packed academic programme we informed them that we would host MOT sessions on six Saturdays throughout the year. Prior to our first session we gave each learner a MOT calendar to put on the fridge or on their bedroom wall at home so that they would know exactly when the next MOT session will be. Giving them set dates also ensured that they would plan accordingly to be available on those Saturdays. Our classes are quite big with an average of 45 learners per class. In the training workshop we were advised that the sessions would be more effective with smaller groups of kids. So in order to accommodate smaller groups we split each of our classes in half. This means that each of our presenters facilitate two back to back sessions on Saturdays. Session 1 is between 08:00 and 10:30am and session 2 runs from 11:00 until 12:30pm, with a 30 minute recovery break for the MOT Presenters between sessions. The learners were initially quite miserable, but when we told them that they won't be needing their books or pens we could see their faces light up realising that MOT is all about learning life lessons in a fun and interactive way. After the first session we had them hooked, our kids loved the MOT sessions so much they always run up to us and ask, "Miss, when is the next session?" Session 3 was a meeting with the parents. Initially we were quite worried that the parents would not pitch for this session. It was a grand summer morning



and eventually the parents and guardians just kept on arriving. We as presenters were so excited; we played games with the parents, but at the same time getting our message across. We knew that if we had the support from our parents, MOT would be a great success. We were overwhelmed with positive feedback messages of encouragement and excitement. Many of our parents complained that 6 sessions were not enough. They offered their assistance where ever we needed it. At the end of the meeting, we as presenters were applauded

for the work that we are doing and personally it was a very moving and encouraging experience; it made all the effort and work worth it. Generally, the learners love coming to school on a Saturday, because many of them claim it's boring at home and that they can get to see their friends one more day in the week. Our principal, Mr Najaar often receives phone calls commending the school and presenters for implementing the MOT programme. MOT has really had an impact on our learners and their parents. Some parents requested a copy of the MOT Bridge to put up in their homes. They felt that those are the values that they needed to enforce at home. We do face challenges, like absenteeism, but it's mainly due to sport on Saturdays, funerals, weddings and other engagements. Where possible we do follow ups on the following Monday by doing class visits. We struggled with certain areas in the manual and in order to support each other we agreed to have a meeting on the Thursday prior to the Saturday session. In this meeting we would unpack the session and discuss how we would present it. We would share ideas in order to make changes to the content so that it is brought across more suitably and effectively for our learners. The last challenge we faced this year was the loss of a presenter who moved to another institution at short notice. We had to come up with a solution and the best possible one was to split his class into the 5 remaining classes.

The MOT team is planning an interclass MOT song competition where each class has to wrapify and hippify the MOT song. Also each learner will be bringing a white t-shirt to school and we will be supplying fabric paint for them to create and design their own MOT t-shirts. We want to encourage them to wear it in the sessions going forward. In closing, for our last session in 2014, we are planning to have one big session in which we will combine all the classes hosting the session in the Hall. The main reason for this is to have a year-end send off and they will take part in the paper plate exercise. After the session we will be having a boerewors braai for the kids. One session at a time we hope to make a difference in our young people's lives.

## BEST PRACTICE OF MOT IMPLEMENTATION AT TVET COLLEGE BY MELANIE VERMAAK, FALSE BAY COLLEGE



**W**hat makes MOT successful? The first important factor is probably the most important, that is the support from the top, in terms of our executive management and our CEO. Without that, no College is able to implement the programme with success. We also have phenomenal drivers on each campus and without those folks driving MOT on our campuses it's an impossible task. One of the critical things that we did was to switch the emphasis, and we got academic staff to run MOT on campuses. Any MOT coordinator will tell you the most difficult part is getting the sessions planned, the timetables, but with someone who is part of the

academic management of the campus, the job is that much easier. Each of the campus coordinators is also part of the campus management teams and that means that there's a voice for MOT on each campus management team. We also incorporate MOT into our orientation sessions so students start their time at False Bay College knowing where they belong and where they fit into the picture, it establishes good relationships with their peers and their lecturers and it really helps them to settle in and knowing where they're going. Our SRC is also exposed to MOT training and this equips them to be better student leaders. There's a very healthy competition between campuses to see who gets certificate ceremonies first and who gets the students through the MOT programme first. Our campus certificate ceremonies are grand affairs where everyone dresses up in red and black to celebrate their successes. It is also very important to us that the staff at False Bay College live the MOT values and at our Dare to Care month it was not only students that took part, but also our central office making soup and serving it. It's a tremendous privilege to be able to guide and assist students in forming that moral barometer inside themselves and helping them make it in this world. It's difficult to measure the quantitative percentage what value MOT adds, but we have noticed that at the campuses where MOT is active, there has been almost a 20% increase in certification across programmes. In a students' research survey, MOT has also been identified as the most life changing. These two words are powerful; that we can change a student's life with 9 sessions of MOT. Courage is important and it's a privilege for us to be able to teach students that courage and I think for the presenters it's not just about delivering the sessions; you definitely come out of that session feeling good about yourself, good about your students and positive about the future. All the MOT team members need to work together to make this work. Persevere with the delivery of your sessions. I know it's not easy, but the positive impact always outweighs the challenges.

## MOT AWARDS CRITERIA AND INSTITUTIONAL AWARD WINNERS

### MOT Awards Criteria:

- Implement MOT according to the guidelines to be able to complete the MOT programme with the Students over three years.
- The percentage of trained MOT Presenters who implements the MOT programme (the benchmark is 60%).
- The number of MOT Students in relation to the number of MOT Presenters trained.

### Categories for MOT Awards:

**MOT Bronze Award:** Successfully implemented the MOT programme for 1 year.

**MOT Silver Award:** Successfully implemented the MOT programme for 2 successive years.

**MOT Gold Award:** Successfully implemented the MOT programme for 3 successive years.

**MOT Platinum Award:** Successfully implemented the MOT programme for 4 successive years.

### MOT Awards for TVET College Campuses & High Schools

#### Boland College:

Caledon/Kleinmond Campus (Bronze)

Strand Campus (Bronze)

#### College of Cape Town:

Gardens Campus (Silver)

Wynberg Campus (Bronze)

#### False Bay College:

Mitchell's Plain Campus (Silver)

Fish Hoek Campus (Bronze)

#### High Schools:

Buren High School (Bronze)

Spine Road High School (Bronze)

## TRAINED MOT PRESENTERS & MOT YOUTH AT TVET COLLEGES, HIGH SCHOOLS & COMMUNITY ORGANISATIONS

### TVET COLLEGES:

#### BOLAND COLLEGE

Abner Inghels  
Albert van der Merwe  
Alfred Mwamuka  
Allan Sprout  
Ananda Fismer  
Andrew Josephs  
Anel Claassen  
Angelica Nkomombini  
Angelique Botha  
Anna Maria Vogel (MOT Award Winner)\*  
Annalize Strauss  
Annaré Maritz  
Anneline Taljaard  
Annerette Lambrechts (MOT Award Winner)\*  
Aurelia Steenberg  
Carin Focé  
Carrin Nel (MOT Award Winner)\*  
Cecile du Preez  
Cecilia Britz (MOT Award Winner)\*  
Charleen October (MOT Award Winner)\*  
Charlton Dawson (MOT Award Winner)\*  
Chevonne Petersen  
Christo Cordier  
Debbie Scholtz  
Derick Klaasen  
Elizma Philander  
Elvis Gomba  
Flippie Viljoen  
Fran September  
Gail Lee  
Grethe Conradie  
Hanlie Lucas  
Hannelize van Rhyn  
Harriet Asia  
Hildegard Daniels  
Ilze Le Roux  
Irene Van Jaarsveld  
Jean Buys  
Jenelle Jonker  
Jennilee Henn  
Jesmé Crous  
Johan van Staden  
Johene van Wyk  
Juanita Bosch  
Juneta Haumann  
Kabedi Mpopote  
Liza Hamman  
Marietjie Botha  
Marietjie Lombard  
Martishia Koopman  
Masibulele Ndlela  
Mirna Afrikaner  
Nateshia Mcombring  
Romenia Baxter  
Ronel Kotze  
Ryan Marsh  
Salma Emjedi

Sandra Minnaar  
San-Mari vd Merwe (MOT Award Winner)\*  
Shannon Cloete  
Shareefa Baderoen  
Sonja Botha  
Talitha Opperman  
Tersia Pool  
Thabisa Ngxasa  
Valencia Deyse  
Wickus van der Westhuizen  
Willem Pienaar

#### MOT YOUTH

Erika Stoltz  
Saskia Gunter  
Simthembele Baneti  
Siyanda Kota  
Yonela Nontungo

#### COLLEGE OF CAPE TOWN

Achmat Abrahams  
Agnes Machakaire  
Alida Senekal  
Aneesa Moses  
Anel Detering  
Anita Smit  
Anthea Swiegelhaar  
Belinda Miller  
Bennett Van Wyk  
Bernice Brooke  
Beverley Duncan  
Bonitta Liebenberg  
Brenda Maasdorp  
Brent Kropman  
Bronwyn Petersen  
Bronwyn Wessels  
Candice Permall  
Chanelle Le Roux  
Chernay Harley  
Chris Josephs  
Claire Whyte  
Claudia Fisher  
Damish Moses  
Danica Gennison  
Dawn Barnes  
Deborah Small  
Deliah Allie  
Elna Hunter  
Elsie Potgieter  
Esmarie Du Plooy  
Fahiem Jeppie  
Fiona Langenhoven  
Gary Hendrickse  
Gavin Van Der Vindt  
Gerard Voges  
Grace Muzuri  
Jennifer Esau  
Jerrie Dampies  
Joachim Bodenstein  
Joy Pietersen  
Judy Adams  
Karen Daniels

Latasha Bonfig  
Latiefa Abdullah  
Lauren Simpson  
Lelanie Louw  
Liesl Williams  
Linda Ngculu  
Linda Yhukutwana  
Linzi Bournhill  
Lizeth Van Staden  
Lynette Christians  
Lynne Olckers  
Maria Kropman  
Mariek Du Toit  
Meagan April (MOT Award Winner)\*  
Melicia Caswell  
Mildred Tolom  
Miranda Rosenberg  
Monica Mazambara  
Monique Malan  
Muriel Ponj  
Nadia Marsh  
Nathaniel Masiza  
Nazeem Moerat  
Nicolaas Malgas  
Niel Redlinghys  
Nizaam Pasha (MOT Award Winner)\*  
Nobandla Malawu  
Noorudien Bandeker  
Noshiana Khan  
Nusrat Paleker  
Nya Simango  
Pedzisai Mutsauri  
Pierre Laubscher  
Raazia Isaac  
Rayana Kleinsmith  
Riette Voigt  
Rina De Wet  
Rochelle Van Heerden  
Roegshana Naidoo (MOT Award Winner)\*  
Roslyn Adams  
Rowan Snyders  
Sadika Buffkins-Behardien  
Sedick Carr  
Sharon Van Der Berg  
Shazia Patel  
Sherna George  
Shireen Modack  
Shireen Pillay  
Signoria Maholwana  
Somayah Achmat  
Soraya Fouten  
Surita Blaauw  
Theressa Geen  
Tilly Reddy  
Ursula Awood  
Vinolia Ngangelizwe  
Winston Dampies  
Xenia Brown (MOT Award Winner)\*  
Yumna Mayet  
Yusuf Anwar  
Zainonesa Harneker

## MOT YOUTH

Bertram Blankenberg  
Chantal Pato  
Dipuo Mangena  
Elsie Leputhing  
Jaclyn Albertyn  
Junior Baloji  
Luvo Mtuyedwa  
Razique Cookson  
Richard Juries  
Sandiswa Marawu  
Thembakazi Dick  
Zimkhitha Rarane

## FALSE BAY COLLEGE

Achmat Geyer  
Adele Ebrahim (MOT Award Winner)\*  
Adri Swanepoel  
Adrian Bezuidenhout  
Athena Francis  
Beverley Shepherd  
Bongiwe Jophu  
Bradley Schrickker  
Brenda Solomon  
Brian Boonzaaier  
Bronnie le Roux  
Charlene Matthews (MOT Award Winner)\*  
Charles Goodwin  
Chrismen Geldenhuys (MOT Award Winner)\*  
Christine Thomas (MOT Award Winner)\*  
Christo Kroneberg  
Christopher Gum  
Colette Kelly  
Daniel Meyer  
Denver Beech  
Didi Assure-Wertheim  
Enrico Arends (MOT Award Winner)\*  
Ester Germond (MOT Award Winner)\*  
Evan Ruthford  
Fatima McCallum (MOT Award Winner)\*  
Fred Louw  
Gerald Chitter  
Jacky Lenting  
Jacqueline Kennedy  
Jacqueline Layman  
Jan Visagie  
Jill Davids (MOT Award Winner)\*  
Joseph Nefdt  
Karin Hendricks  
Lezelle Peters  
Lungisa Mbulawa  
Malcolm Meyer  
Mandisa Njozela  
Marco Nel  
Mariaana Herne  
Marian Theron  
Melanie Vermaak  
Mkhulisi Nyoni (MOT Award Winner)\*  
Nereen Beukman  
Newton Sly Mutiro  
Nobuntu Luthuli  
Nokwanda Papu  
Nondumiso Baleni  
Noxolisa Khanisa (MOT Award Winner)\*  
Odille Weir  
Olive Thomas (MOT Award Winner)\*  
Patrick Dreyer  
Peter Walker

Preston Jongebloed  
Richard Slabber  
Ronellé Floris (MOT Award Winner)\*  
Salome Voges  
Shannon Doolings  
Shauwn Van Staden  
Silwyn Heuvel  
Simamkele Somerset  
Siphokazi Siyo  
Souchan Gasant-Jackson  
Susan Mhakure (MOT Award Winner)\*  
Tanya Abrahams (MOT Award Winner)\*  
Thandabantu Duna  
Tobeka Mgubanto  
Waliet Sedick  
Washiela Safa (MOT Award Winner)\*  
Wincina Clarke (MOT Award Winner)\*  
Zaid Jacobs

## MOT YOUTH

Amanda Mase  
Ashwill De Villiers  
Cameron Mavosa  
Jessica Ballakistan  
Kim Reid  
Linamandla Deliwe  
Marc Holland  
Nathan Hendricks  
Shaun Lewis  
Shaun Titus  
Sydney Ndzongo  
Taryn Timmet  
Tershia Richards  
Valentina Da Rocha

## NORTHLINK COLLEGE

Ami Geldenhuys  
Angelo Diedericks  
Angelo Geldenhuys (MOT Award Winner)\*  
Angie Oliphant  
Antoinette Kruger  
Arlene Stilwaney  
Arthur Cameron  
Asa Josephs  
Basil Brown  
Basil Petersen  
Bonita Williams  
Chandré Patience  
Charnelle Gray  
Cher Terblanche  
Cheryl Fester  
Clive Solomons  
Colin Brown  
Cornelia Steyl  
Cornelius Liedemann  
Damien September  
Dawn Abdol  
De Villiers Baleni  
Dennis Watson  
Desiree Williams  
Elaine Hoffman  
Eltin Koopman  
Ezelle du Plessis  
Felancia Flandorp  
Freda Oosthuizen  
Gerry Visagie  
Gillian Van Heerden  
Ian Biggs  
Ivan Swart

Jeanne Samuels  
Joseph Booysen  
Juanita Burjins  
Kobus Hanekom  
Lamese Chetty  
Lee Louw  
Lesley Badenhorst  
Lorraine Rocher  
Louis Carelse  
Louis van Staden  
Lulama Gweba  
Malcolm Le Roux  
Manie Abrahams  
Margaret Jones  
Marissa Coetzee  
Maswane Seemane  
Matilda Johnson  
Maxi Watton  
Melvyn Atherton  
Mervin Bailey  
Michelle Damon  
Natasha Dreyer  
Ndikhokele Nomadwayi  
Noel Slade  
Nolene De Costa  
Nonkosi Mkhosana  
Olwen Solomon  
Patricia Jacobs  
Pearl Pretorius  
Peggy Beukes  
Pierre de Waal  
Priscilla Andrews  
Renate Van Tonder  
René Bonzet  
Richard Goliath  
Rolenda Alblas  
Ruth Williams  
Sandra Williams  
Shirley October  
Sibulele Jubase  
Stanley Lange  
Stephanie Jephtha  
Stephen Temmers  
Susan Mokoena  
Sylvia Larke  
Tagodien Davids  
Tamara Mzimkulu  
Tania Hyman  
Trish van der Merwe  
Virginia Storm  
Vivienne Erasmus  
Wendy Kruywagen  
Wongeka Pamla  
Yolanda Gerbach  
Zelda Durrell

## MOT YOUTH

Agnesia Williams  
Bekeka Mjacu  
Franklin Jansen  
Irma Page  
Jamie Da Graca  
Jennifer Dema  
Leon Habe  
Lucia Ngongwana  
Mafungwa Nontuthuzelo  
Tanya Le Roux  
Zoleka Ndarala



## PORT ELIZABETH COLLEGE

Boniswa Poni  
David Velapi  
Elvirgo Hartman  
Garland Felix  
Glenys Julies  
Kelley Wilson  
Kim Matikinca  
Luleka Jack  
Margaret Botha  
Mawethu Tyutu  
Natacha Williams  
Natalie Thomas  
Nolita Dayimani  
Nomalungisa Mpofu  
Nontutuzelo Magingxa  
Noreen Mudzamiri  
Priscilla Cook  
Rashida Cain  
Rezaan Baartzes  
Sameerah Frost  
Sandy Raubenheimer  
Thomas Rademeyer  
Wendy Le Roux  
Winifred Kiewiets  
Xolani Mpolongwana

## SOUTH CAPE COLLEGE

Anne Battle  
Ashwin Meyer  
Beneta Botha  
Carmen Duthie  
Chanelle Meyer  
Cheryl Francis  
David Demas  
Debra Blaauw  
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  
Sydney Moorcroft  
Tercia Terblanche  
Ulricha de Klerk  
Zahidah Spies

## WEST COAST COLLEGE

Ancilla Raubenheimer  
Andile Ngqameni  
Anna Elizabeth De Waal  
Anneline Esau  
Anthea Otto  
Belinda Van Loggerenberg  
Brackley Miennies  
Carlyn van Hinsbergen  
Chenell Roux (MOT Award Winner)\*  
Christolene De Bruyn  
Cindy Menigo  
Colleen Knecht  
Corry van Rooyen  
Deon Antonie  
Desmond Heyns  
Donna Miller  
Dorette Pienaar  
Elana Miggel  
Elmarie van Zijl  
Elsabe Louw  
Elsabe Marx  
Elton Swarts  
Jameelah Nathie  
Jean Baartman  
Johan Engelbrecht  
Jo-Lencia Januarie  
Joseph Kayemba  
Josephine Laubscher  
Kathy du Plessis  
Lawrence Smith  
Liesel Parrang  
Lloyd Mhluzi  
Lydia Matiso  
Magdalene Scholtz  
Marissa De Wee  
Marlene Nicholson  
Mary van Rooyen  
Monique Petersen  
Mukasa Tsitsi  
Ntombekaya Nduna  
Phumzile Nkuzo  
Rashika Cloete (MOT Award Winner)\*  
Rhazia Hamza  
Rosemary Modipa  
Reino Le Fleur  
Shireen Karolus  
Sinthea Swartz  
Thandiwe Ncala  
Thembile Dapula  
Thenjiwe Dapula-Mdoko  
Thomas Obdrabu  
Valerie Cyster (MOT Award Winner)\*  
Veronica Rhoda  
William Fortuin  
Wilma Marcal  
Wilson Taderera  
Zandra Prinsloo  
Zikhona Tontsi  
Zoliswa Bunyula  
Zukisa Nkonzo

## MOT YOUTH

Ashton Taylor  
Azania Ntanjana  
Celvin Banies  
Joslin Waterboer  
Philiswa Jamda  
Polina Lehata  
Portia Ntobane  
Sasha-Lee Cox  
Venzolene Soldaat  
Welcome Jansen

## HIGH SCHOOLS:

### BISHOPS SCHOOL OF SKILLS, BISHOP LAVIS

Danalene April  
Darryn de Waal  
Dehlia Carolus  
Jessica Wasserman  
Juanita Salomo  
Monsurio Mallum  
Natasia Basson  
Sheena Ismaiel  
Wayne Abrahams

### BISHOP LAVIS HIGH SCHOOL

Felicity Benjamin  
Jilian Newman  
Lorinde Haupt  
Nancy Cedras

### BUREN HIGH SCHOOL, YSTERPLAAT

Arno Nepgen  
Bernard Maneveld  
Carmille Skuce  
Geraldine Wyngaard  
Gerda van der Merwe  
Gillian Arendse  
Gwen Mnyani  
Lovemore Ndlovu  
Malan van der Walt  
Margaret Pelton  
Marita Appelgrein  
Sandri Rossouw  
Shamini Govender  
Steven Parkes

### CAFDA SCHOOL OF SKILLS, RETREAT

Michelle Daniels  
Noel Elliott  
Ruth Jefftha

## **COSAT HIGH SCHOOL, KHAYELITSHA**

Andiswa Njoli  
Aroma Nqabeni  
Gwelumuzi Mkhwanazi  
Lindokuhle Basini  
Luphiwo Tsika  
Mandisa Foji  
Nikiwe Tafeni  
Noma-Afrika Dywili  
Nomakula Booi  
Nonhlanhla Motaung  
Thotyelwa Mbathani

## **FAIRMOUNT SECONDARY SCHOOL, GRASSY PARK**

Audrey Hendricks  
Bertha Sam  
Denver Andrews  
Ellison Amos (MOT Award Winner)\*  
Fatima Molte (MOT Award Winner)\*  
Lynette Knowles  
Regis Magama (MOT Award Winner)\*  
Shafikaw Harris  
Terence Klassen  
Zaitoon Emjedi

## **GRASSY PARK HIGH SCHOOL**

Berenice Scholtz

## **IMMACULATA HIGH SCHOOL, WYNBERG**

Beverly McArthur  
Ophelia Prinsloo

## **LANGBERG SECONDARY SCHOOL, ROBERTSON**

Blaine Arries  
Colleen Trublet-de-Nermont  
Dederick Jeneke  
Elizabeth Thompson  
Elrika van Heerden  
Freddie Williams  
Johan Smit  
Johanna Kriel  
Natasha Keyter

## **LAVENDER HILL HIGH SCHOOL**

Gillian Du Plessis  
Jackie Carnow  
Janet Felix  
Keenan Kotzee

## **SILIKAMVA HIGH SCHOOL, HOUT BAY**

Cheyeza Mumsey Mongwe  
Ntombizanele Hene

## **SIMON'S TOWN HIGH SCHOOL**

Ann Jacobs  
Claudene Abel  
Craig van der Vent  
Daisy Seebran  
Inge Sara-Lee Africa  
Jean Human  
Linda Ferreira  
Suzette Farmer  
Tanya Chetty

## **SOUTH PENINSULA HIGH SCHOOL**

Brandon Francis  
Dedire Krige  
Deran Jacobs  
Faizal van Rooyen  
Jill Friester  
Lewina Roland  
Neliswa Nqiwa  
Nicole Esterhuizen  
Priscilla Mukaronda

## **SPINE ROAD HIGH SCHOOL, MITCHELL'S PLAIN**

Alicia Campbell  
Aneesa Abrahams  
Antonio Fortuin  
Ferron Pedro  
Gayaat Savahl  
Lezahn Beukes  
Miche Fransman  
Nawaal Benjamin  
Sabrie Abrahams  
Valencia Theys

## **STEENBERG HIGH SCHOOL**

Astrid Priestley  
Euclid Brierley  
Everil Ross  
Francis Volkwynd  
Fred Lawrence  
Gloria Noemdoe  
Lezil Oliphant  
Nicole Thomas  
Samantha Small  
Samuel Williams  
Tarryn Loxton  
Terry-Ann Burger  
Tertia Mutatsh

## **THANDOKHULU HIGH SCHOOL, OBSERVATORY**

Maureen Nikani  
Nigel Hannies  
Shirley Flowers  
Vusi Ntumba

## **VUSISIZWE SENIOR SECONDARY SCHOOL, WORCESTER**

Alicia Kokwe  
Luleka Mayekiso  
Nomboniso Mlumbi  
Pamela Zingisa Budaza  
Wilfred van Niekerk

## **COMMUNITY ORGANISATIONS:**

### **PEBBLES PROJECT, STELLENBOSCH**

Bernadette November  
Mineke Toerien

### **REHOBOTH COMMUNITY CENTRE, BISHOP LAVIS**

Isaac Harley  
Shireen Mentor

### **VINEYARD SDA YOUTH, KHAYEMANDI, STELLENBOSCH**

Ntokozo Gumbi

### **WORLD VISION SOUTH AFRICA, ATLANTIS & MBEKWENI**

Joseph Guzula  
Luyanda Hona  
Mandy Cook  
Mawande Mangaliso  
Nolubabalo Magocoba  
Noluvo Ketelo  
Princess Rasmeni  
Sandiswa Xiphu  
Sinxolo Godlo  
Siyabulela Ketu  
Songezo Mantyi  
Steven Ntlaba  
Thanbisa Kopisi  
Thulani Botya  
Zikhona Mananga

\* Successfully completed the three-year MOT Programme with their students

# ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014

## STATEMENT OF COMPREHENSIVE INCOME

Figures in Rand	2014	2013
Revenue	1 279 087	1 080 079
Operating expenses	(1 172 401)	(884 539)
<b>Operating surplus</b>	<b>106 686</b>	<b>195 540</b>
Investment income	22 949	16 585
<b>Surplus (deficit) for the year</b>	<b>129 635</b>	<b>212 125</b>

## STATEMENT OF CASH FLOWS

Figures in Rand	2014	2013
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Cash receipts from donors	1 513 961	1 277 179
Cash paid to suppliers and employees	(1 167 809)	(882 013)
Cash generated from operations	346 152	395 166
Interest income	22 949	16 585
<b>Net cash from operating activities</b>	<b>369 101</b>	<b>411 751</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of property, plant and equipment	(8 494)	(7 976)
<b>Total cash movement for the year</b>	<b>360 607</b>	<b>403 775</b>
Cash at the beginning of the year	784 363	380 588
<b>Total cash at end of the year</b>	<b>1 144 970</b>	<b>784 363</b>

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

# ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014

## STATEMENT OF CHANGES IN EQUITY

Figures in Rand	Accumulated surplus	Total equity
Balance at 01 January 2013	391 456	391 456
Surplus for the year	212 125	212 125
Balance at 01 January 2014	603 581	603 581
Surplus for the year	129 635	129 635
Balance at 31 December 2014	733 216	733 216

## STATEMENT OF FINANCIAL POSITION

Figures in Rand	2014	2013
<b>ASSETS</b>		
<b>Non-Current Assets</b>		
Property, plant and equipment	14 559	10 657
<b>Current Assets</b>		
Trade and other receivables	10 569	8 395
Cash and cash equivalents	1 144 970	784 363
	<b>1 155 539</b>	<b>792 758</b>
<b>Total Assets</b>	<b>1 170 098</b>	<b>803 415</b>
<b>ACCUMULATED RESERVES AND LIABILITIES</b>		
<b>ACCUMULATED RESERVES</b>		
Accumulated surplus	733 216	603 581
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Deferred income	436 882	199 834
<b>Total Equity and Liabilities</b>	<b>1 170 098</b>	<b>803 415</b>



## MOT SA CONTACT DETAILS:

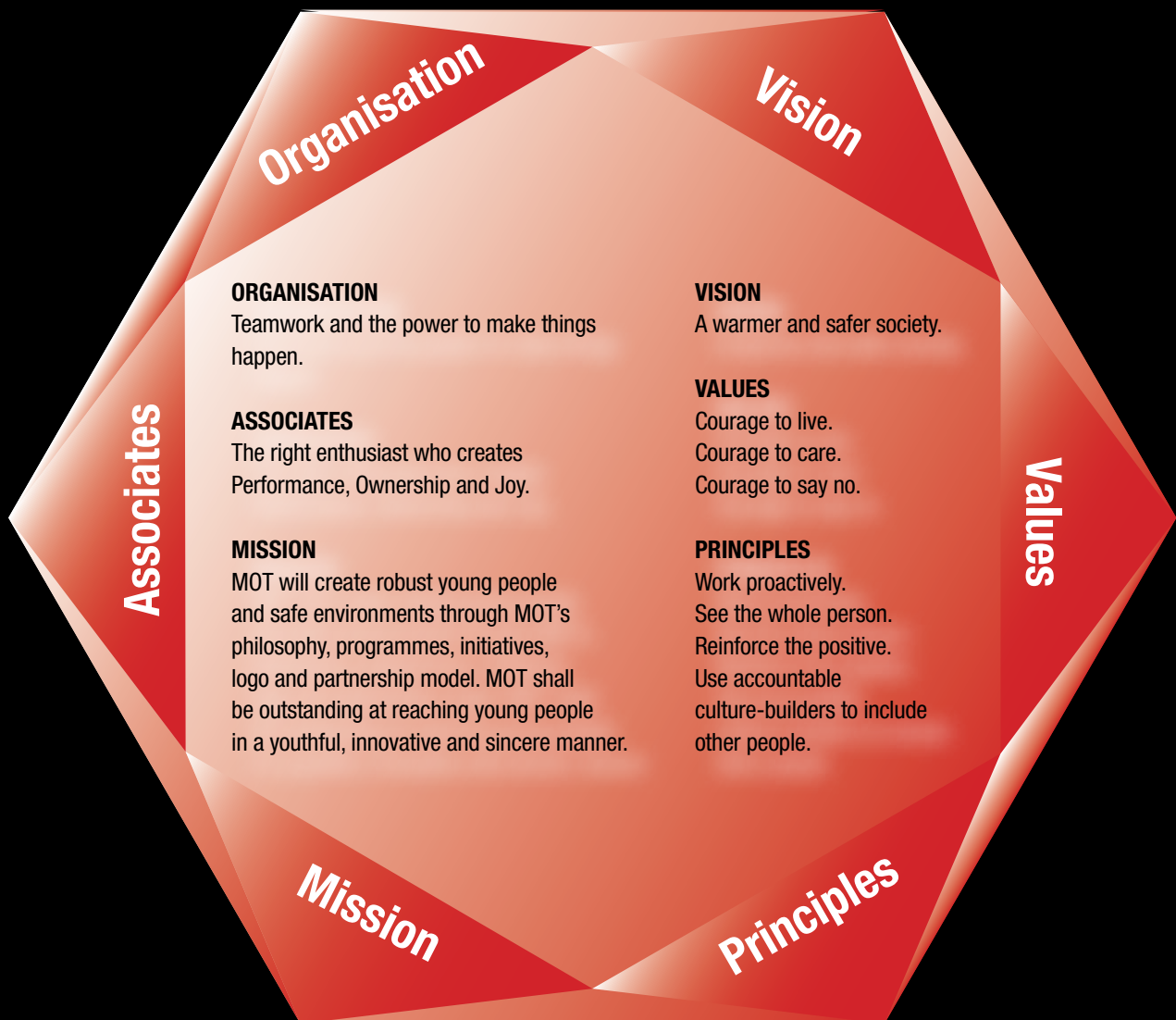
Tel: +27 (0)21 696 6610 • Email: [office@mot.org.za](mailto:office@mot.org.za) • Website: [www.mot.org.za](http://www.mot.org.za)

Twitter: @MOTsouthafrica

Facebook: [www.facebook.com/pages/MOT-SA](http://www.facebook.com/pages/MOT-SA)

YouTube: [www.youtube.com/user/MOTSouthAfrica](http://www.youtube.com/user/MOTSouthAfrica)

Address: MOT SA, College of Cape Town, Crawford Campus,  
Kromboom Road, Crawford; Private Bag X1, Athlone 7760



### DESIGN SPONSORED BY:

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The Foundry, Ebenezer Road, Green Point 8005



**AYANDA MBANGA**  
communications