



**BURGERSDORP SCHOOLS MOT LIFE SKILLS PROJECT  
IN PARTNERSHIP WITH SCATEC**



# About MOT

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MOT, a comprehensive global life-skills concept developed in Norway 24 years ago, with the specific aim to empower youth to stand up for their values in conflicted environments. Officially implemented in Norway, South Africa, Denmark and Latvia.

MOT's vision is to create a warmer and safer society and MOT's mission is to create robust youth who include all.

To achieve MOT's global vision and mission, MOT SA partners, together with high schools and TVET colleges offer, two-structure life-skills programs aimed at, holistically developing young people and provide the youth with necessary tools and values to create a platform to promote peace, non-violent dialogue, and healthier relationships, between adults and children in gendering a more positive community spirit.

MOT identified that the school space would be the best structured environment, to ensure the youth embrace the life lessons and learnings with a measurable outcome. This methodology, aimed to positively impact and change the school environment and culture into one that proactively promotes and supports safety, peace, accountability and inclusivity, counteracting violence and gangsterism.

# BURGERSDORP SCHOOLS MOT LIFE SKILLS PROJECT

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# Project Plan Outline

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MOT SA trains educators, social workers, community members and youth workers to facilitate and implement the MOT life-skills sessions over a 3-year period, with youth between 12 and 35 across all boundaries of age, culture, gender and religion. The MOT facilitators complete a 3-day MOT Basic Education Course, providing each participant with a manual, various activities and tools that will empower and strengthen young people to be courageous, resilient and active citizens, and to lead positive change and peace in their communities and in the country.

The topics covered in the 3-year youth program range from communication, value awareness, safety, dignity, and respect. With the assistance of the trained MOT facilitator, the topics covered and the value reinforcement days, at a global level, MOT has seen a lowered frequency of bullying, school culture shift, improvement of social and mental wellness and less substance abuse.

MOT SA's research partner, Spher3, has been conducting annual impact studies and has composed the MOT survey, distributed to the learners in their final year of implementation. The questionnaire places strong emphasis on self-knowledge, personal development, and responsibility, caring for others, respect and affirmation, aligned to the themes of the MOT programs' content. Learners are asked to reflect on their behaviour, attitudes, and choices before undertaking MOT and to decide when answering the questions, whether MOT has changed the way they thought, felt or behaved. Learners are allowed to remain anonymous to assist them answer more truthfully. A full copy of each of these Impact Reports is available if required. MOT SA is very pleased with the positive impact experienced by the program participants.



# MOT SA TEAM AND MOT'S FOUNDERS

# PERFORMANCE MEASURES

PERFORMANCE MEASURES:			
No.	Short Term Indicators	Source	Frequency
1	The MOT Coaches will deliver the implementation plan as designed and agreed	Implementation plan	Annual
2	The MOT Coaches refreshers will be completed	Training Department Report	Annual
3	Young MOTivators leadership camp will be completed		Annual
No.	Long Term Indicators	Source	Frequency
1	The principal and educators will report a change in school culture	Report from the principals	Once off
2	The schools take their place leading the charge as society builders within the communities	Community leaders	Ongoing
3	Drop-out rate of school will lessen	School records. Research report	Once off research
4	Academic improvement	School records. Research report	School statistics

Programme Activities	Intended Outcomes	Indicators	Evidence Required
1. MOT Coaches to Facilitate MOT Sessions at each school	<p>Youth are more focused and committed to improving their academic performance.</p> <p>Youth who are self-aware, active citizens, and role models at school and in their community</p> <p>Youth who feel included.</p> <p>Youth who make conscious choices and take responsibility for their own lives and future.</p> <p>A class culture of respect, accountability, and inclusivity.</p>	Youth are receiving training and the impact of the training on this decision-making process.	<p>Signed partnership agreements.</p> <p>Implementation plans completed by individual schools</p> <p>Participant feedback</p> <p>Quarterly report</p>
2. All current MOT Coaches to refresh their knowledge	<p>MOT coaches refresh their understanding of important concepts, techniques, or practices, ensuring that they are up to date with the latest information about the MOT programme.</p> <p>MOT coaches improve their performance by reinforcing their existing skills and introducing any new best practices.</p> <p>MOT coaches reconnect with colleagues, exchange experiences, and collaborate on challenges they have faced since their initial training, reflecting on their experience doing their first set of MOT sessions.</p>	Well-trained and committed school teachers & youth facilitators. Skills transfer: Trained coaches who have completed the training and the implementation plan	The signed registration forms and the implementation plan for the schools

Programme Activities	Intended Outcomes	Indicators	Evidence Required
	<p>Adequately prepare the MOT coaches for the next implementation phase – providing opportunity to customise the programme by including as much local content as possible.</p> <p>Use the opportunity to encourage MOT coaches to share data with MOT on impact of the sessions as well as implementation for continuous improvement.</p>		
<p>3. Train 30 new grade 9 educators &amp; volunteers to become MOT coaches</p>	<p>To have trained coaches for grade 9</p>	<p>Well-trained and committed school teachers. Skills transfer: Trained coaches who have completed the training and the implementation plan</p>	<p>The signed registration forms and the implementation plan for the school</p>
<p>4. Young MOTivators' Education (Youth Leadership Training)</p>	<p>To identify the learners who are the most engaged in the programme and train them in leadership training</p>	<p>Learners receive support through programmes and interventions which are designed to cater to the respective learners.</p>	<p>Attendance registers and recorded comments on how they experienced the session</p>
<p>5. Demonstrating MOT values and community engagement on Mandela Day/Global Dignity Day/MOT Courage to Care Day - parade and open arrangement at schools and in the local community.</p>	<p>To have the MOT family involved in entrenching the values taught through the courage to Care day or any other day identified</p>	<p>Young people are more engaged in constructive activities. Young people take up opportunities to improve their lives. Parents and guardians' awareness levels are increased through training programmes.</p>	<p>Written report</p>



<b>LIST OF DELIVERABLES</b>	<b>STATUS</b>
<b>1. MOT Training programs</b>	
a) Educators Training (MOT Coaches Basic Education)	Achieved
2022	Achieved
2023	Achieved
2024	Achieved
b) School life-skills program and topics covered	Achieved
c) Youth Leaders Training (Young MOTivators Education)	Achieved
d) School as a Society Builder	Post Project/program
<b>2. MOT Value Reinforcement Days</b>	
2023	Achieved
2024	Achieved
<b>3. Research and impact results from the MOT Youth programs</b>	December 2024

# Statistics

Jun 2022 – Dec 2024

SCHOOL	ETHEMBENI HIGH	BURGERS- DORP HIGH	EUREKA PRIMARY	MZI- MKULU PRIMARY	ORGANIZ- ATIONS	TOTAL
Trained MOT coaches	9	2	6	6	19	40
Active MOT coaches	5	1	4	3	9	22
Youth participating (Grade 8 - 10)	600	122	100	265	-	1087
MOT Coaches Refresher training	6	1	2	3	9	21
Young MOTivators	17	0	10	23	-	50
Youth Leadership Training Graduation (year 2022 groups)	29	0 <i>(8 out of 12 sessions completed)</i>	30	131	-	190



# ACTIVITIES SUMMARY

# Highlights

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## **MOT Youth Graduation – Burgersdorp Schools**

We are excited to report that over 200 students from Eureka Primary, Mzimkhulu Primary, and Ethembeni High School in Burgersdorp, Eastern Cape, successfully graduated from the three-year MOT program in October 2024. These learners have acquired essential skills, knowledge, and tools that will enable them to confidently transition into adulthood with resilience, self-awareness, and courage. Our MOT Youth are now prepared to face new challenges and make a positive impact on their futures.

We extend our heartfelt gratitude to our dedicated MOT Coaches, whose guidance, inspiration, and encouragement have been pivotal in supporting these young people throughout the program. Your hard work and commitment have been instrumental in helping them achieve this significant milestone.

We also acknowledge the principals and management of Eureka Primary, Mzimkhulu Primary, and Ethembeni High School for their unwavering support of our MOT Coaches. This achievement would not have been possible without your collaboration and encouragement. The resilience of our MOT Coaches ensured the program's successful implementation, keeping the MOT spirit alive.

The graduation ceremony was a memorable occasion, made even more special by the presence of the MOT Youth's families. Witnessing the pride on parents' faces as their children received their certificates was truly heartwarming. We thank all the parents for their support and encouragement throughout this journey.

Lastly, we would like to extend our sincere appreciation to Scatec for making this journey possible. Together, we will continue to work towards strengthening and empowering the future leaders of our communities.



## MOT GRADUATION



# MOT Coaches Training

Between 2022 and 2024, MOT successfully conducted three training sessions in Burgersdorp, focused on enhancing the skills and capacity of MOT Coaches to support youth development. These sessions engaged a total of 40 participants, including educators, youth leaders, community members, and individuals committed to the holistic development of young people.

Participants, who were chosen through a stringent selection process, completed the 20-hour training program which covered the following themes:

- MOT Philosophy, values & principles
- MOT Methodology and Tools
- MOT programs
- Implementation Guidelines

Each session provided participants with practical tools and strategies to empower youth with essential life skills, resilience, and self-confidence. The positive engagement and feedback from these sessions highlight the initiative's success, further strengthening the impact of MOT programs within the community.

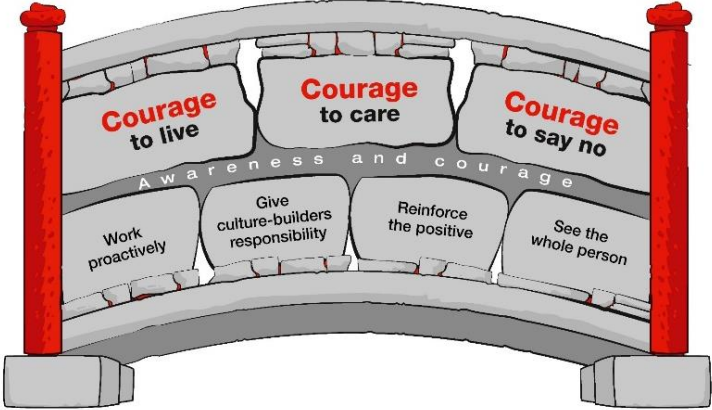


# SUMMARY OF THE MOT SESSIONS FOR HIGH SCHOOL LEARNERS

MOT SESSIONS YEAR 1	MOT SESSIONS YEAR 2 – Grade 9	MOT SESSIONS YEAR 3
<p><b>1. Show Courage:</b> Strengthen awareness and courage:</p> <ul style="list-style-type: none"> <li>• Live</li> <li>• Care</li> <li>• Say No</li> </ul> <p><u><i>Prevention against gang and gender violence</i></u></p> <p><u><i>Goal setting skills – Personal life choices</i></u></p> <p><b>MOT tool - Satellite orbit</b> (story-telling and Reflection): highlights the importance of including others and raising awareness about the importance of background understanding of those who act wrongfully and therefore rejected by families and communities and finding ways to include people by being positive rather than judgemental</p> <p>Take a Stand exercise (Reflection): Highlights the importance of taking a stand against wrongful actions, such as bullying and standing up for yourself and others</p>	<p><b>7. Choices</b> Strengthen awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Prioritize</li> <li>• Say no</li> </ul> <p><u><i>Prevention against gang violence</i></u></p> <p>Highlights how easy it is to be influenced by other people’s choices. The focus is on resistance to peer pressure (develop tools on: how they can avoid being part of bad groups or gangs</p> <p><b>MOT Tool - Statement exercise:</b> to reflect on the importance of having the courage to be different and sometimes embrace being excluded.</p>	<p><b>10. Safety</b> Strengthen awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Lead themselves</li> <li>• Trust support networks</li> <li>• Develop self-esteem &amp; confidence</li> </ul> <p><u><i>Prevention against gang and gender violence</i></u></p> <p><b>MOT Tool - National team exercise:</b> youth become aware of the people who make them feel safe. Youth learn how they can make others feel safe.</p>
<p><b>2. Expectations</b> Strengthen body language and encourage use of social media in a way that:</p> <ul style="list-style-type: none"> <li>• ensures safety, positive outlook and courage</li> </ul> <p><u><i>Prevention against gang and gender violence</i></u></p> <p><b>MOT Tool - Starfish story (Storytelling &amp; Reflection):</b> highlights the importance of showing care towards other and never tiring from doing good no matter how small an act.</p>	<p><b>8. Dreams</b> Strengthen awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Dream</li> <li>• Find their passion</li> <li>• Follow their heart and desire</li> </ul>	<p><b>11. Values and Respect</b> Strengthen awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Treat others well</li> <li>• Treat yourself well</li> <li>• Ensure your own values</li> </ul> <p><u><i>Prevention against gender violence; Promoting peace and conflict resolution</i></u></p> <p>Youth are equipped on what they can do to make others feel they are treated well by them (<b>MOT Tool - Role play activity</b>) <b>MOT Tool - Reflection exercise</b> on staying true to one’s values and showing respect.</p>
<p><b>3. Focus</b> Strengthen awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Reinforce the good in themselves and others</li> <li>• Be innovative</li> </ul> <p><u><i>Prevention against gang and gender violence; Promoting peace conflict resolution</i></u></p> <p><b>MOT Tool - Wishlist:</b> communicating clearly what you expect from others in order to work/ get along well Knot in the stomach: demonstrates the importance of caring for others</p> <p><b>MOT Tool - Jetfuel &amp; invisible backpack</b> activity (demonstrates negative challenges experienced due to difficulties at home and in their communities, challenges that affect the wellbeing of learners which may affect their behaviour and academic performance at school): Allows learners to reflect on the importance of being curious about other’s behaviour and actions rather than judgemental; what youth can do to help one another in challenges and strengthen others</p> <p><b>MOT Tool - Flashlight exercise:</b> reinforcing the good in themselves and others, challenging the youth to say what they like about those around them.</p>	<p><b>9. Role Models</b> Strengthen awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Be a role model with a positive attitude</li> <li>• Be a brave role model with good values</li> </ul> <p><u><i>Prevention against gang and gender violence</i></u></p> <p><b>MOT Tool - Roleplay:</b> Reminds youth of the responsibility to include everyone and be a role model that shows courage and care</p>	<p><b>12. The Future</b> Strengthen the awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Be prepared for the future</li> </ul>

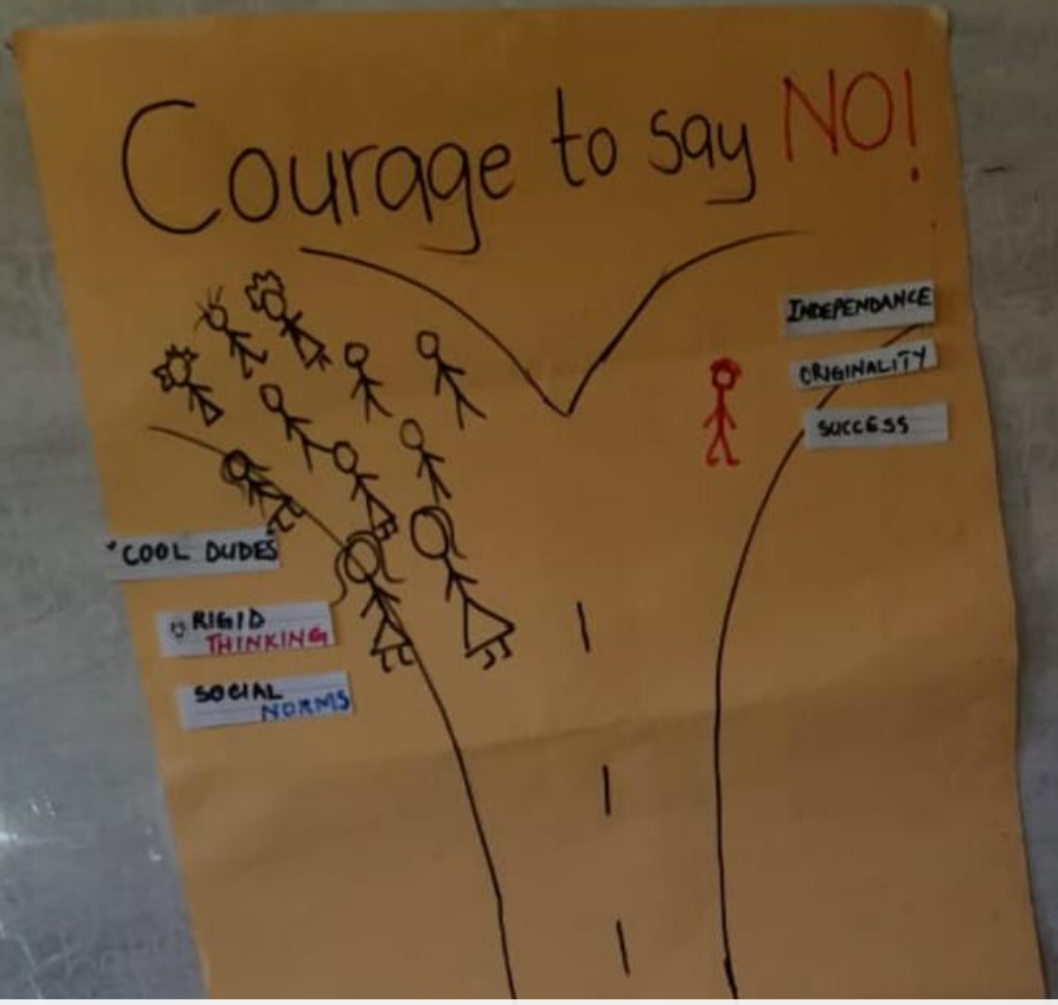


# SUMMARY OF THE MOT SESSIONS FOR HIGH SCHOOL LEARNERS PT. 2

MOT SESSIONS	
YEAR 1	
<p><b>4. Dialogue</b> Strengthen Communication skills to create more safety, energy and courage.</p> <p><u>Promoting peace and conflict resolution</u> MOT Tool – <b>Diamond communication</b>: Strengthening of communication skills: to create more safe spaces, positive energy and courage</p>	
<p><b>5. Individual strength</b></p> <p>Strengthen awareness and courage:</p> <ul style="list-style-type: none"> <li>• Be themselves</li> <li>• See the positive in challenges</li> <li>• Accept that they aren't always going to be great</li> </ul> <p><u>Prevention against gender violence</u></p> <p>Developing and strengthening self-awareness: Highlights the importance of making individual choices and resisting influence. Youth learn ways to turn negative situations into strengthening opportunities.</p>	
<p><b>6. Value Awareness</b></p> <p>Strengthen awareness and courage to:</p> <ul style="list-style-type: none"> <li>• Show respect</li> <li>• Make others feel valuable</li> <li>• Have background understanding</li> </ul> <p><u>Peace and conflict resolution, addressing violence</u></p> <p><b>MOT Tools - Balloon Trick</b> (demonstrates effects of giving positive/ negative energy); <b>Notes on Forehead</b> (raises awareness of the importance of including everyone); <b>Paper Plate exercise</b> (demonstrates the importance of making others feel valuable): Developing personal insight and making others feel respected and valued: youth become aware of and learn to be there for other who feel left out. The can pick up on those who may be vulnerable to gang influence and those looking for reassurance in wrong places and show them care. Make them aware that their words and actions can either break or build others.</p> <p>Youth develop sensitivity towards those who are vulnerable and include them.</p>	

The MOT program focuses on prevention methods, which help alleviate the highlighted issues. If youth can make conscious choices by thinking and assessing situations before they find themselves in, then they are able to resist peer pressure. If they are made aware of their environment and how their actions affect others, then they become more sensitive towards others.

MOT creates a safer and warmer environment where youth can be made to feel safe, valuable and develop the ability to thrive. If a person is resilient, they are not an easy target to gangs and make better choices.



# IMPLEMENTATION

# Implementation 2022 - 2024

Following the MOT Coaches training, our MOT Coaches continued implementing the program with dedication. Recognizing that educators were often overwhelmed with academic duties, trained volunteer MOT Coaches from partner organizations stepped in to facilitate MOT sessions, easing the pressure on school-based coaches.

At the start of 2022, the focus of the MOT programs & Training team was to enhance support for MOT Coaches through the Super Coaches strategy, designed to provide additional guidance and resources for effective program implementation. This approach contributed to a 70% retention rate of active MOT Coaches during the 2022–2023 period, which was essential for maintaining consistent program delivery and reaching the targeted number of learners.

As a result, learners from three out of four participating schools have successfully graduated from the MOT program. We are immensely proud of the commitment and resilience demonstrated by our MOT Coaches and MOT Youth. Their dedication has been vital in achieving these milestones and fostering positive outcomes in the community.





# Young MOTivators Youth Leadership Training

# Young MOTivators Leadership Training

From October 16 to 18, we successfully held our first Young MOTivators' Education Camp (Youth Leadership Camp) of the year. This event marked a significant milestone as it was the first-ever combined camp for youth from both the Eastern Cape and the Western Cape. The camp aimed to train young people to become strong, values-driven leaders in their schools, colleges, and communities.

**Participants:** The camp brought together 60 young people from various local schools. These participants were selected based on their potential to lead and their commitment to the values promoted by the MOT program.

## **Objectives:**

- ❑ To provide leadership training that emphasizes values such as courage, respect, and compassion.
- ❑ To equip young leaders with the skills necessary to uplift and inspire their peers and communities.
- ❑ To foster a sense of unity and collaboration among youth from different schools.

**program Overview:** The three-day camp was structured to offer a blend of theoretical knowledge and practical experiences. The program included:

### 1. Leadership Workshops:

- Sessions focused on developing leadership qualities and understanding the responsibilities of a leader.
- Interactive activities that encouraged teamwork, problem-solving, and decision-making.

### 2. MOT program Experience:

- Participants engaged in the MOT program, which included discussions on values, self-awareness, and community service.

- Role-playing and scenario-based exercises to practice applying these values in real-life situations.

### 3. Skill-Building Activities:

- Workshops on communication, public speaking, and conflict resolution.
- Activities designed to enhance emotional intelligence and empathy.

### 4. Team-Building Exercises:

- Outdoor activities and challenges that promoted cooperation and trust among participants.
- Group discussions and reflections to reinforce the lessons learned during the camp.

## **Outcomes:**

**Enhanced Leadership Skills:** Participants reported a significant improvement in their leadership abilities and a deeper understanding of the values promoted by MOT.

**Increased Confidence:** The camp helped young leaders build self-confidence and a sense of self-worth.

**Community Impact:** Participants expressed their commitment to applying the skills and values learned at the camp to make a positive impact in their schools and communities.

The camp received overwhelmingly positive feedback from both participants and facilitators. Many participants highlighted the value of the practical exercises and the opportunity to connect with peers from different regions.

The Young MOTivators' Education Camp was a resounding success, achieving its objectives and providing valuable experiences for all involved. We are grateful for the support of our funders and partners, and we look forward to continuing our efforts to empower young leaders.

# Young MOTivators Leadership Camp





**COURAGE TO  
CARE DAY**  
*Campaign*  
**EASTERN CAPE  
SET UP**



**MOT REINFORCEMENT  
INITIATIVES**

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# Courage To Care Campaigns

The purpose of reinforcement days is to lay emphasis on the MOT values alongside delivery of the MOT sessions and to create extra enthusiasm and inspiration for both learners, school staff and community. A day to reflect on the importance of caring for others and for ourselves. Opportunities for participants to give back to their community through volunteerism and service projects. Examples include: Collection Drive – The collection of school uniforms, clothing, stationery, and textbooks for rural schools. The "Spread Kindness" project is a community-based initiative aimed at fostering a culture of compassion and empathy. Participants will engage in random acts of kindness to brighten someone's day and create a ripple effect of positivity within the community.

In 2023 MOT schools participated in the Courage to Care Initiatives bringing their unique insight regarding the value of Courage to Care in their context.

- **Eureka Primary School:** The MOT Youth emphasized emotional strength, highlighting that true caring involves understanding, respect, and compassion. They expressed gratitude for the empowerment from MOT Sessions, which fostered self-worth and confidence.
- **Ethembeni Secondary School:** Learners performed a role play illustrating the struggles of bullying, underscoring the importance of courage to care. They conveyed that caring means standing up against injustice and supporting those who are marginalized.
- **Mzimkhulu Primary School:** Students discussed how caring for others enhances relationships and combats discrimination. They focused on love, respect, and inclusion, showing how these values unite people regardless of their backgrounds.
- **Burgersdorp High School:** Students shared the powerful message that “caring is sharing and sharing is caring.” They encouraged respect and love for everyone, promoting kindness within the community through both words and actions.

In October this year each of our schools led two inspiring campaigns. The first campaign was a recycling project, collecting bottle tops, bread tags, and bread bags. These items will go to the Sweethearts Foundation, which will recycle them and donate a wheelchair to someone in need.

The second campaign focused on collecting essential toiletry items to support people within the Burgersdorp community. These items will make a real difference to those who need a little extra help.

Mr Mfanekiso, Mzimkhulu Primary School Principal shared his appreciation for MOT and its goal of creating a warmer, safer and society and for promoting the Courage to Care and Kindness! His words remind us why we celebrate Courage to Care Day—to celebration care, to bring out the best in each other and build a stronger, more caring community.





# Career Talk Initiative

As part of the “**Courage To Live**” value promoted by MOT, we organized a collaborative Career Talk event. This initiative was designed to empower learners with the knowledge and skills necessary to make informed decisions about their future career paths.

- ❑ **Collaborating Partners:** The event was a joint effort involving several key stakeholders:
- ❑ **Social Development:** Provided resources and support for community engagement.
- ❑ **Burgersdorp Museum:** Offered a venue and historical context to inspire learners.
- ❑ **Department of Health:** Contributed insights on health-related careers and the importance of well-being in career planning.



# MOT Parent Engagement Activities in Burgersdorp

MOT successfully organized information sessions with parents of students from Burgersdorp schools to introduce the MOT program and encourage parental support for student participation. The aim of these sessions was to increase awareness of MOT's values and to involve parents as active supporters in their children's development journey through MOT. In subsequent years, additional meetings were held to provide parents with updates and feedback on the progress and impact of the MOT program. A significant milestone was reached in October this year when a large number of parents attended the graduation ceremony, showing their support and pride as they celebrated their children's achievements. This strong parental involvement has been instrumental in reinforcing the program's impact within the community.



# Stakeholder Engagement

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## **Stakeholder Engagement and Sustainability**

The MOT program has greatly benefited from the active involvement of key stakeholders who have provided essential support and resources, contributing significantly to the program's success.

## **MOT Coaches and Community Involvement**

To ensure sustainability, MOT has built a strong team of MOT coaches, the facilitators of the program, comprising educators, representatives from community organizations, and members of the general community. This diverse team not only supports the seamless implementation of the program but also brings a range of perspectives, enhancing mentorship and creating a well-rounded experience for participants.

The ongoing engagement of these stakeholders remains crucial to the continued impact and growth of the MOT program.

- **Social Development** - through the TADA (Teenagers Against Drugs & Alcohol) initiative
- **Department of Health** - through the Youth Zone initiative aimed at empowering the youth regarding health matters
- **South African Police Service (SAPS)** - Youth Crime Prevention Strategy, Community Policing Forum, and Youth Empowerment and Development

### MOT Stakeholder Engagement Activities

The purpose of this meeting was to provide an update on the milestones achieved by the MOT program, the progress of implementation at the Burgersdorp schools, and the upcoming steps as the project nears its conclusion in December 2024. During the meeting, the MOT team, along with school management representatives, MOT Coaches, and learners, shared their experiences and discussed the program's impact over the three years of implementation.

MOT has received significant support from various stakeholders throughout the project, including employee training, participation in MOT sessions, contributions to the Courage to Care initiatives, and involvement in the Career Drive. These stakeholders have provided valuable guidance and support, which has helped strengthen the program's impact.

Due to the positive relationships developed and the visible impact on learners, stakeholders have expressed interest in seeing the MOT program continue in Burgersdorp. They are eager for MOT to reach more young people, including out-of-school youth, and to foster stronger collaborations with additional organizations in serving the youth.



# MOT SA Events

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## Enthusiasts Gathering – MOT SA’s 15<sup>th</sup> year birthday celebration

On October 20<sup>th</sup>, 2023, MOT South Africa celebrated a significant milestone – the 15th Birthday of MOT in South Africa. The MOT Enthusiasts’ Gathering, held at the Old Mutual Head Office in Pinelands

With the theme “Courage to Celebrate,” this gathering brought together the spirit of resilience, acknowledgement of successes, and a commemoration of the progress MOT SA has made over the past 15 years in South Africa. The event was graced by over 200 guests, including the Founding Father and Mother of MOT, Atle and Sigrun Vårvik, who visited from Norway to celebrate with MOT SA.

In October 2023, MOT South Africa held its MOT Enthusiasts’ Gathering to over 200 participants (both in-person and online), an event held biannually to celebrate MOT’s success and the journey ahead.

In recognition of our MOT Schools' invaluable contributions to the MOT program and the positive impact they have made for the youth in their schools and communities, Sanelisiwe Sikweyiya, who serves as the MOT liaison for the MOT Burgersdorp program, was honoured with the Country Director’s Appreciation Award. This award acknowledges her exceptional dedication to MOT and the Burgersdorp community. Ms. Sikweyiya's recognition is a testament to her unwavering commitment to the successful implementation of MOT in four Burgersdorp schools.

MOT’s impact on academic success was highlighted research showed that participants in MOT programs achieved, on average, an 18% higher subject pass rate and a 12% higher completion rate for courses. Moreover, around 95% of participants indicated that MOT programs made a significant difference in their lives.



# MOT's Community Impact in Burgersdorp

MOT has established a significant presence in the Burgersdorp community by fostering meaningful partnerships with local government departments and organizations. These collaborations have been instrumental in bringing government and other stakeholders closer to the community, particularly focusing on young people. Together, we have created platforms for youth to access vital information, empowering them to make informed decisions about their futures.

Key initiatives and collaborators included:

- Local Government:** MOT represented at the engagement related to implementation of the Integrated Development Plan (IDP)
- Department of Social Development:** Supported community engagement initiatives to reach young people.
- Walter Sisulu Municipality:** MOT invited to exhibit at the Career Expo organized by the Walter Sisulu Municipality
- Department of Health:** Participated at the "Youth Zone" initiative, promoting health awareness and resources for young people.
- Bosasa:** Collaborated with MOT to facilitate sessions focused on empowering youth.
- SAPS and Community Policing Forum:** Conducted a "Talk on Values," focusing on building integrity and resilience among youth.

These partnerships have strengthened MOT's ability to support youth development in Burgersdorp, creating lasting connections that benefit the entire community.



# Implementation Challenges & Support

Challenges	Interventions
<p>Delayed start of the project due to covid related issues</p>	<p>Project timelines to be adjusted – motivation to Scatec to move the project closure to Dec 2023</p>
<p>Educators were inundated with academic work, could not allocate time to do MOT sessions</p> <p>Venue restrictions and scheduling challenges had a negative impact on learner participation at the schools.</p> <p>Attrition rates have been high, particularly among MOT coaches from partner organizations, as many left the program after securing new jobs.</p>	<p>Appointment of new coordinators at 2 high schools who would have the to coordinate MOT activities and liaise with MOT coaches.</p> <p>The catch-up program was implemented in the 2<sup>nd</sup> and 3<sup>rd</sup> quarter of 2024 to ensure that learners qualify to apply for the Young MOTivators leadership training and that groups in their final year of MOT can successfully graduate.</p> <p>Introduced flexible coaching roles that allowed some of the coaches to stay involved even when the took on new opportunities.</p>

# Support, Monitoring and Evaluation

END OF PROJECT		
DECEMBER 2024		
AIM	OBJECTIVE	OUTCOME
<ul style="list-style-type: none"> <li>Reporting, Monitoring and Evaluation of MOT Project</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate &amp; report on MOT's impact</li> <li>Full progress report of MOT program implementation</li> </ul>	<ul style="list-style-type: none"> <li>Lowered frequency of bullying</li> <li>Reduced social and mental health problems</li> <li>Reduced substance abuse</li> <li>Lowered drop-out rate</li> <li>Improved academic performance</li> </ul>

- MOT SA has provided ongoing support to participating schools through regular site visits. These visits included assistance with co-facilitating MOT sessions, addressing any challenges faced, and helping the MOT coordinator compile site feedback reports. This support will continue beyond the 3-year project period to ensure the sustainability and effectiveness of the intervention. Monthly check-ins with MOT coordinators were conducted to assess the progress and provide necessary support. Surveys were distributed in the first quarter to assess the state of readiness for implementation. During site visits, management meetings were held to review the program and plan accordingly. Surveys were also conducted with learners who completed the MOT program, with data analysis to follow. In November, a workshop with a focus group of MOT facilitators will be conducted, recorded, and transcribed for further analysis by MOT's research partner.



# Support, Monitor and Evaluation

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- MOT SA has conducted regular site visits and as required by the participating schools, this included: support in co-facilitating MOT sessions, workshopping challenges that may arise and assist the MOT coordinator to compile site feedback reports.
- The support received from the MOT SA office and the site visits will continue after the 3-year project is completed, to ensure sustainability and effectiveness of the intervention.
- Check-ins with MOT coordinators were conducted monthly to assess the state of implementation at the schools and provide support needed.
- Surveys were sent out in the first quarter to determine the state of readiness.
- Management meetings were held in during the site visits to review the program and planning.
- A workshop with focus group of MOT facilitators will be conducted end of September – the focus group workshop will be recorded, transcribed and sent to MOT's research partner for analysis.

# Financial Management

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## Project Budget Allocation

What MOT did not allocate for:

1. The fee that the MOT Schools pay to use the MOT license
2. Additional activities not provided for in the budget:
  - Two additional visits the 4 schools to monitor, check in with MOT facilitators and evaluate the MOT life skills sessions for grade 10 groups Engagement with grade 8 and 9 learners Workshop with focus group of MOT facilitators for research purposes
  - Attending the MOT graduation at 3 schools
  - Participate in the Grade 9 Young MOTivators recruitment and selection
  - Research Workshop with focus group of MOT graduates for research purposes

# Financial Management

The financial management of the MOT program in Burgersdorp has been carefully structured to ensure effective use of resources and transparency in all financial processes. Below is a summary of key financial elements related to budgeting, spending, and resource allocation.

## 1. Budget Allocation

- **Program Implementation:** Allocated for facilitator training, session materials, and participant support.
- **Stakeholder Engagement:** Funds allocated for workshops, meetings, and community events to strengthen relationships with local partners.
- **Transportation and Logistics:** Budgeted for coach and participant travel to various schools and events in the community.

## 2. Expenditure Summary (2022-2024)

- **Training and Capacity Building:** 58% of total budget
- **Program Materials and Supplies:** 17% of total budget
- **Community Events and Engagement:** 16% of total budget
- **Operational Costs:** % of total budget: 9%

## 3. Financial Accountability

- **Regular Financial Audits:** Conducted quarterly to ensure compliance with budget and donor requirements.
- **Detailed Expense Tracking:** All expenses logged and reviewed to maintain transparency and prevent overspending.
- **Reports to Stakeholders:** Financial reports provided bi-annually to keep funders and partners updated.

## 4. Financial Impact

- The prudent management of funds has enabled MOT to:
- Successfully reach 1087 learners across four schools.
- Achieve a 52% retention rate of active MOT coaches.
- Increase community engagement and support for future program sustainability.

With the successful financial oversight and efficient allocation of resources, MOT is well-positioned to continue its positive impact in Burgersdorp and expand support for youth development initiatives in 2025.

# Learnings

- ❑ It is crucial for the recruitment process to run as prescribed by MOT. That will ensure better cooperation between MOT and the implementing schools.
- ❑ The MOT life skills program has to form part of the school curriculum. This is a very sensitive area which needs to be taught by individuals who have been well trained and have the motivation to deliver quality MOT sessions to the learners. The success in the training of teachers in MOT is an important aspect of the success of the implementation of life skill in the curriculum.
- ❑ Offering MOT team building for school staff to reinforce the MOT culture, ensuring everyone is on the same page about the program's goals and approach, strengthening understanding and commitment to MOT's values among educators, helping non-MOT educators see how MOT principles can complement their teaching and be integrated into the broader school environment, promoting a supportive culture for MOT's values in everyday interactions.
- ❑ We have increased interest from parents in the MOT program, with many requesting workshops to gain MOT tools for parenting. A short MOT workshop for parents strengthens the program's impact by aligning values between home and school, helping parents understand and support what their children are learning, and reinforcing positive behaviours at home. It fosters a sense of community, encourages parents to model MOT values, and equips them to better support their children's resilience and well-being.
- ❑ It would be beneficial for Burgersdorp MOT coaches to come to Cape Town to join the MOT enthusiasts gathering and for the Principals to participate in the best practice session in person with their peers. This experience would add value by providing motivation and giving them the opportunity to connect with others involved in MOT.
- ❑ When Scatec appoints a new project overseer, it's important to include MOT in the handover discussions, if possible. This ensures clarity on expectations and continuity from the previous leadership to the new leadership.

# Learnings

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- ❑ The initial budget did not account for the full extent of required in-person engagements and quality assurance activities, highlighting the need for a more flexible budgeting approach for comprehensive program support.
- ❑ Allocating a contingency budget of 10–15% of the total project costs to handle unplanned but essential expenses, such as additional site visits, which have proven crucial for program support and quality assurance. This would allow MOT to respond effectively to unforeseen needs without compromising other project areas.
- ❑ Recognizing the impact of in-person engagement, incorporate at least two annual site visits into the initial budget for ongoing support, feedback collection, and quality monitoring. This will ensure that the program's support framework.
- ❑ When appointing someone to a leadership role, especially in areas where these skills are scarce, it's essential to provide leadership training, establish a committee to support the supercoach, and ensure that the entire committee also receives leadership training.
- ❑ Given the increasing importance of workshops, focus groups, and data transcription for research in assessing the program's impact and driving improvements, the budget for these activities needs to be adjusted to align with the financial requirements.
- ❑ As direct support to facilitators has shown to be impactful, budgeting for additional staff training, guidance sessions, and more in-person engagements with learners and coaches can strengthen the consistency of program delivery. This would also include funding for periodic training sessions or collaborative problem-solving workshops with facilitators.

# Learnings

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## ❑ **The sustainability of the MOT program depends on:**

- ✓ The support structures set in the different MOT sites and the ongoing support for the MOT coaches
- ✓ Blended MOT teams comprising educators, non-teaching staff and community members linked to the school
- ✓ Following structured implementation plan and adhering to the timelines specified
- ✓ A MOT champion, preferably a non-teaching staff, at each implementing site available to coordinate MOT-related activities
- ✓ Full participation in refresher training
- ✓ Participation in MOT reinforcement days
- ✓ Effective communication between implementing schools and the MOT office

# Conclusion

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We feel that at this point of the project MOT have honoured the initial purpose, ethos of the project. We feel that we have been responsible in our engagement with our stakeholders and control of the funding that has been allocated to the project.

The success of the implementation of a MOT in a school also depend on the existence of an enabling working environment within which implementation has to be effected. It is therefore imperative that School Management continue to work together with MOT coaches in establishing such an environment in the schools.

Changing attitudes and developing appropriate behaviours is not always easy to accomplish in a short period. Adopting a long-term approach to training, with continuous re-enforcement and support is a more effective approach for MOT coaches, the training of teachers, hence MOT coaches refresher workshop, reinforcement days such as Courage to Care Day are important, and successful youth leadership training are necessary components for a successful MOT program.

# Acknowledgements

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**The Learners:** For your participation in the project

**The MOT SA Board:** For all the support given to the MOT team

**MOT Team:** For your dedication in ensuring that this project was delivered with excellence – Awesome job!





## To SCATEC

Your support has helped create enriching and empowering experiences for Burgersdorp learners, fostering a positive environment of courage, respect, leadership and inclusivity. Your contribution truly helped touch the lives of these learners including their educators and families—thank you for making a difference.

