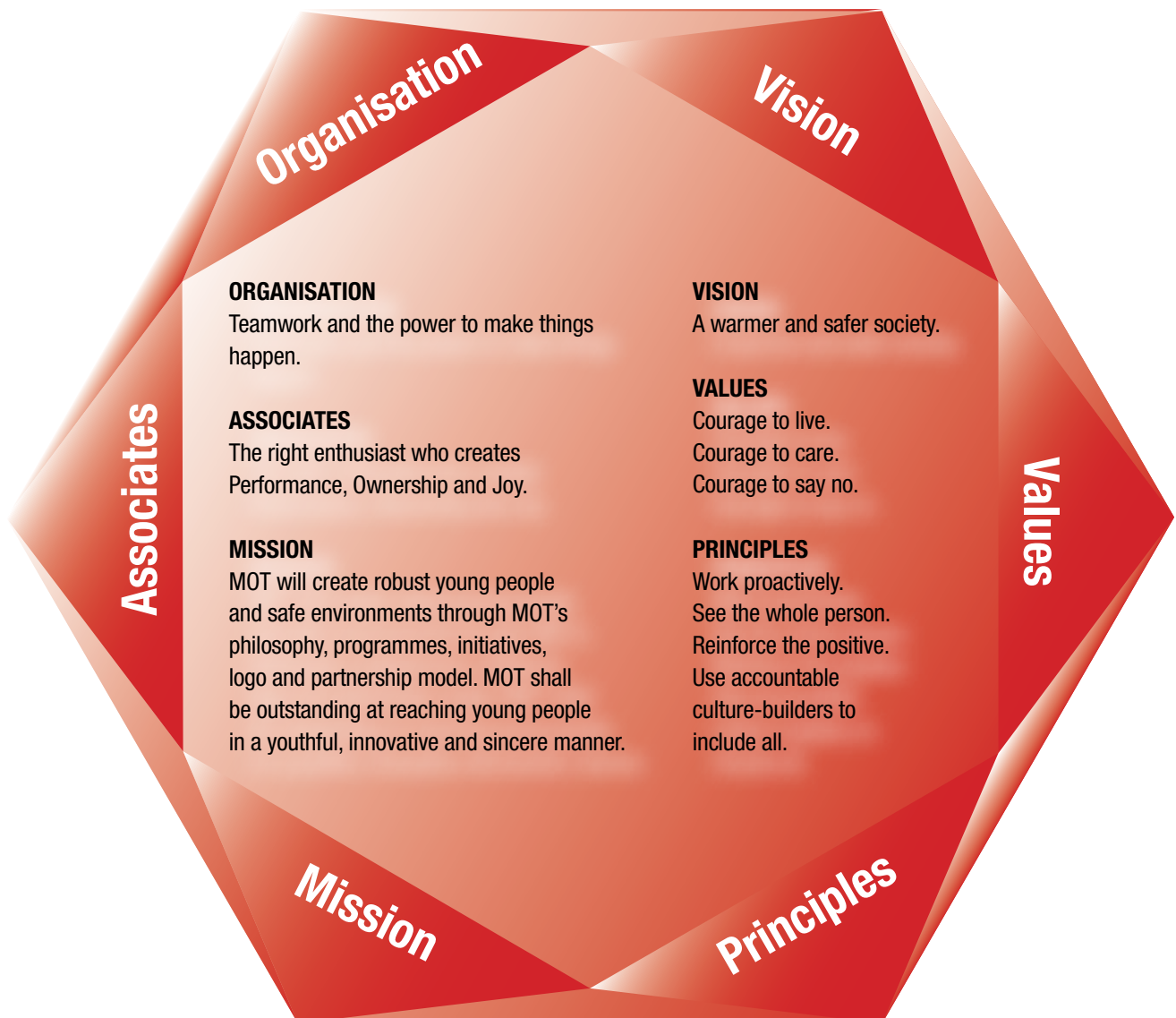


MOT SOUTH AFRICA

CONCEPT, STRATEGIC MANDATE & PURPOSE

- Founded in October 2008.
- Public Benefit Organisation (PBO nr: 930 028 579) registration with SARS.
- Section 18A approval from the South African Revenue Service (SARS).
- Non-Profit Organisation (NPO nr: 078-690) with the Department of Social Development.
- Tax Clearance Certificate
- Level 1 B-BBEE Contributor

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



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CHAIRPERSON'S REPORT

2015 was again a busy year for MOT, which was immensely gratifying on many levels. We would like to thank our MOT global and local communities for their continued support of MOT South Africa; these dedicated people make the programme the success it is. Herewith a brief review of the past year.

EVENTS

In March 2015, MOT hosted its MOT Inspiration and Refresher Training Event held at Ratanga Junction, Century City, Cape Town. The energy and enthusiasm for MOT that the delegates brought to the event made it a truly special and spirited occasion that was inspiring to all MOT Presenters and MOT Youth who attended. Also memorable was that two of our MOT Youth, Welcome Jansen and Shaun Titus, shared the positive impact of MOT on their lives. We had the pleasure of hosting special guests from MOT Global Management, namely Atle Vårvik (President and Founder), Geir Nettet (Vice President), Sigrun Vårvik (Foreign Operations Manager), and Morten Laache (Product Manager), who spoke about the MOT concept.

MEC DEBBIE SCHÄFER FOCUSES ON THE YOUTH AT THE AGM OF MOT SOUTH AFRICA

On Monday, 22 June 2015, MOT South Africa held its 6th Annual General Meeting (AGM) at Metropolitan, Parc du Cap, in Bellville with the MEC for Education in the Western Cape, Debbie Schäfer, as the keynote speaker. The AGM was attended by 168 members, including MOT Presenters, Principals at TVET Colleges and high schools and MOT Youth. The AGM was held during National Youth Month, focusing on MOT's core mission: strengthening the courage of and imparting life-skills to the youth.

At the AGM, the members of MOT SA were inspired by five young people speaking about their experiences with MOT, the lessons they had learnt and how MOT had made them stronger



and better equipped to deal with life's challenges. MEC Debbie Schäfer then started her speech by highlighting the lack of positive role models for the youth. She said: "We have to give people confidence and a sense of belonging. We need to give the youth a hand and lift them up out of their vulnerable situations. We need courage". She was impressed by the positive energy and excitement of the youth present, and how well the MOT Youths spoke on stage. "I am pleased to see the results of this project on young people who are living in very difficult circumstances. I am looking forward to continuing the partnership with MOT and will encourage WCED officials to partner with this project. Young people are South Africa's future", said the MEC.

NEW ENDEAVOURS AND UNDERTAKINGS

In 2015, MOT SA expanded further into the Eastern Cape, a beautiful part of South Africa, although sadly beset with socio-economic challenges such as high levels of unemployment and unrest. It is a daunting yet wonderfully challenging opportunity for MOT SA, which will be extremely beneficial to the youth of the Eastern Cape.

SPONSORS

This year, MOT SA has advanced well due to the continued financial support from the funders who contribute so generously to the development of our South African youth. Without you, MOT South Africa would not exist.

RESEARCH

We are fortunate to have the Further Education and Training Institute (FETI) of the University of the Western Cape as a research partner, to facilitate and conduct an independent study of the MOT Programme. This research measures and quantifies the quality of the programme, which is essential for our stakeholders to monitor its success.

It is a pleasure to announce that the MOT programme has seen significant positive outcomes for our TVET College students, and that the results of the MOT Programme remain positive on all levels. Research findings have shown that treating others with respect, having the courage to accept oneself, saying no when faced with peer pressure, and reflection on making positive choices remain a significant positive influence of the MOT Programme amongst the youth. It is gratifying to learn that MOT remains extremely successful in its implementation.

SPECIAL MENTIONS

We would again like to thank our MOT global and local communities for their continued support of MOT South Africa. Without you, we cannot be the best organisation for the youth in South Africa. Thank you also to the MOT SA board and management team for their devoted efforts to make the organisation such a meaningful one for our young people.

By exploring the difference MOT has made in the attitudes and behaviour of the learners and students, we look forward to a day when every young person in South Africa will have the privilege to take part in this valuable life-changing programme.

By being a MOT Enthusiast, you are not only changing the behaviour and mind sets of the youth, but you are changing the heart and spirit of each newly empowered young person. Thank you for being involved with MOT.

Prof Eltie Links
Chairperson: MOT South Africa

BOARD OF DIRECTORS

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 Geir Nasset

Mr Jarl Aré Hovstad (Board Alternate)

Ms Trish van der Merwe (Board Alternate)

GIVING THANKS AND GRATITUDE

CORPRATE PARTNERS & FUNDERS



PROUDLY SUPPORTED BY ANGLO AMERICAN



BANKING DETAILS FOR ALL DONATIONS TO MOT SA

Bank: ABSA; Branch swift address: ABSAZAJJ

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.

IN KIND SPONSORS



AYANDA MBANGA
communications

AYANDA MBANGA COMMUNICATIONS
– GRAPHIC DESIGN, RECRUITMENT &
THROUGH-THE-LINE ADVERTISING,
EXPERIENTIAL ACTIVATIONS

COLLEGE OF CAPE TOWN
Inspiring minds
COLLEGE OF CAPE TOWN – USE OF
BOARDROOM AND TRAINING FACILITIES



Chartered Accountants (S.A.)
RSM BETTY & DICKSON (CAPE TOWN)
AUDITORS



NORTHLINK COLLEGE – USE OF BOARDROOM
AND ENCORE CONFERENCE FACILITIES

MOT BRAND AMBASSADORS



HEAVENLY QUARTEZ



On behalf of our MOT Youth, Young MOTivators, MOT Coaches, Management at Partner Schools, Colleges and Community Organisations, the MOT SA Board and Staff Members, we would like to thank and express our deepest appreciation to our Corporate Partners, Funders and Brand Ambassadors for their ongoing support to strengthen the Youths' Courage;

Courage to Care, Courage to Live, Courage to say No.

CHIEF EXECUTIVE OFFICER'S REPORT

“The Youth are the future of South Africa!”

2015 was another year that we at MOT South Africa were privileged to experience some magical MOT moments, and the amazing spirit and potential of South Africa's youth! With the assistance of 265 active MOT Coaches, 11 427 young people at high schools, Technical and Vocational Education and Training (TVET) Colleges and community organisations took part in the MOT education programmes. The youth were educated to create and strengthen a supportive learning environment at school/college, to make conscious choices, to value and respect themselves and others, and to show courage; courage to live, courage to care and courage to say no.

In addition, 102 Young MOTivators at high schools and TVET Colleges were trained as peer educators to lead and support their peers. These young people also initiated 34 community projects, to practice being active citizens and strengthening the MOT culture and values at their colleges, high schools, in their communities, and in South Africa!

The capacity of MOT South Africa was tremendously strengthened by our committed funders, namely the National Lotteries Commission, Abe Bailey Trust, Pioneer Foods Education and Community Trust, HCI Foundation, Anglo American Chairman's Fund, Oceana Group, Nedbank Foundation, Grandslots, Juta & Company, MOT Global and Haugaland Videregående Skole in Norway.

By dint of hard work of the small MOT SA office, and with great assistance from Sigrun Vårvik, Nizaam Pasha and other MOT Coaches, we achieved the following:

- The training of 141 new MOT Coaches to implement the MOT Programmes at 60 educational institutions.
- The training of 102 Young MOTivators.
- Employment of 18 unemployed youth, and connecting 44 unemployed young people with job opportunities.
- Conducting work readiness workshops for 78 unemployed youth.
- Hosted refresher training workshops for 180 trained volunteers.
- Provided support and mentoring to 265 active MOT Coaches.

With a network of dedicated trained volunteers, MOT SA can report on significant research results conducted by the Further Education and Training Institute at the University of the Western Cape: 98% of the youth that completed the 3-year MOT programme at TVET Colleges reported that MOT had helped them to treat other students with respect, 90% responded that MOT had motivated them to complete their studies, and 28% who had previously used drugs, drank alcohol or smoked, changed their lifestyles and decided to stop. MOT never tells or forces young people to make these choices, but rather empowers them with critical thinking skills to decide for themselves how to change their behaviour, values and choices. These acquired life-skills have a sustainable, life-changing impact and empower the youth to make critical decisions in their own best interests for their lives and futures.

MOT South Africa was also fortunate to draw on the expertise, energy, encouragement and passion of our Brand Ambassadors. In 2015, Natalie Becker, Ayanda Dlamini, Hilton Langenhoven and the Heavenly Quartez group of singers provided inspiration and insights at MOT training events and youth camps. Our Brand Ambassadors also continue

to inspire our youth to develop their potential and achieve success, and to care for others' well-being.

Together we are stronger, and can create the positive change we need and long for in South Africa. Thank you to everyone who has strengthened MOT South Africa!

Wanda Möller
MOT South Africa
Chief Executive Officer



TRAINING OF MOT COACHES TO FACILITATE THE MOT PROGRAMMES



A group of 41 MOT Coaches were trained in Cape Town from 19 to 21 February 2015.



From 26 to 28 February 2015, 24 MOT Coaches were trained for Port Elizabeth College in the Eastern Cape.



A group of 28 MOT Coaches were trained in Mbekweni, Paarl from 13 to 15 August 2015.



From 1 to 3 December 2015, 48 MOT Coaches were trained at Encore Conference Centre, Cape Town.

- In 2015, 141 MOT Coaches were trained to facilitate the MOT programmes at seven TVET Colleges, 24 Schools and three Community Organisations.
- 265 MOT Coaches facilitated the MOT programmes with 11 427 young people between the ages of 12 and 35 years.
- 821 Students at TVET Colleges and 130 High School learners completed the 3-year MOT programmes in 2015.
- **Some feedback on the MOT Coaches' training workshops:**
 - ✓ "I thoroughly enjoyed this training. It has a holistic life benefit and development for everyone."
 - ✓ "This programme is grounded in enabling young people to making conscious decisions for themselves. I have the responsibility to lead and enable the young community to take responsibility for themselves."
 - ✓ "Very mind-opening and informative course. Just what our communities need."
 - ✓ Thank you for giving me this most magnificent opportunity. I know I can make a difference using what MOT has taught me."

TRAINING OF YOUNG MOTIVATORS



44 Young MOTivators from TVET Colleges were trained from 26 to 28 May 2015.

58 Grade 9 learners from High Schools participated in the Young MOTivators training camp from 19 to 21 May 2015.



An inspiration Event was attended by 105 Young MOTivators to provide feedback on their MOT sessions, events and community projects.



- In 2015, 102 Young MOTivators from six High Schools and five TVET Colleges were trained at two camps. The training programme focused on the development of leadership and presentation skills, active citizenship and strengthening the youth as positive culture-builders.
- MOT SA hosted three exchange workshops in Cape Town between the Young MOTivators from three local TVET Colleges and three Norwegian Colleges.
- The Young MOTivators presented MOT to 2215 TVET College Students and Grade 7 learners from Primary Schools during 43 MOT training sessions, focusing on strengthening a supportive and safe learning environment and culture and assisting the primary school learners' transition to High School.
- Being active citizens and leaders, the Young MOTivators organised 34 community projects, including dialogue sessions for families, gender violence awareness campaigns, food drives to support local community members, and peer-to-peer academic support sessions.
- **Some feedback on the Young MOTivators' training camps:**
 - ✓ It was very awesome at the camp. It taught me a lot about being a leader and a role model, meeting new friends and knowing someone cares for you mean a lot. I want to encourage other teenagers who are struggling and be there for them and make them feel accepted. I have learned to set boundaries in order to have a successful future, to respect others' cultures, opinions and thoughts, and to be positive in life.
 - ✓ I have learned how to communicate and mix with other people, to stop bullying other people and how to become a better leader. I have learned we all have different feelings, beliefs and thoughts. I need to set an example for other children at school.
 - ✓ I have learned that we must all respect each other. I was too shy to say no to people who abuse me, but now I have strength to say so.
 - ✓ I am extremely grateful for this experience. I see myself being a good role model at school and a wonderful MOT Youth. I think that every school needs MOT. The camp was awesome and fun. I have learnt that I can show courage and confidence in everything that I do.
- ✓ MOT is the most awesome, epic and loving thing I could ever imagine. I see myself now as someone people can depend on and believe in. I have a better outlook on life and myself. Everybody is unique. I have learned to be myself and to follow my dreams. At the camp I have met people from different cultures and now have a new outlook on life.
- ✓ MOT is an incredible organisation. It benefits the school in such a way that the learners know how to behave. I have learnt that my future is in my hands and that the choices I make today will have an impact on my future.
- ✓ I am so positive about myself now, I have realised my talent and passion. I can change people's lives. I am going to be a good role model. I have learned to stand up for myself and to be proud of myself; I have achieved self-esteem and self-motivation.
- ✓ I have no words to explain how MOT changed my life. I wanted to find myself and stop being influenced by friends. I need to have boundaries for myself, to think positively about myself and believe that I can succeed in life. After the MOT Youth camp, I will be able to stand my ground and fight for what I believe. I am going to achieve my dreams no matter what.
- ✓ MOT is the best thing that could ever have happened to me and I really benefitted from it. I wanted to become a better person. Personally, I felt that I can be bit disrespectful, but now I am enlightened. It made me a better person and I have met some great people. It taught me to respect other people's culture, thoughts and opinions because we are all different. So judging does not really make you a better person; Respect does.
- ✓ I am extremely pleased, because I have unlocked my talents and will now set boundaries for myself. It made a huge impact on my life. It improved my confidence level and my courage. I see myself as a leader and I have potential. Before I joined MOT, I did not have confidence.
- ✓ This MOT camp was 1 of the best moments ever. It's awesome and will help raise strong and powerful people. I want to make the world a better place by setting a good example. I have learned that I have to have confidence and courage in whatever I do, and must do it to the fullest of my potential. I have learned the skills to give a presentation and to be a leader.

WORK READINESS & JOB PLACEMENTS



Participants at a Work Readiness Workshop held at Boland College, Strand Campus on 20 January 2015.



Young people attended a Work Readiness Workshop held at College of Cape Town, Crawford Campus on 5 August 2015.



Youth from Mbekweni, Paarl implemented MOT at local schools and the Mbekweni Youth Centre as part of a NYDA and EPWP project to implement the MOT Programme at local schools and community organisations.

- In 2015, 78 unemployed youth attended the MOT Work Readiness Workshops.
- Job interviews and assessments were arranged for 59 Work Readiness Workshop attendees, and 44 received work opportunities.
- MOT SA trained and employed 18 Youth from the communities of Mbekweni, Paarl and Cape Town as part of a National Youth Development Agency (NYDA) and the Expanded Public Works Programme (EPWP) project to implement the MOT Programme at local schools and community organisations.
- **Some feedback from Youth who attended the MOT Work Readiness Workshops:**
 - ✓ The MOT Work Readiness Workshop and assistance re-lit the fire that I had inside me. After the programme, it made me want to work harder and to remember why I started studying, so that I could achieve and better my life. I went to the week-training session at Mr Price Home in Diep River and absolutely had an awesome time learning the different systems and protocols. MOT ensured that I am now employed. Because I started at Mr Price Home, I was noticed by one of the customers and she asked me to come for an interview. I went and was employed as a financial assistant, and now lead my own portfolio. I am very happy and thankful for the opportunity that I was given to better myself. This progress took place within a space of five months from September 2015. I am thankful for MOT because it changed my life for the better, and it can change yours as well, if you put your mind to it, and work hard.
 - ✓ I was depending on my Mom's pension grant; me and my three sisters. This opportunity helped me a lot because now I can take care of myself and my sisters. I am working as a permanent worker now. Thanks to MOT for giving me this great opportunity. I wish you can keep on helping other youth that is sitting at home with no hope!

CELEBRATING EXCELLENCE IN MOT YOUTH DEVELOPMENT AND TRAINING



27 Staff from TVET Colleges and High Schools received Excellence Awards for successfully completing the 3-year MOT programme in 2015.

11 TVET College Campuses received Excellence Awards for their MOT programme planning and implementation in 2015.



6 High Schools received Excellence Awards for their MOT programme planning and implementation in 2015.

Odd Henning Johannessen, principal at Haugaland Videregående Skole in Norway and MOT SA's biggest Corporate Partners, namely Pioneer Foods Education and Community Trust and HCI Foundation, who have been supporting the MOT education programmes in South Africa for multiple years, were awarded Platinum Awards.



MOT EXCELLENCE AWARD WINNERS

TVET COLLEGE CAMPUSES QUALIFYING FOR MOT EXCELLENCE AWARDS IN 2015

Boland College:	Caledon/Kleinmond Campus	(Silver)	False Bay College:	Fish Hoek Campus	(Silver)
Boland College:	Strand Campus	(Silver)	Northlink College:	Goodwood Campus	(Bronze)
College of Cape Town:	Gardens Campus	(Gold)	West Coast College:	Atlantis Campus	(Bronze)
College of Cape Town:	Pinelands Campus	(Bronze)	West Coast College:	Citrusdal Campus	(Bronze)
False Bay College:	Mitchell's Plain Campus	(Gold)	West Coast College:	Vredenburg Campus	(Bronze)
False Bay College:	Muizenberg Campus	(Bronze)			

HIGH SCHOOLS QUALIFYING FOR MOT EXCELLENCE AWARDS IN 2015

Buren High School, Ysterplaat	(Silver)	Simons' Town High School	(Bronze)
COSAT High School, Khayelitsha	(Bronze)	Spine Road High School, Mitchells Plain	(Silver)
Silikamva High School, Hout Bay	(Bronze)	Steenberg High School	(Bronze)

MOT COACHES COMPLETING THE 3-YEAR MOT PROGRAMME IN 2015

FALSE BAY COLLEGE			WEST COAST COLLEGE		
CAMPUS	Category of Awards		CAMPUS	Category of Awards	
Chrismen Geldenhuys	Mitchell's Plain	Gold	Rashika Cloete	Vredenburg	Silver
Mkhulisi Nyoni	Mitchell's Plain	Gold	Belinda van Loggerenberg	Vredenburg	Bronze
Ronellé Floris	Mitchell's Plain	Gold	Donna Miller	Vredendal	Bronze
Jill Davids	Mitchell's Plain	Gold			
Washiela Safa	Mitchell's Plain	Gold	BOLAND COLLEGE	CAMPUS	
Charlene Matthews	Fish Hoek	Silver	Mirna Afrikaner	Strand	Bronze
Christine Thomas	Fish Hoek	Silver	Abner Ingels	Caledon	Bronze
Ester Germond	Fish Hoek	Silver	Annalize Strauss	Caledon	Bronze
Noxolisa Khanisa	Fish Hoek	Silver	COLLEGE OF CAPE TOWN	CAMPUS	
Susan Mhakure	Fish Hoek	Silver	Meagan April	Gardens	Gold
Wincina Clarke	Fish Hoek	Silver			
			SOUTH PENINSULA HIGH SCHOOL		
NORTHLINK COLLEGE	CAMPUS		Nicole Esterhuizen		Bronze
Felicity Lee Louw	Goodwood	Bronze			
Gillian van Heerden	Goodwood	Bronze	BUREN HIGH SCHOOL		
Olwen Solomon	Parow	Bronze	Arno Nepgen		Bronze
Cher Terblanche	Parow	Bronze	Carmille Skuce		Bronze
Margaret Jones	Parow	Bronze	Geraldine Wyngaard		Bronze

STORIES AND FEEDBACK FROM YOUNG MOTIVATORS & MOT COACH



AMANDA QAMNGANA

Student at College of Cape Town, Wynberg Campus

WOW. Where does one begin to share the experience they've shared with the MOT FAMILY.

I am one of the young people who faces many challenges in life, but after I went to the Young MOTivators Training camp, I came back a different person.

MOT has changed my life because now I am hungry for success, I am hungry for change and I want to be good in everything I do.

I've learnt the importance of making my own choices with the courage to care and courage to love in a warm, safe, loving and fun environment. I met crazy but very smart individuals.

I am an introvert and I was so scared about how I was going to cope with meeting lots of new people, but I had the greatest time ever. I met people who opened their hearts to me and welcomed me warmly.

MOT is home to the homeless, a healer to the broken and a parent to those who don't have parents. Once you are part of the MOT family, you don't want to leave. All you want to do is move on FORWARD.

What I love most about MOT is how much MOT leaders believe in us. That helps us trust in ourselves and believe we can do great things.

I thank God for the opportunity of being part of MOT.

PUMELA MAHLEZA

Grade 10 learner at Buren High School

MOT gave me the opportunity to embrace others and learn about others and ourselves. MOT was successful as I have new friends.

MOT is so much fun. MOT helps you to reflect on who you are as an individual, as a person and how you embrace others. Also MOT helps you to adjust to high school better. I learnt about different things about other people and their insecurities, which made me feel comfortable as I realised I am not alone.

MOT has changed my life. MOT helped me in my academic career, as MOT gave me confidence to try and better myself in my school work.

After I was in a car accident, I went through physical and emotional trauma, which caused me to close myself in. I had excuses for everything and shut myself down even though I knew I could try harder. MOT helped me to value myself and connect with other people. It helped me to get out of my shell. I am outspoken now. I communicate with people. I have learnt to be a good friend. I've learned how to listen, respect myself and set boundaries.

MOT gave me a chance to re-evaluate my life and learn to live with the MOT values. I have a sister who looks up to me and the MOT programme has allowed me to be the best role model to her and my peers.

I wish we could do more for MOT. I wish we could reach out to more people. It is a great programme. I want to help other people realise and get involved in MOT. We want more positive people. We want to get together and have a MOT Club.

MOT camp has made me comfortable. Sometimes you do feel insecure and stressed out. I feel like everyone makes me feel accepted.

MOT is epic.

I wish a lot of schools all over the world could get the MOT Programme. They will be able to live out their lives. Be the person they supposed to be and enjoy their lives – having courage.





WELCOME JANSEN

Alumnus from West Coast College, Atlantis Campus

"Show courage to live" Poem

*Sunny day with new hope
Show courage so he or she can cope
Share your love like it's the last
Let them know that pain is in the past
Like a river, let sweet words flow
So that hearts can be white as snow
Tell them about the future
That they are the header and not the footer
You can make it if you want to
'Cause MOT is the place to run to.*

CHARLENE MATTHEWS

Programme Manager at False Bay College,
Fish Hoek Campus

MOT played a big role in the development of our students' moral behavior and beliefs. Our students are very respectful and helpful, especially to our visually and physically impaired students. Our students assist their peers by carrying their backpacks, taking them to the bathroom and in general helping all our disabled students to cope and be accepted on the campus. No bullying occurs on the campus. Though we are so diverse, we respect each other's cultures and beliefs.

MOT is preparing our students for the workplace. They communicate very well in a friendly manner. They respect the importance of being on time for any occasion. They are loyal and respectful. They are more confident and positive after our MOT sessions. They care about their fellow students and assist them where possible.

Our MOT sessions have improved our students' values, morals and beliefs. Respecting each other's culture became a great achievement on the campus, as well as saying "NO" to bullying and substances. They have developed a caring and helpful attitude to their fellow students in times of need. Attendance was good and they showed great respect to any person senior to them. They have learned to abide by rules and regulations at the campus, which they would carry with them in their subsequent careers.



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 2016



UNIVERSITY of the
WESTERN CAPE



INTRODUCTION

The MOT programme, first introduced to Technical and Vocational Education and Training (TVET) Colleges in South Africa in 2006, has been growing steadily since. Since 2011, MOT SA has annually surveyed students exiting the programme to determine their experiences of the MOT programme and its perceived impact on their lives. The questionnaire has been finessed through successive iterations, and this 2016 Report will be the fifth successive report since the research was piloted. The 2016 report is based on responses from students who completed the MOT programme in 2015 and filled out the questionnaire.

The intentions of the MOT programme are expressed in the focus areas of the questions addressed to students in the survey. These focus areas concern self-knowledge, personal development, responsibility, caring for others, respect and affirmation - in line with the themes of the programme curriculum. A copy of the questionnaire administered to students is available on request.

SCOPE OF THE STUDY

From the 821 students who completed the 3-year MOT programme, 476 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 procedure¹ 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.

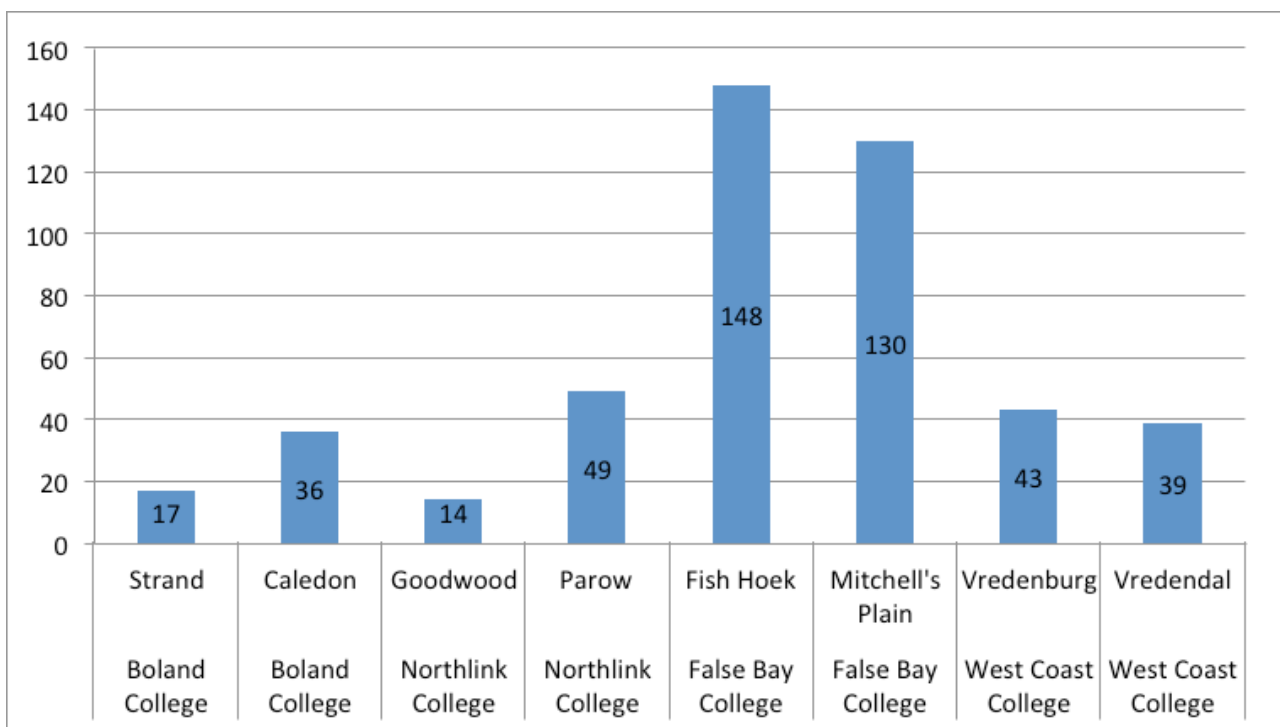
¹ Exercises where respondents 'fill in the blanks'

PARTICIPANTS IN THE STUDY

There were 476 students who completed the MOT questionnaire in 2015 of the 821 who completed the programme². The distribution of respondents by campus is provided in Figure 1. Students were drawn from an age range of 17 to 51 years old, with the mode for students being in the 19-28 year old category (especially 19-22 years old). 11 students reported having a disability. The sample contained 383 females and 91 males.

Students were drawn from a range of subject areas including: Primary Health; Educare; Cosmetology; Beauty Therapy; Educational Development; Office Administration; Automotive Repair & Management; Engineering and Related Development (ERD); Fitting & Turning; Management Assistant; Business Management; Public Management; Public Administration; Financial Management; Information Technology (IT); Finance, Economics & Accounting; and Enterprise & Business Management (E&BM).

FIGURE 1: MOT RESPONDENTS BY CAMPUS



² Mainly accounted for by two large campuses (Atlantis and Gardens) not submitting data.

SECTION 1: ACCESS TO COMMUNICATION TECHNOLOGY AND SOCIAL MEDIA

This section shows the number of students using communication technology and social media.

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

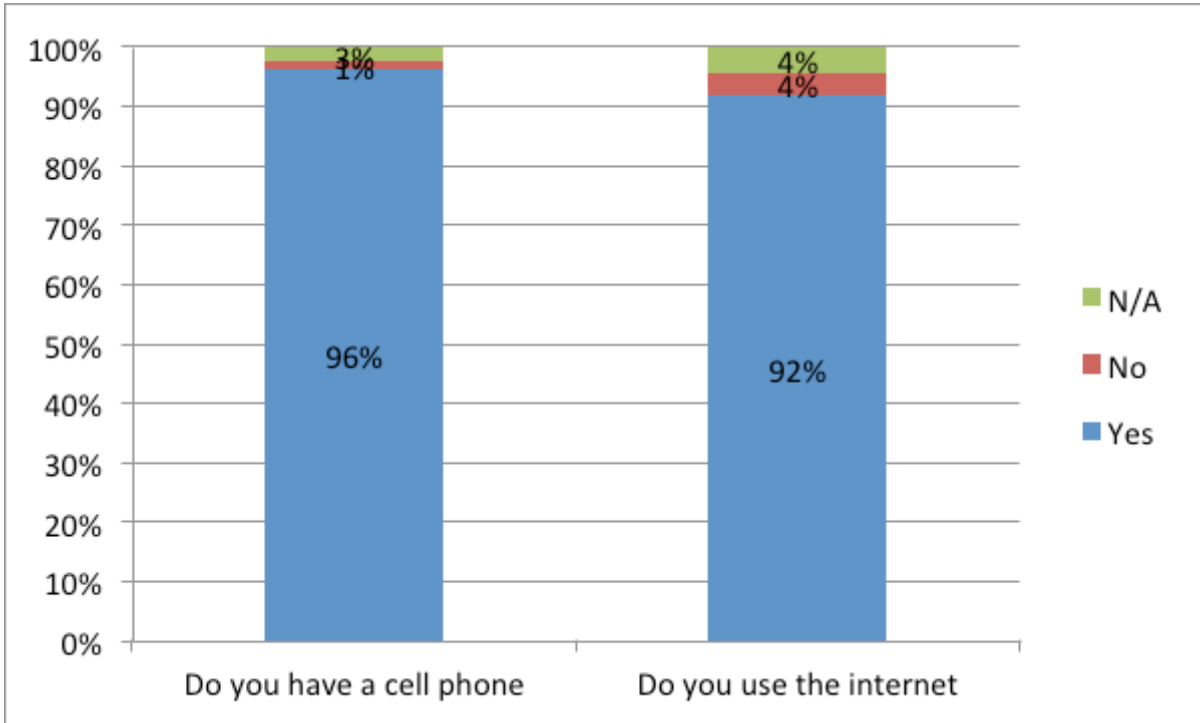
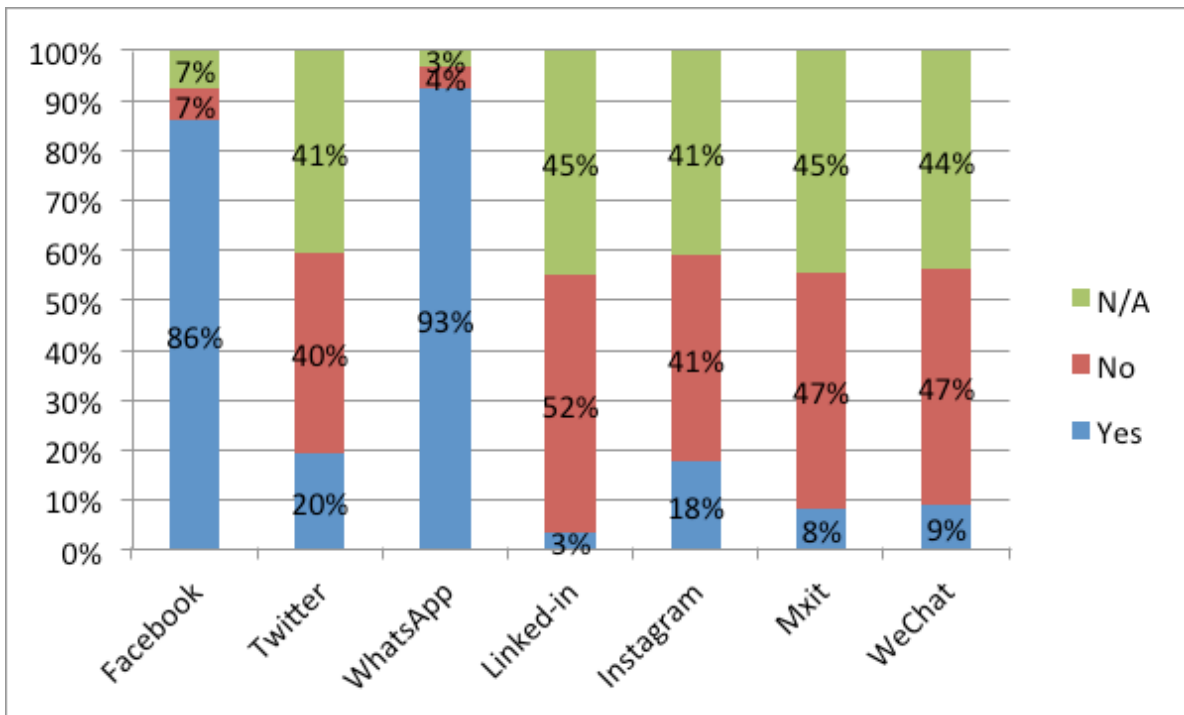


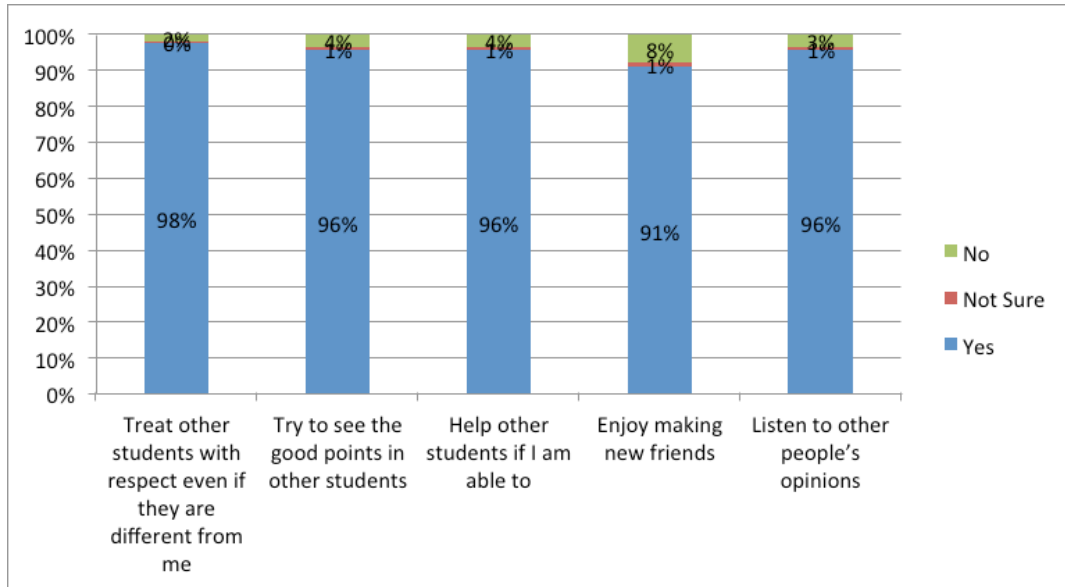
FIGURE 3: STUDENTS' USE OF SOCIAL MEDIA



As shown in Figures 2 and 3 above, nearly all respondents had cell-phones (96%), with only slightly fewer accessing the internet (92%). Of the social media applications, WhatsApp (93%) and Facebook (86%) were by far the most popular social media, followed by with a smaller number using Twitter (20%) and Instagram (18%) with very few using WeChat (9%), Mxit (8%), and Linked-in (3%). 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 90th percentile.

'Treating other students with respect' received the greatest affirmative response (98%), followed by 'try to see good points in other students' (96%) and 'help other students if I am able to' (96%); 'listening to other people's opinions' (96%); and 'enjoy making new friends' being equally positive at 91%. The responses which achieved the highest and the lowest scores are similar to, but slightly higher than, that depicted by previous research with 'treating other students with respect' achieving a slightly higher rating than the 2014 cohort.

SECTION 3: IMPACT ON PERSONAL GROWTH

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

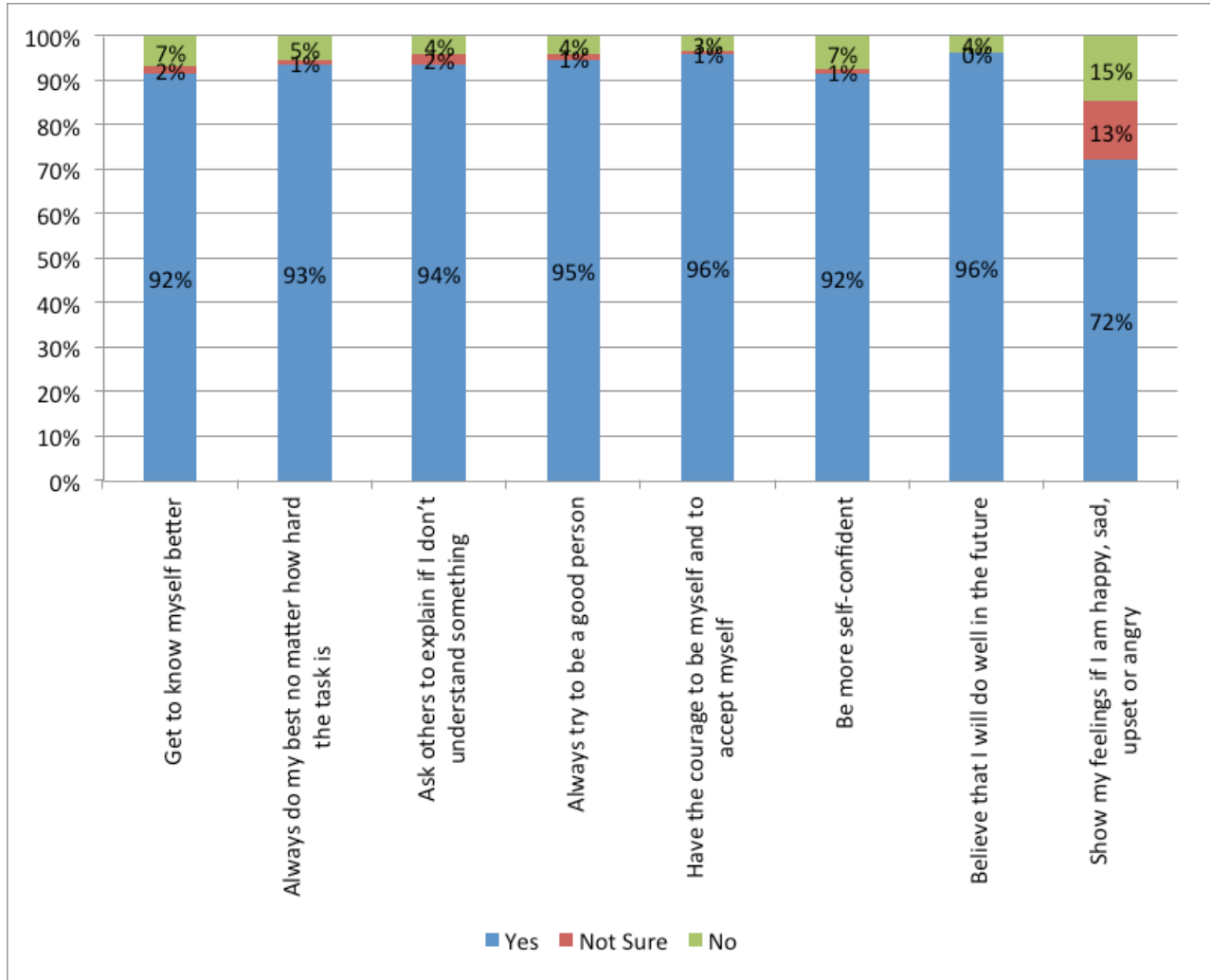
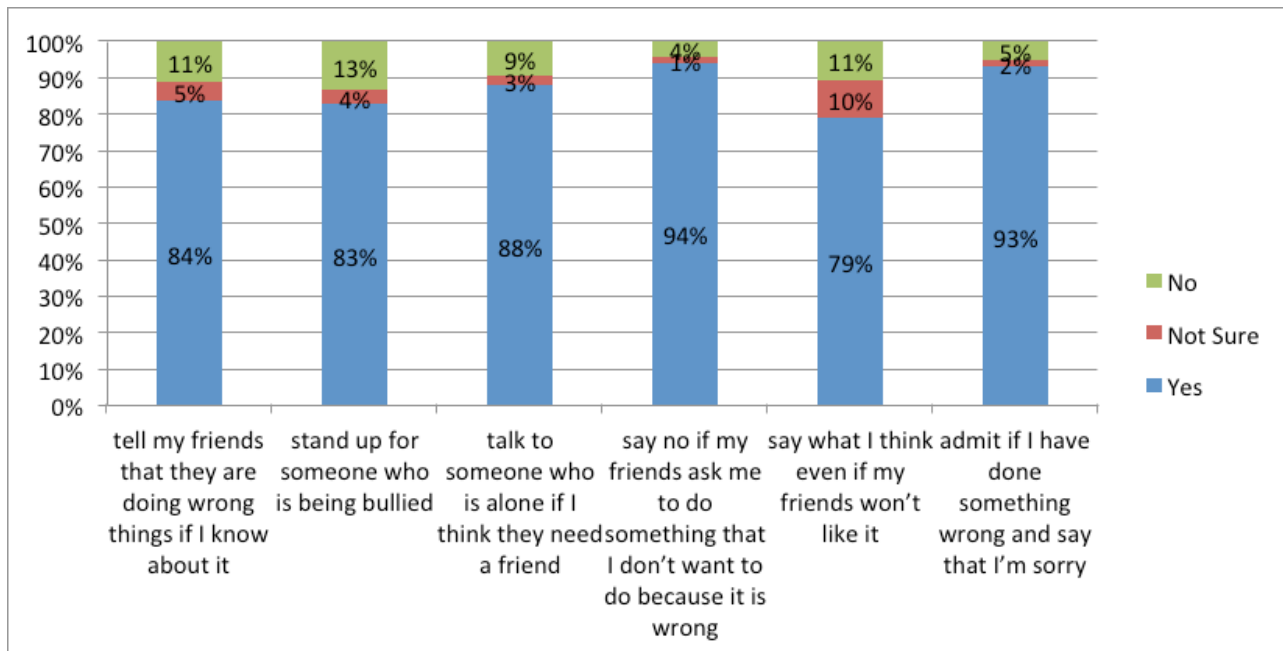


Figure 5 again shows highly positive responses to the impact of MOT on personal growth, scoring consistently in the 90s (with one exception). Self-acceptance and belief in the future (96%) and moral choice (95%) score very highly with the ability to seek help, self-motivation and the impact of the MOT programme on their self-knowledge scoring very closely, with an overall improvement across the categories since the last report. Relative to these high scores, self-expression of emotions was relatively low at 72%, where some 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, with exactly the same percentage being recorded in the 2014 research. Generally however there has been an improvement in the overall category of students' personal growth.

SECTION 4: IMPACT ON PERSONAL VALUES

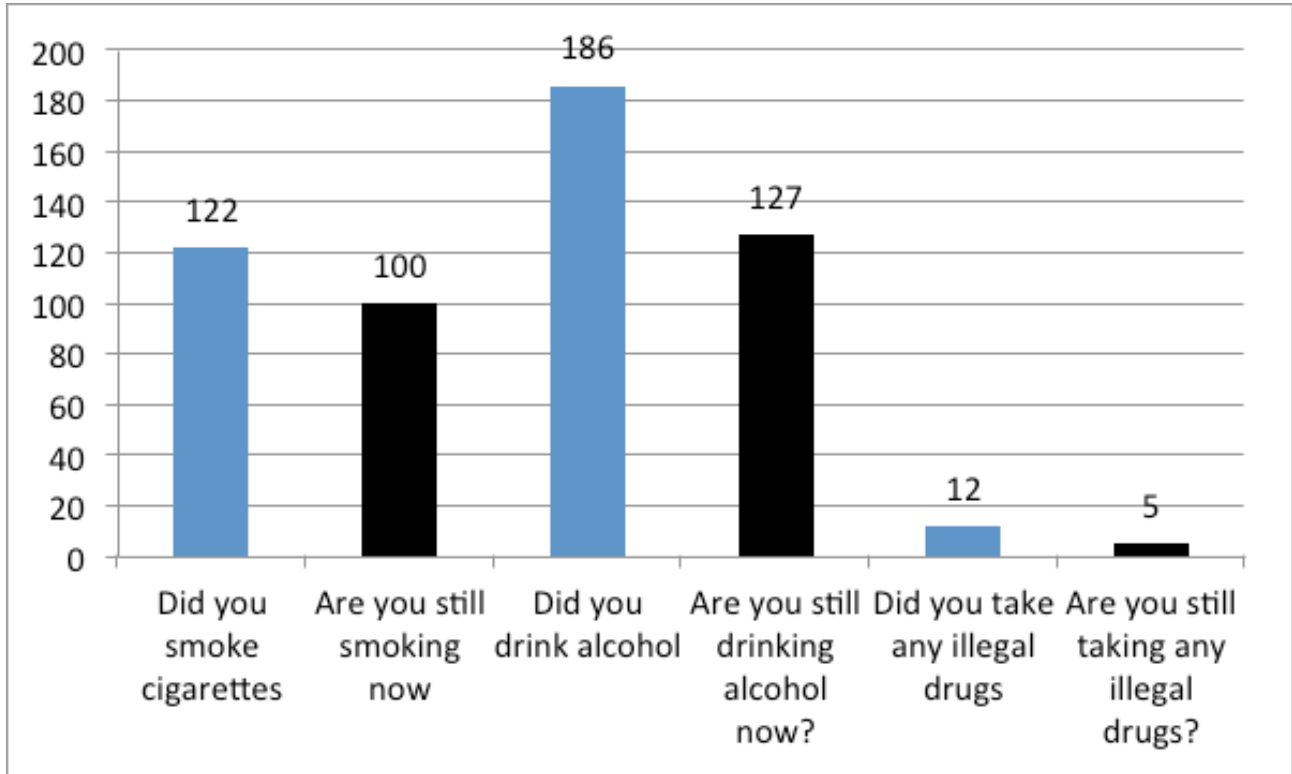
FIGURE 6: STUDENT RESPONSES TO POSITIVE IMPACT OF MOT ON PERSONAL VALUES



Under the category of values, 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 (93%), and refuse to do something if they knew it was wrong (94%); but it appeared that fewer people were confident that they would discourage friends from wrong-doing (84%) or defend a peer against bullying (83%), and especially to express contrary views (79%), though the percentages that were confident still remained fairly high (at about 80%). Again most positive scores were marginal improvements on the 2014 research (which in turn showed marginal improvements on the report before that). An area that could require some attention is that more students are recording a more emphatic 'no' than previous reports (as opposed to 'not sure'), though the reasons for this could be varied. 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

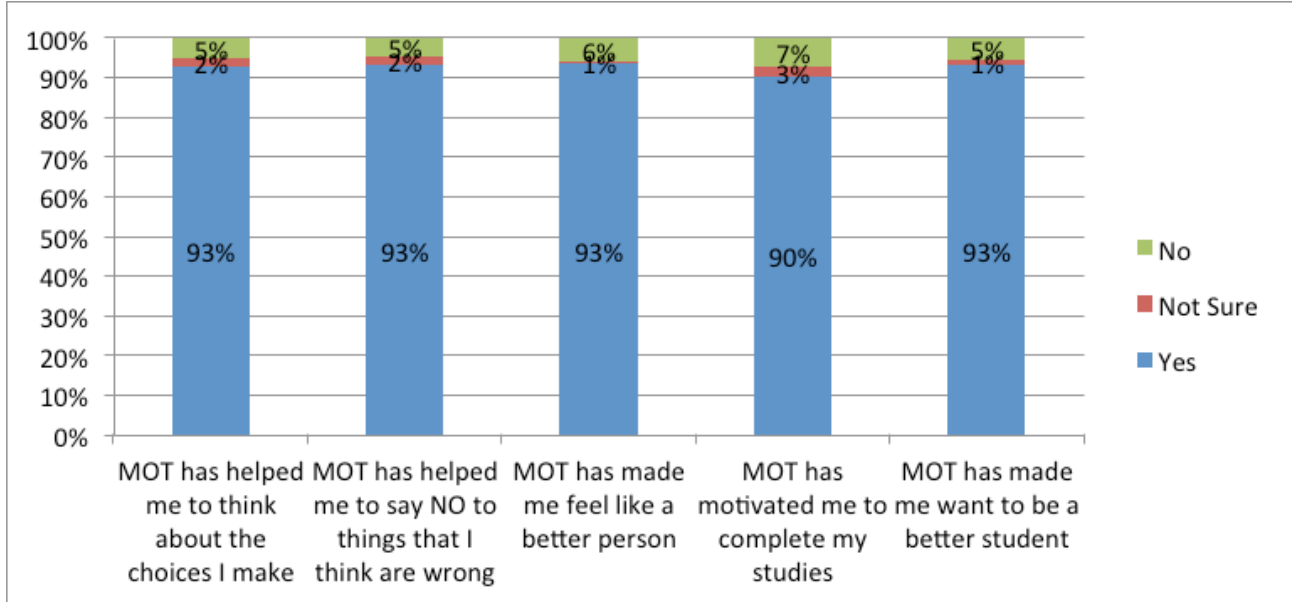
FIGURE 7: STUDENTS' LIFESTYLE CHOICES BEFORE AND AFTER MOT



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 122 (29% of the cohort) reported smoking at the start of the MOT programme, this figure dropped to 100 as a result of the MOT intervention. Similarly, of the 186 (37% of the cohort) respondents who acknowledged that they had consumed alcohol prior to the programme, 59 had stopped doing so since the programme. Even though there were relatively few admissions to drug use (12 individuals) prior to the programme, which was substantially fewer than in previous reports, 7 of the 12 had stopped using drugs. This is significant, since the potential negative social impact of these lifestyle choices is considerable. This downward trend in negative lifestyles as a result of the MOT programme has been consistent over the years, and is encouraging in view of the individuals who may have turned their lives around because of MOT.

SECTION 6: CHOICES AND TAKING RESPONSIBILITY

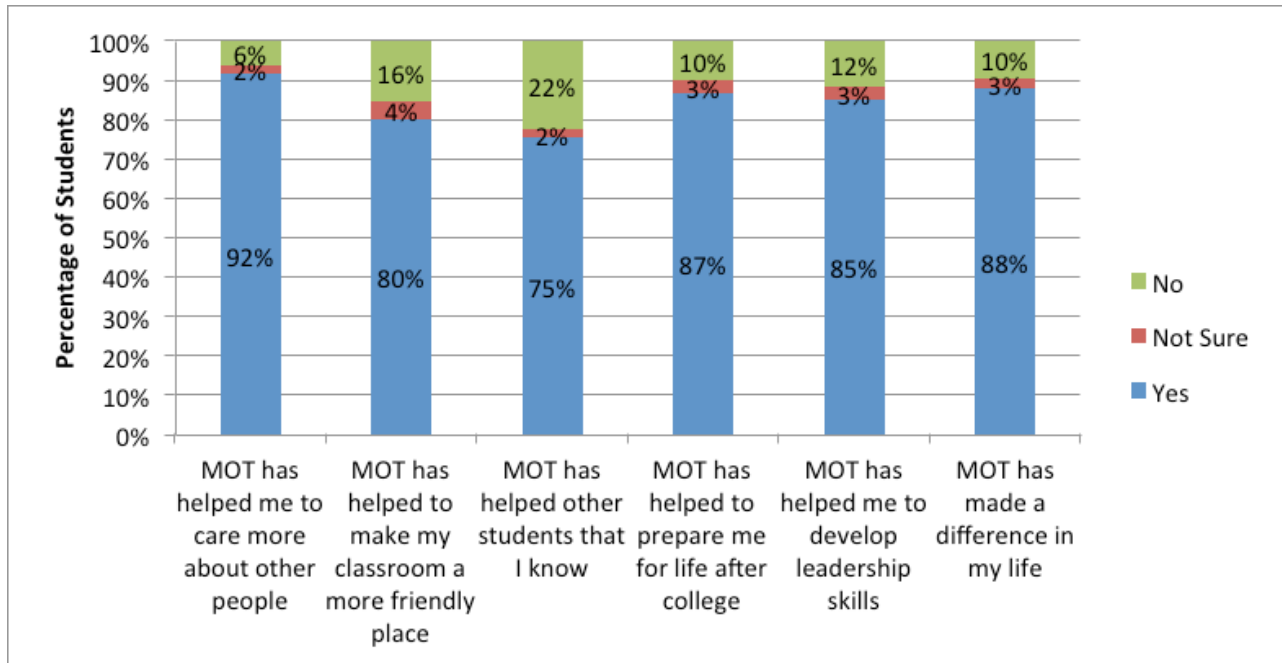
FIGURE 8: IMPACT ON CHOICES AND TAKING RESPONSIBILITY



Section 6 of the questionnaire dealt with the impact of the MOT programme on student choices and taking responsibility. Figure 8 above shows the percentage of students who credited MOT with positively influencing them in their above named behaviours/attitudes. The questions covered a range of issues regarding MOT’s impact on choices, motivation towards studies, caring for others, preparation for life, making a difference and classroom atmosphere. Even though there were slightly larger numbers of ‘no’ responses than in the 2014 research, the positive responses were consistently above 90%. MOT’s influence on ‘thinking about choices I make’, ‘wanting to be a better student’, ‘feeling like a better person’ and willingness to ‘say no to things that I think are wrong’ all received a 93% positive response. Moreover the impact on ‘motivation to complete my studies’, was also high at 90%.

SECTION 7: RESPONSES TO THE MOT PROGRAMME

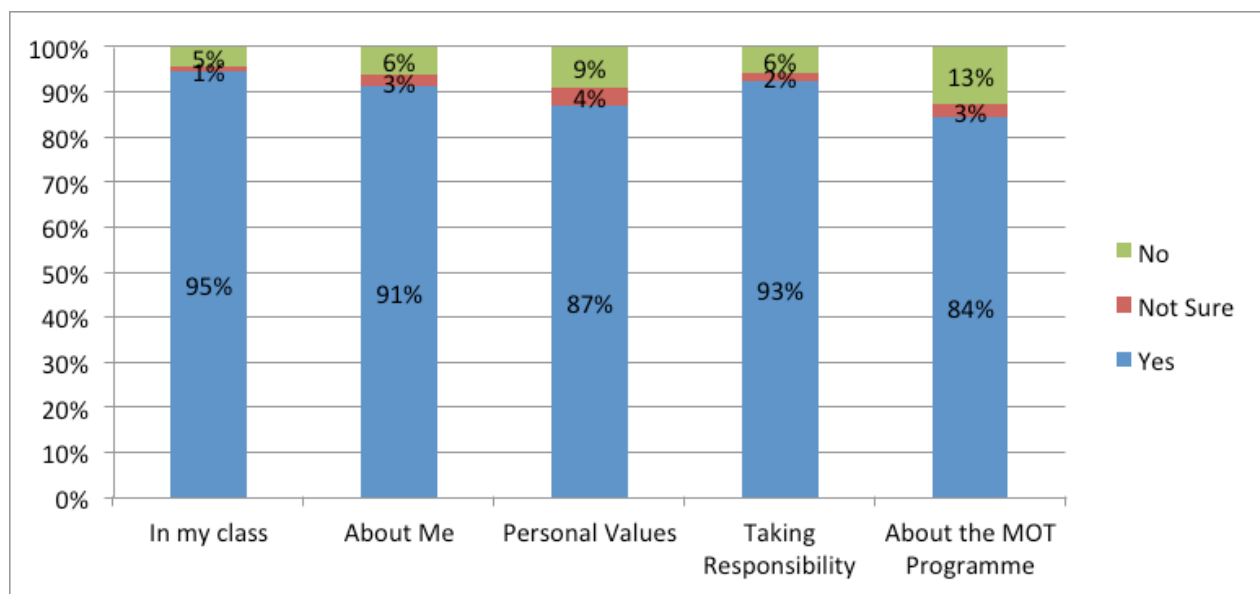
FIGURE 9: STUDENT RESPONSES TO OVERALL IMPACT OF MOT



Section 7 of the questionnaire required students to assess the overall positive impact of MOT, including a category to ‘develop leadership skills’ which had been introduced in 2014. 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. In terms of personal change, high percentages of students reported that the MOT helped them to ‘care more about other people’ (92%) and ‘prepared me for life after college’ (87%). Similarly, high percentages of positive responses reported that MOT ‘made a difference in my life’ (88%) and ‘helped make the classroom a more friendly place’ (80%), though the latter was lower than the 89% reported in the 2015 report. Somewhat lower was the number of students responding that MOT had ‘helped other students I know’ (75%). The previous report noted that the new category of ‘develop leadership skills’ was relatively low at 54% having been introduced that year (2013). However, 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. As predicted, the outcomes of this 2015 survey show a substantial increase in leadership development to the current 85%.

Figure 10 below shows averages of the responses across all the items within each of the sections of the questionnaire. As in the 2015 report, this 2016 report shows that the impact of MOT was strongest on classroom interactions, taking responsibility and personal growth (95%, 93% and 91% respectively). The impact on personal values came in slightly lower at 87%. 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. Compared to the previous report (on the 2014 student cohort), the overall positive response to the MOT programme’s impact on their lives improved slightly to 84%, an upward trend which occurred across all the categories.

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 ranking 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, and consistent with the responses from the previous report, 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 attributed to challenging others and being honest/open about personal feelings.

TABLE 1: RANKED LISTING OF ATTRIBUTES BY PERCENTAGE³ OF STUDENTS POSITIVELY AFFECTED

Question	Yes	Not Sure	No
Treat other students with respect even if they are different from me	98%	0%	2%
Try to see the good points in other students	96%	1%	4%
Help other students if I am able to	96%	1%	4%
Have the courage to be myself and to accept myself	96%	1%	3%
Listen to other people’s opinions	96%	1%	3%
Believe that I will do well in the future	96%	0%	4%
Always try to be a good person	95%	1%	4%
Ask others to explain if I don’t understand something	94%	2%	4%
Say no if my friends ask me to do something that I don’t want to do because it is wrong	94%	1%	4%
Always do my best no matter how hard the task is	93%	1%	5%
MOT has helped me to think about the choices I make	93%	2%	5%
MOT has helped me to say NO to things that I think are wrong	93%	2%	5%
MOT has made me feel like a better person	93%	1%	6%
MOT has made me want to be a better student	93%	1%	5%
Admit if I have done something wrong and say that I’m sorry	93%	2%	5%
Get to know myself better	92%	2%	7%
MOT has helped me to care more about other people	92%	2%	6%
Be more self-confident	92%	1%	7%
Enjoy making new friends	91%	1%	8%
MOT has motivated me to complete my studies	90%	3%	7%
Talk to someone who is alone if I think they need a friend	88%	3%	9%
MOT has made a difference in my life	88%	3%	10%
MOT has helped to prepare me for life after college	87%	3%	10%
MOT has helped me to develop leadership skills	85%	3%	12%
Tell my friends that they are doing wrong things if I know about it	84%	5%	11%
Stand up for someone who is being bullied	83%	4%	13%
MOT has helped to make my classroom a more friendly place	80%	4%	16%
Say what I think even if my friends won’t like it	79%	10%	11%
MOT has helped other students that I know	75%	2%	22%
Show my feelings if I am happy, sad, upset or angry	72%	13%	15%

³Rows 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:

- *By the time I encountered the MOT programme, I had no belief in myself. ...now I believe in myself.*
- *Thank you for encouraging us Level 4s to succeed and prosper. We have grown together as a class and we have made it to our final exams together.*
- *Thank you for encouraging us as a class to work together as a team. We have learned to have courage to care, to live, to love, to learn and to prosper.*
- *I am a quiet and shy person, but through the programme my classmates became friendly and caring towards me. Because of that, I wanted to be more involved personally and not only academically. I now have friends and people I share interests with.*
- *I would say the MOT campaign did help me, because it made me want to stay at college. After all I have been through, MOT gave me courage to be who I want to be and to not look back.*
- *Through MOT I have gained awesome friends and bonds.*
- *It made me realise that I am not the only one going through personal problems and it gave me the courage to speak about my problems without the fear of being judged.*
- *The MOT sessions helped me to cope with family crises and relationship problems.*
- *MOT is the only reason I joined the Student Representative Council on campus. I have discovered leadership skills, learned about my weaknesses and I am definitely working on them.*
- *I was always unsure of myself but with MOT along my side, I managed to achieve greater results.*
- *Today I am part of the top achievers because of the love and caring MOT showed me. Thank you MOT.*
- *I became the treasurer of the SRC in 2014.*
- *During the MOT sessions I laughed a lot, which was nice.*
- *It was very life changing.*
- *Thank you for allowing me to be a part of this eye opening programme.*
- *MOT also helped me personally, by helping me to understand myself. Before MOT I used to underestimate myself, but now I know my position and my duties. I am a girl of noble character.*
- *I have come to a point where I understand that I don't always have to be silent, I can ask for help.*
- *The MOT programme helped me think before I make a decision, now I know what I have to do when I'm having problems in life.*
- *I remember when we started the sessions, I had little confidence and I had many doubts about my life and career ...I noticed a change in my self-esteem. I now have high self-esteem, and I see things more positively. I know now how to handle challenging situations. I am very bold and I know who I am and where I'm going. I have expectations for my future.*
- *I feel happier, and my leadership skills have improved a lot.*
- *MOT has changed my life choices, and encouraged me to think before I act. It has also encouraged me to make my wrongs right.*

- *MOT helped me be more friendly, caring and thoughtful.*
- *I've learned who I am, and who my friends are.*
- *MOT has given me courage to try to believe in myself. By the time I encountered the MOT programme, I had no belief in myself. It was easy to give up and undermine myself, but now I believe in myself.*
- *The MOT programme helped me find myself.*
- *I now have the courage to be myself, and accept me the way I am.*
- *MOT helped me to be confident about myself, and to respect other people even if they're from a different culture.*
- *MOT has helped me a lot. It has made me love myself more.*
- *It has created a friendly atmosphere for me at this college. Thank you!*
- *It helped me with my personal motivational levels, and it improved my self-esteem and self-image. For that I am grateful.*
- *Ever since starting MOT, I saw the change it made in my life.*
- *Do my best whenever I can, whether it is being a good person or a hard worker. Thank you MOT.*
- *After MOT I believed more in myself even when others didn't.*
- *Some characteristics I thought I didn't have, others saw in me.*
- *It has showed me that there are other people who can help me, and people I can help.*
- *Instilled certain values in me that I might or did not even know I had.*
- *I grew emotionally confident.*
- *It helped me to express myself freely.*
- *Now I have become a better leader for the college, my community and other children.*
- *I am a different person because of you. My life will never be the same again.*
- *It helped me cope with daily stress and to be resilient.*
- *MOT helped me to become a better student and a better child for my parents.*
- *Now I know where I am, where I want to be and how to get there.*
- *MOT has made me a better student, and it has prepared me for the pressure that we get in college.*
- *It also helped me realise that I have to study my books with interest and understanding.*
- *Helped with my walk in college life.*
- *It made me continue my studies because there was limited time when negativity came my side.*
- *It gave me the positive push to continue with my studies.*
- *It made my journey at False Bay College much easier than what it could have been.*
- *My first year at college was the most difficult, but if it was not for MOT, I would have quit my studies.*

Comments about the MOT Presenter:

- *She uses examples that I can relate to.*
- *She listens to your story.*
- *She's not only my lecturer, but my friend as well.*
- *I love her a lot, and she changed my life.*

COURAGE to live

SUMMARY OF STUDENTS' VIEWS

Though students were asked to speak about the MOT programme, many elected to speak about themselves and how they had changed. Besides imbibing the many themes in the programme (not included in the selection of comments), a number commented that the MOT programme helped them continue their studies, and in one case a student attributed her being a top achiever to the programme. Others spoke of how they learnt to love themselves and others, with self-confidence being a constant theme. A few students provided an inkling of their life stories, suggesting that MOT had helped them through a difficult patch. Students typically referred to MOT as being life-changing.

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: (93-98%):

- *Treat other students with respect even if they are different from me*
- *Try to see the good points in other students*
- *Help other students if I am able to*
- *Have the courage to be myself and to accept myself*
- *Listen to other people's opinions*
- *Believe that I will do well in the future*
- *Always try to be a good person*
- *Ask others to explain if I don't understand something*
- *Say no if my friends ask me to do something that I don't want to do because it is wrong*
- *Always do my best no matter how hard the task is*
- *MOT has helped me to think about the choices I make*
- *MOT has helped me to say NO to things that I think are wrong*
- *MOT has made me feel like a better person*
- *MOT has made me want to be a better student*
- *Admit if I have done something wrong and say that I'm sorry*

Areas of moderate strength of the MOT programme (85-92%):

- *Get to know myself better*
- *MOT has helped me to care more about other people*
- *Be more self-confident*
- *Enjoy making new friends*
- *MOT has motivated me to complete my studies*
- *Talk to someone who is alone if I think they need a friend*
- *MOT has made a difference in my life*
- *MOT has helped to prepare me for life after college*
- *MOT has helped me to develop leadership skills*

Areas which show relatively weaker results (scores of 72%-84%):

- *Tell my friends that they are doing wrong things if I know about it*
- *Stand up for someone who is being bullied*
- *MOT has helped to make my classroom a more friendly place*
- *Say what I think even if my friends won't like it*
- *MOT has helped other students that I know*
- *Show my feelings if I am happy, sad, upset or angry*

The results reported above are fairly consistent with previous years, with marginal differences. From the results it would appear that the MOT programme continues to make positive gains regarding how TVET college 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. Though a majority of students report positive responses, there are a number of students who 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.

PHOTO GALLERY



MOT Brand Ambassador, media personality and actress, Natalie Becker inspired the Young MOTivators at the training camp and focused on perseverance and courage to achieve success.



The Young MOTivators participated in a drumming workshop presented by Juma Drums.

At the 6th AGM of MOT SA on 22 June 2015 with RSM Betty & Dickson Auditor, Mauricio de Faria, Western Cape MEC for Education, Debbie Schäfer (middle), and MOT SA Chairperson, Prof Eltie Links with Young MOTivators.

Photo: Ivan Swart



PHOTO GALLERY

To optimise learning, the MOT methodologies include;

- group discussions
- reflective questions to gain self-awareness
- games to learn teamwork and cooperation skills
- presentation skills to gain self-confidence
- and to have fun learning.



MOT PARTNER COLLEGES, SCHOOLS & COMMUNITY ORGANISATIONS

TVET COLLEGES



HIGH SCHOOLS



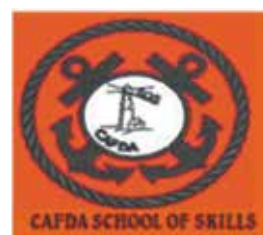
BISHOP LAVIS HIGH SCHOOL



BISHOPS SCHOOL OF SKILLS



BUREN HIGH SCHOOL



CAFDA SCHOOL OF SKILLS



COSAT (CENTRE OF SCIENCE AND TECHNOLOGY)



DESMOND MPIOLO TUTU SENIOR SECONDARY SCHOOL



FAIRMOUNT SECONDARY SCHOOL



HOUT BAY HIGH SCHOOL



IHLUMELO SECONDARY SCHOOL



LANGEBERG SECONDARY SCHOOL



LAVENDER HILL HIGH SCHOOL



MONDALE HIGH SCHOOL

HIGH SCHOOLS



OVAL NORTH
SECONDARY SCHOOL



SILIKAMVA
HIGH SCHOOL



SIMON'S TOWN
HIGH SCHOOL



SOUTH PENINSULA
HIGH SCHOOL



SPINE ROAD
HIGH SCHOOL



STEENBERG
HIGH SCHOOL



THANDOKHULU
HIGH SCHOOL

VUSISIZWE



VUSISIZWE SENIOR
SECONDARY SCHOOL



WESTRIDGE
SECONDARY SCHOOL

COMMUNITY ORGANISATIONS



MOT MODEL IN SOUTH AFRICA

The MOT life-skills educational programmes support and empower the youth of South Africa to develop to their full potential, and contribute responsibly to society and the economy.

The success of MOT South Africa is the result of an effective partnership model with Technical and Vocational Education and Training (TVET) Colleges, high schools and community organisations to implement the MOT life-skills programmes at their institutions and in their communities.

MOT SA trains, supports and mentors volunteer educators, management, support staff and youth as MOT Coaches and Young MOTivators, to implement the MOT life-skills training programmes at their respective institutions. The strong volunteer base and the existing facilities available at schools, colleges and community organisations ensure that the programme can be implemented at a sustainable cost.

MOT South Africa provides the programmes, training, instruction manuals and necessary equipment at no cost to partner organisations, on the mutual agreement that the organisation's management accepts full responsibility for and ownership of the effective implementation of the MOT programmes. With support from Corporate Social Investments, Trusts, Foundations and philanthropists, MOT South Africa funds the R180 annual cost per youth participating in the MOT programme.

More than 95% of the organisation's beneficiaries, namely youth between the ages of 12 and 35 years, are from previously disadvantaged communities. MOT's core focus for the programmes is on developing the youth:

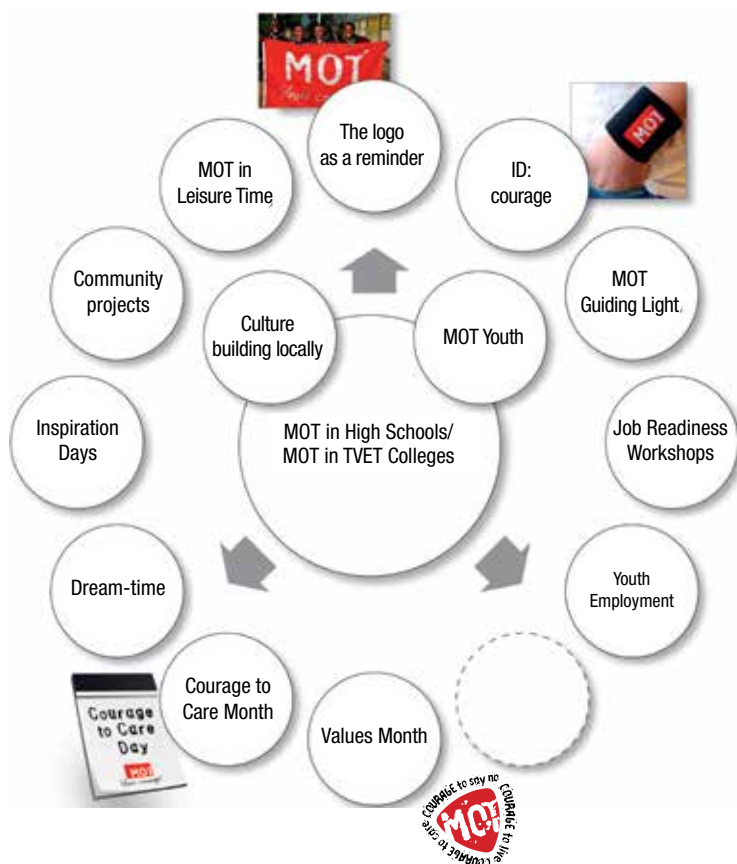
- Strengthening their self-awareness, courage, resilience and leadership skills;
- Inculcating positive behavioural norms and values;
- Creating a safe and supportive learning environment to complete their studies;
- Managing peer pressure, making conscious choices and avoiding high-risk behaviour.

To ensure transformational change amongst individuals and in learning environments, the MOT programmes are implemented on a long-term and structured basis. The MOT sessions, based on highly regarded behavioural theories, draw on methodologies of interactive group discussions, practical exercises, games, role-playing, experiential stories and self-reflection to enhance the learning outcomes and the inculcation of values, positive behaviour, attitudes and thought patterns. In addition, MOT's operational model uses culture-builders to positively influence the learning environment, the youth and society. Apart from training new

MOT Coaches and Young MOTivators, MOT SA also provides refresher training, inspirational events, mentoring and support to acknowledge and show appreciation for our volunteers' active contributions to the development of the youth, and to support the effective planning and implementation of MOT sessions and community projects.

MOT initiated the programme within South Africa as the organisation identified the vast extent of the need for youth development within the country. Life-skills training amongst the youth in our country is critical as the majority come from poor socio-economic backgrounds, in which parental guidance is often lacking. These young people face many challenges in their daily lives, including unemployment, violence, drug and alcohol abuse in their communities and homes, absent parents, lack of leadership, exposure to high-risk behaviour and peer pressure. Through the MOT programmes, the youth gain self-awareness, courage and life-skills to make conscious choices, to build healthy relationships, and to accept responsibility for their behaviour and future. Interested young participants have both the potential and desire to address these challenges.

The partnership model between MOT South Africa, educational institutions, corporate partners and funders empowers thousands of youth to develop the necessary life-skills, resilience and courage to become active citizens and leaders in their communities. MOT South Africa's partnerships and network of trained volunteers also strengthen the capacity of MOT to expand to more high schools, and TVET colleges in other provinces in South Africa, to ensure the continued influence of these transformational programmes.



ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

STATEMENT OF COMPREHENSIVE INCOME

Figures in Rand	2015	2014
Revenue	1 835 170	1 279 087
Operating expenses	(1 759 380)	(1 172 401)
Operating surplus	75 790	106 686
Investment income	38 666	22 949
Surplus for the year	114 456	129 635

STATEMENT OF CASH FLOWS

Figures in Rand	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash receipts from donors	1 625 891	1 513 961
Cash paid to suppliers and employees	(1 754 178)	(1 167 809)
Cash (used in) generated from operations	(128 287)	346 152
Interest income	38 666	22 949
Net cash from operating activities	(89 621)	369 101
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property, plant and equipment	–	(8 494)
Total cash movement for the year	(89 621)	360 607
Cash at the beginning of the year	1 144 970	784 363
Total cash at end of the year	1 055 349	1 144 970



Chartered Accountants (S.A.)
RSM BETTY & DICKSON (CAPE TOWN)

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

STATEMENT OF CHANGES IN EQUITY

Figures in Rand	Accumulated surplus	Total equity
Balance at 01 January 2014	603 581	603 581
Surplus for the year	129 635	129 635
Balance at 01 January 2015	733 216	733 216
Surplus for the year	114 456	114 456
Balance at 31 December 2015	847 672	847 672

STATEMENT OF FINANCIAL POSITION

Figures in Rand	2015	2014
ASSETS		
NON-CURRENT ASSETS		
Property, plant and equipment	9 358	14 559
CURRENT ASSETS		
Trade and other receivables	48 713	10 569
Cash and cash equivalents	1 055 349	1 144 970
	1 104 062	1 155 539
Total Assets	1 113 420	1 170 098
ACCUMULATED RESERVES AND LIABILITIES		
ACCUMULATED RESERVES		
Accumulated surplus	847 672	733 216
LIABILITIES		
CURRENT LIABILITIES		
Deferred income	265 748	436 882
Total Equity and Liabilities	1 113 420	1 170 098

