



# Report

Summative evaluation of MOT learner program

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## Acknowledgement

MOT SA has held the privilege of support and involvement from the following people and organizations in this evaluation.

We appreciate the effort of Grade 10 learners who gave their time to be part of the surveys conducted in this summative assessment.

We recognise the school principals, Life Orientation educators, school administrators, school governing bodies, and parents also provided us with support to collect these data.

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## Introduction

The many townships of the Western Cape, a spatial remnant of the pre-1994 era of South African political history, even today, experience multiple dimensions of deprivation. Gang violence has become deeply entrenched in the suburbs of the “Cape Flats” where gangsterism, violence, substance abuse, poverty and unemployment are rife.

Schools as sites of teaching and learning function optimally in an enabling environment can deliver their educational mandate only in safe and secure conditions, free from injuries, crime, and violence. Education is seen as the social construct to eradicate poverty and unemployment hence the importance given to learners at school-going age when the impact of life-affirming activities can be optimised for the individual. Young people in the MOT program are encouraged to gain the knowledge and skills necessary to make responsible choices and decisions in all aspects of their lives.

Before rolling it out to other schools in the Western Cape , MOT SA embarked on a summative evaluation of the activity in one of the implementation schools in the province.



Figure 1 : MOT South Africa (source: [www.mot.org.za](http://www.mot.org.za))

Survey results prior to the 2023 cohort, can be found here: <https://mot.org.za/about-mot/results/>

This working paper summarizes the main findings of the data collection and analysis conducted at the conclusion of the MOT school-based learner development program. The results presented here, focusses on the experience and outcomes of the learners, coaches and program administrators as the central theme in this evaluation.



## Methods

The evaluation aims to describe the effect of the MOT school based program on the attitudes, self-reported risk behaviour, values and beliefs of individual Grade 10 learners who participated in the program in 2023.

Questions of cause and effect are critical to assessing the performance of programs and projects. A program evaluation contribution analysis (PECA) can provide credible assessments of cause and effect. The method involves verifying the theory of change that the programme is based on, and paying attention to other factors that may influence the outcomes which provides reasonable evidence about the contribution being made by the programme. This is the approach of choice for assessing the evidence of claims that an intervention has contributed to observed outcomes and impacts.

It should be noted that no baseline or midline data was collected from learners, coaches or MOT program staff. Accordingly, this report presents a summative evaluation, which occurred at the end of the MOT program for the academic year 2023. It assesses the scope and extent of the learners' growth in across various goals and contributes to the evaluation of the overall effectiveness of the learning program.

The outcomes of this evaluation were determined through detailed engagements with MOT leadership and key stakeholders and is summarised in the table below :

*Table 1 : Objectives for this evaluation*

Objectives	Target group	Description
Program objectives		
MOT objective 1: Courage to care	Learners	Create a good feeling in others; Show respect; Show love; Care for the outsiders
MOT objective 2: Courage to say NO	Learners	Prioritise; Stand up for your values; Dare to speak out; Practice tough love
MOT objective 3: Courage to live	Learners	Be yourself; Lead yourself; Be passionate; Accept to not always be great
MOT objective 4: Learner support	Coaches	Assess quality of support given to learners to achieve the MOT objectives
MOT objective 5: Learner impact	Coaches	Assess the impact of the MOT program on learners
Evaluation objectives		
Evaluation objective 1: MOT program experience (learner)	Learners	Assess the learners' experience of the MOT program
Evaluation objective 2: Personal development (learner)	Learners	Assess the extent of learners' personal development in the MOT program
Evaluation objective 3: MOT program impact (subjective)	Learners	Self-assess the MOT program effectiveness
Evaluation objective 4: MOT program experience (coach)	Coaches	Assess the coaches' experience of the MOT program
Evaluation objective 5: Personal development (coach)	Coaches	Assess the extent of coaches' personal development in the MOT program
Evaluation objective 6: MOT program impact (objective)	Coaches	Coaches' assess the impact of the MOT program on learners

To ensure optimal participation and engagement with respondents and to ensure high quality data collection, we varied our research approach based on our knowledge of the characteristics of the targeted groups and stakeholders.

The evaluation employed a survey based approach for learners and coaches involved in the MOT program at a selected school in the Western Cape Province, which was convenience-sampled in the fourth term of the 2023 school year of 4 schools (Zeekoeivlei, Lotus, Fairmount, Gardens Commercial High schools). The school was based in educational district across the Cape Metro. The survey instrument was designed and adapted from



previous iterations and new interviews with MOT program staff, conducted in August 2023. The survey questionnaires were printed and administered by MOT coaches to learners during school hours. For the Quantitative data from the surveys were analysed using summary statistics. Open ended questions were added to the survey to collect qualitative data in the written format. The MOT Coaches also received printed copies of the survey questionnaire to complete and return within 2 weeks. Criteria used for selecting the Zeekoeivlei high school was based on the completion of the MOT program in December 2023.

The MOT program staff who administer and support the MOT school-based program were engaged in Key informant interviews(KIIs). The qualitative data collected from the KIIs was analysed by eliciting themes and coding for these. The qualitative analyses are visualised in this report using word clouds, summary tables and narrative synthesis.

## Findings

The findings chapter on the MOT learner development program is the main thrust of the report, presenting core results and outcomes of the program's implementation. The data visualised here provides a comprehensive analysis of the learners and coaches experience, personal development and MOT program effectiveness. MOT coaches were also surveyed on potential impacts of the program on the learners. The quantitative findings are presented in the following format :

*Table 2 : Format of quantitative results*

Target audience	Detail
Learners	MOT objective 1: Courage to care
	MOT objective 2: Courage to say NO
	MOT objective 3: Courage to live
	Evaluation objective 1: MOT program experience (learner)
	Evaluation objective 2: Personal development (learner)
	Evaluation objective 3: MOT program effectiveness (subjective)
Coaches	Evaluation objective 4: MOT program experience (coach)
	Evaluation objective 5: Personal development (coach)
	Evaluation objective 6: MOT program effectiveness (objective)
	MOT objective 4: Coaches' support in MOT program
	MOT objective 5: Coaches' assessment of Learner impact

The qualitative findings are presented in the following format :

*Table 3 : Format of qualitative results*

Target audience	Detail
Coaches	MOT coach experience of MOT program
	MOT coach reflections on MOT program strengths
	MOT coach reflections on MOT program improvement
	MOT coach reflections on MOT program effectiveness
Learners	Learner reflections on MOT coaches
	Learner reflections on MOT program effectiveness

## MOT Theory of change

The Theory of Change (ToC) serves as a fundamental framework for comprehending the principles and underlying rationale of the MOT learner development program . This conceptual roadmap that outlines the step-by-step process through which the MOT intervention is expected to achieve its desired outcomes, was derived through KIIs and several workshops held in 2021 to 2023. To fully appreciate the ToC, the high-level MOT logic model is first presented below which outlines the link between the strategic planning process and anticipated Impact.

By examining the ToC, we gain a deeper understanding of the logic, assumptions, and key components that underpin the intervention's design and implementation. This systematic approach not only clarifies the causal pathways and the relationships between inputs, activities, outputs, and outcomes but also provides a means to assess whether the intervention is on track and effective in realizing its intended goals. In essence, the Theory of Change is a critical tool that illuminates the "how" and "why" of an intervention, enabling stakeholders to make informed decisions, refine strategies, and ultimately maximize its impact on individuals and communities.

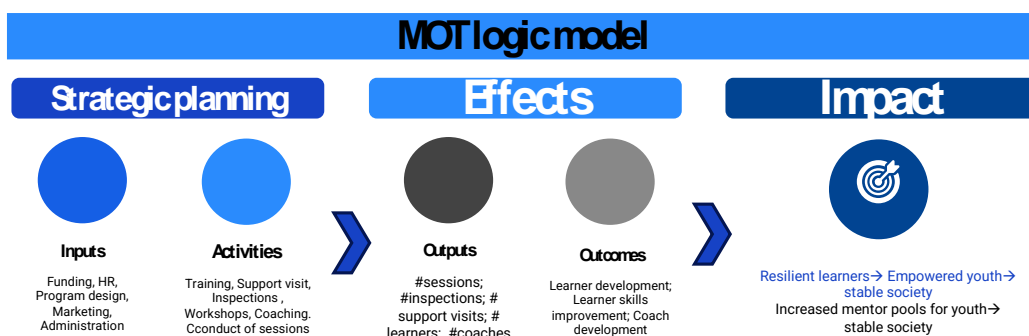


Figure 2 : MOT Logic model (Source: Author)

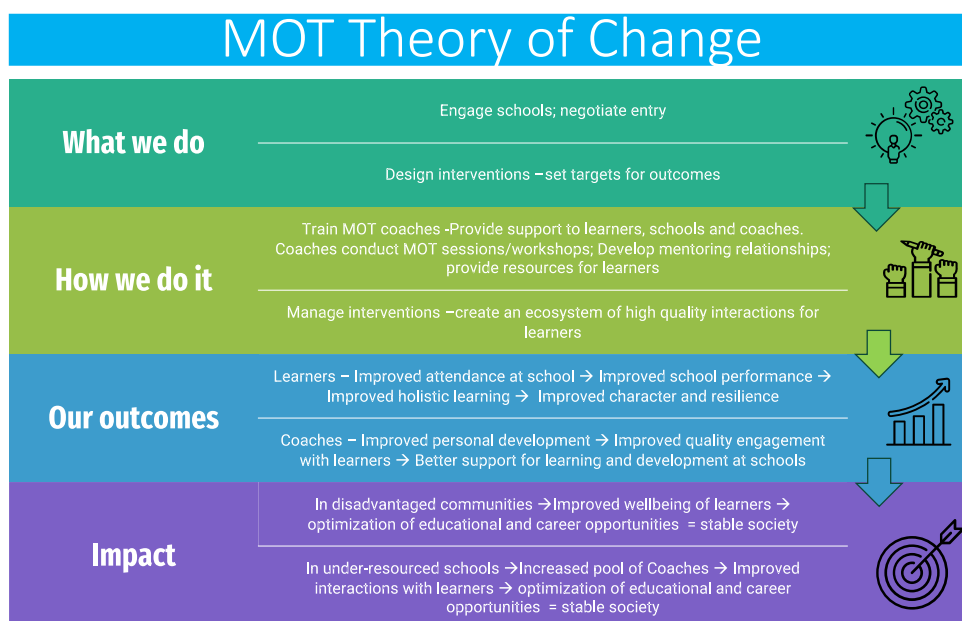


Figure 3 : MOT Theory of Change Diagram (source: Author)





## Response rates

In 2023 the MOT program was implemented in 4 eligible schools in the Western Cape province, three of which were selected by the Funder (Lotus, Zeekoeivlei and Fairmount). Gardens Commercial high school was added to the MOT program despite an unfunded mandate. None of the schools conducted a baseline or midline assessment .

- A total of 51 learners completed the survey in Zeekoeivlei High school. This represents 100% of all learners in the Zeekoeivlei high school MOT program in 2023.
- A total of 27 Coaches completed the survey from the 4 participating high schools which is 90% of all Coaches in 2023.
- The MOT SA office consists of 4 staff members with one participant engaged in the key informant interviews.

## Section 1 : Quantitative data analysis



## Learner demographics

To begin the analysis, the description of the respondent groups provides important context for the interpretation of the data. In the group of 51 learners who completed the survey, the majority (56%) were 16 yrs. old. More females (67%) learners participated in the survey than males. All learners (100%) were in Grade 10 as a necessary precondition in the MOT program. It is noteworthy that in this cohort of Grade 10 learners, a wide range of age groups are found from 15 to 18 yrs. old. The relationship between chronological age and emotional maturity is complex. While chronological age can provide a rough estimate of a person's developmental stage, emotional maturity may vary significantly among individuals of the same age group. Recognizing and supporting emotional growth and maturity is essential for fostering effective learning and personal development regardless of one's chronological age. There were no learners who self-reported disabilities in the survey.

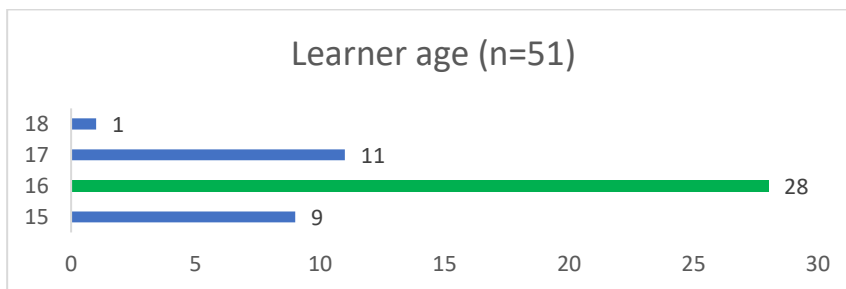


Figure 4 : Respondent demographics – Learner ages

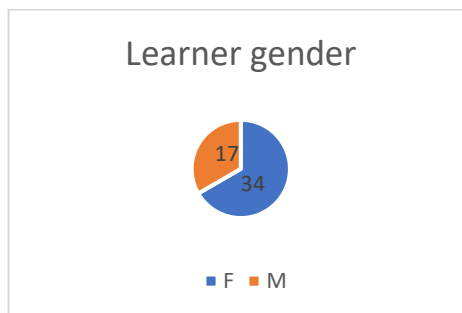


Figure 5 : Respondent demographics - Learner gender

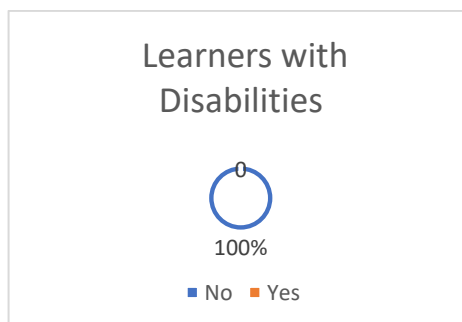


Figure 6 : Learners with disabilities

## MOT coach demographics

We examine the demographic characteristics of the MOT coaches to understand more about their life stages and orientation. Just as coaches use factors such as age, gender, cultural background, and life experiences to establish rapport and trust with their clients, facilitating effective communication and goal setting, we examine these factors to understand the knowledge, attitudes and practices of the MOT coaches who are volunteers.

More than 80% of MOT coaches of the 27 sampled for this survey, were under the age of 48 yrs. Most coaches were between the ages of 23-30 yrs. Much like the learners' group, the preponderance of coach participants were female(70%). The vast majority (89%) of coaches did not self-report a disability. There were 7% who did report a disability although the survey did not explore type, extent and duration. All of the MOT coaches cover varying combinations of grades 8 to 12 and no coach covered only one grade.

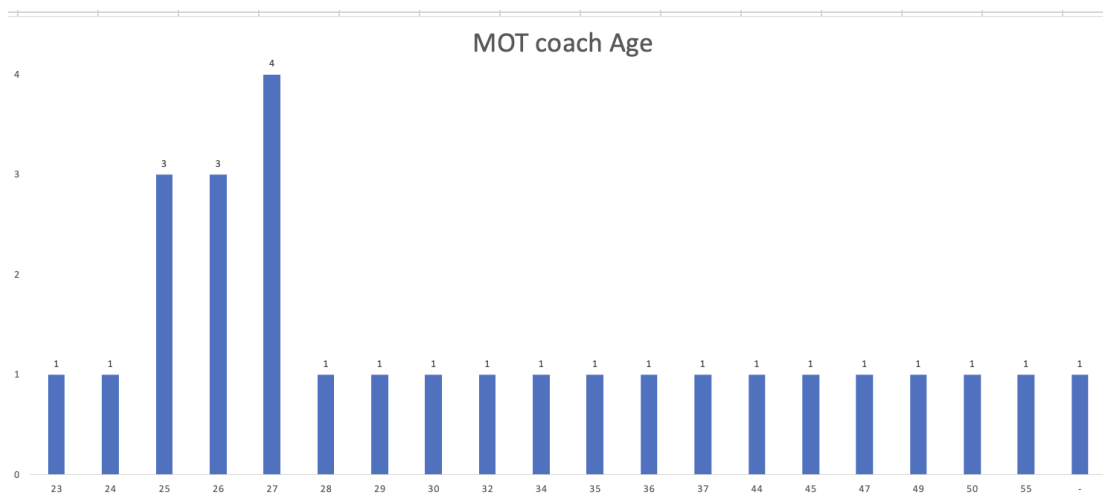


Figure 7 : MOT coach age distribution

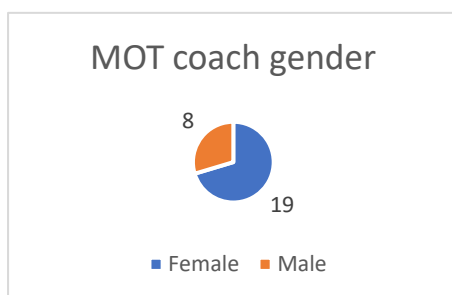


Figure 8 : MOT coach gender distribution

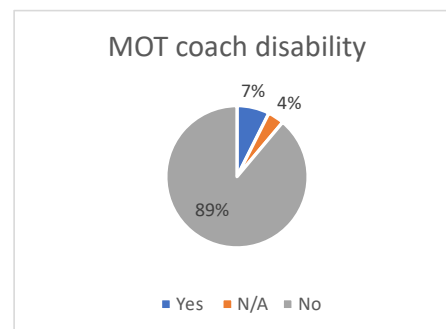


Figure 9 : MOT coach disability profile

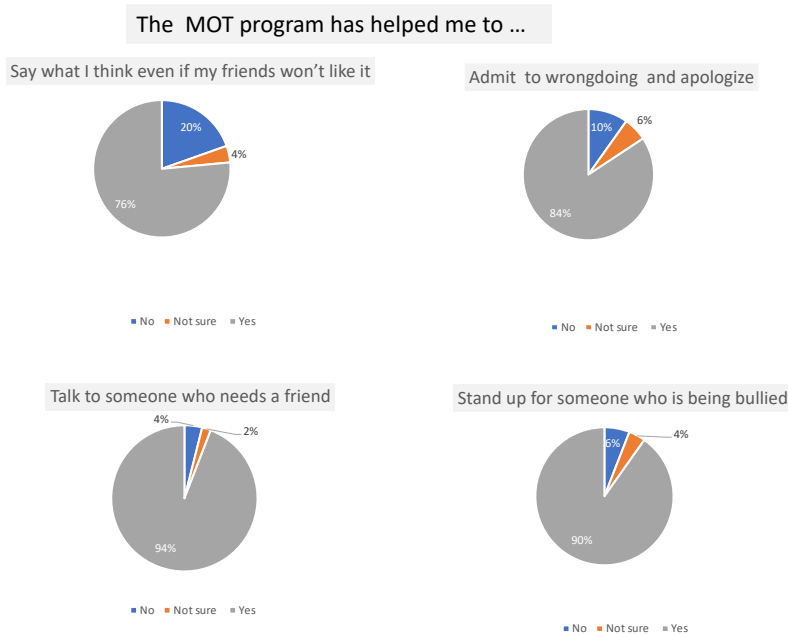
## MOT Objective 1 : Courage to Care

Create a good feeling in others  
 Show respect  
 Show love  
 Care for the outsiders

Demonstrating care and concern for others is fundamental in building strong, meaningful relationships. It creates a sense of trust, deepens bonds, and fosters mutual respect. These relationships, in turn, form the backbone of our social support systems.

A vast majority of learners( 84% to 94%) showed evidence of caring attitudes in their responses in this section. Learners were clearly less adept in the candour or frankness trait(“I can say what I think even if my friends won’t like it) as 20% assessed that they were unable to do this.

- 76% of MOT learners feel comfortable to voice controversial opinions among peers
- 84% of MOT learners can recognise error of judgement/behaviour and apologize
- 94% of MOT learners can feel empathy for peers
- 90% of MOT learners can defend a peer from bullying



## MOT Objective 2 : Courage to Say No

**Prioritise**  
**Stand up for your values**  
**Dare to speak out**  
**Practice tough love**

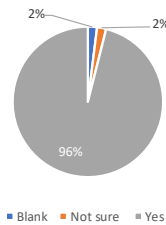


Saying no to peer pressure helps adolescents establish and maintain personal boundaries and builds resilience and self-confidence. If able to resist negative peer pressure, they are more likely to make choices that support their long-term physical, emotional, and mental well-being. This can lead to better overall life outcomes. The majority (80%-96%) of learners believe that they have achieved these outcomes.

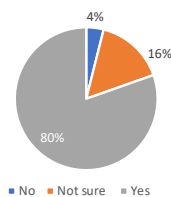
- 96% of MOT learners have agency (can say NO to conflicts in personal beliefs/values)
- 80% of MOT learners are able to oppose negative peer pressure
- 88% of MOT learners can show dissent with peers' behaviour

### The MOT program has helped me to ...

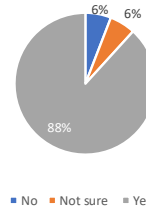
Say NO to things that I think are wrong



Say no to peer pressure for something that is against my better judgement



Object to peers' behaviour which is against my better judgement



## MOT Objective 3 : Courage to Live

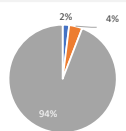
Be yourself  
Lead yourself  
Be passionate  
Accept to not always be great

Developing character traits and building life skills among learners forms the central intention of the MOT intervention program. We identified the life skills most crucial to develop during the course of the program and asked learners to self-score the extent of their achievement in this area of growth. The following results reflect the learners' perceived achievement :

- 94% of MOT learners developed critical thinking skills
- 94% of MOT learners are able to make appropriate decisions
- 86% of MOT learners gained organisational skills
- 86% of MOT learners are capacitated to solve problems
- 84% of MOT learners understand how to work in a team
- 92% of MOT learners developed strong interpersonal skills

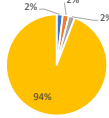
### The MOT program has helped me to ...

Think about the choices I make  
(Critical thinking)



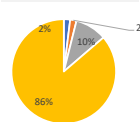
Blank Not sure Yes

Make decisions



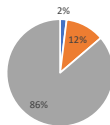
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Plan and act  
(Organisation skills)



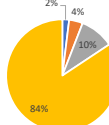
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Solve problems



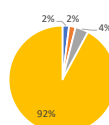
Blank Not sure Yes

Practice team-work



Blank No Not sure Yes

Communicate with others  
(Interpersonal skills)



Blank No Not sure Yes

## Learners’ experience of the MOT program

Measuring the experience of learners in life orientation programs and interventions provides valuable insights into the program’s effectiveness and its impact on the holistic development of students. The MOT program aims to equip learners with essential life skills, social and emotional competencies, and the knowledge necessary to navigate the complexities of life. By assessing the learners' experiences, we gain a deeper understanding of how well the program aligns with their needs, challenges, and aspirations. This feedback not only helps MOT program organizers tailor their interventions to better meet the learners' expectations but also ensures that the content and delivery methods resonate with the diverse backgrounds and circumstances of the students. Ultimately, measuring the learner experience not only enhances the quality of MOT programs but also empowers students to make meaningful choices, develop essential skills, and lead fulfilling lives.

- 98% of learners felt positively about the experience of being in the MOT community, 2% were not sure if they had enjoyed the experience.
- 82% of learners reported an improved “Quality of life”(QOL) at school ; 4%(2) learners said that the MOT program did not improve their QOL at school.
- 76% of learners believed that their exposure to the MOT program led to improved quality of family life.

When learners feel a strong sense of belonging at school, it can positively impact their overall well-being and self-esteem. This sense of belonging often extends to their family life, as learners may be more confident, open, and engaged within the family unit. Improvement in academic performance in school translates to a more positive atmosphere at home, with reduced academic stress and increased confidence.

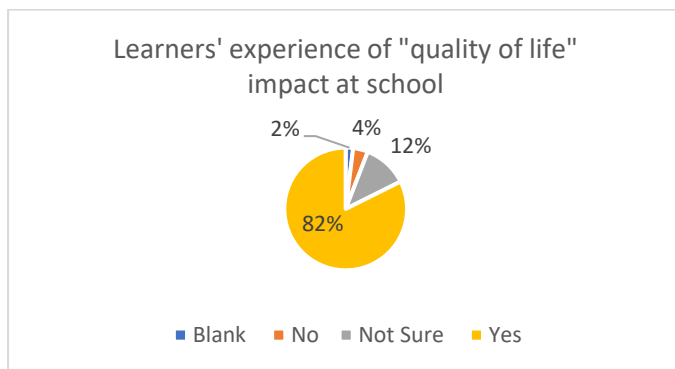


Figure 10 : Learners' experience of Quality of school life

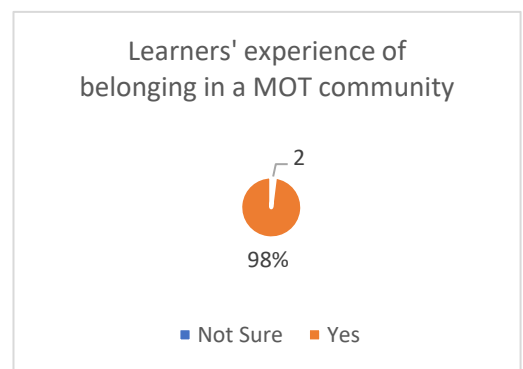


Figure 9 : Learners' experience of MOT community support

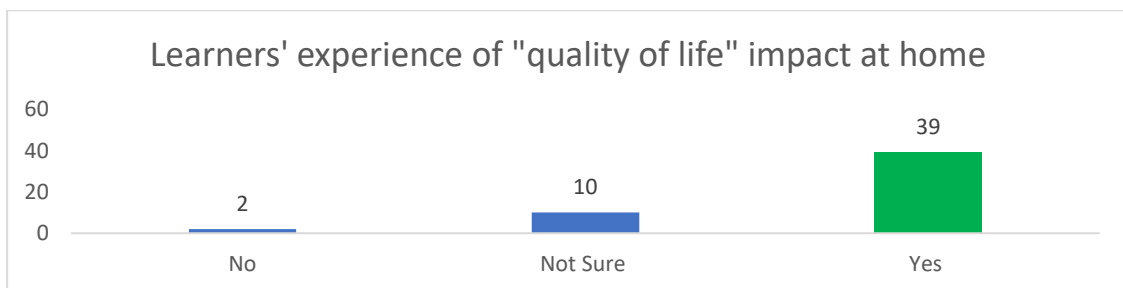


Figure 11 : Learners' experience of QOL at home



## Learners' Personal development

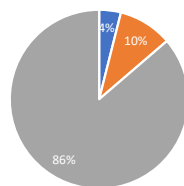
By investing in personal development, youth are not only enhancing their own lives but also setting the stage for a more competent, resilient, and healthy society. Through this process, learners form their identities by acquiring specific skills, adaptability and resilience.

The MOT learners were asked to self-assess their personal development achievements in the following areas :

- 86% of MOT learners are able to persevere through difficulties
- 90% of MOT learners are consistently working towards self-improvement
- 82% of MOT learners can confer when required
- 94% of MOT learners are self-aware and self-accepting

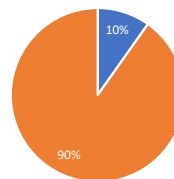
### The MOT program has helped me to ...

Do my best no matter how hard the task



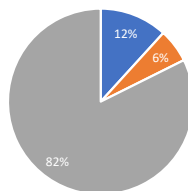
■ No ■ Not sure ■ Yes

Consistently try to be a good person



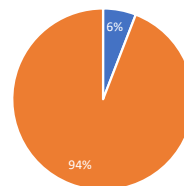
■ Not sure ■ Yes

Confer in matters I do not understand



■ No ■ Not sure ■ Yes

Have the courage to be myself and to accept myself



■ Not sure ■ Yes

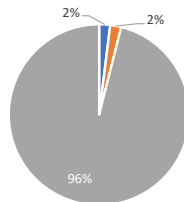


During the MOT program, the learners focused on development to become :

- More self-aware (96%)
- More self-confident (88%)
- More optimistic about the future (98%)
- More aware of emotions by recognising and sharing (61%)

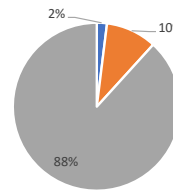
### The MOT program has helped me to ...

Learn more about myself



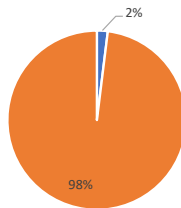
■ No ■ Not sure ■ Yes

Be more self-confident



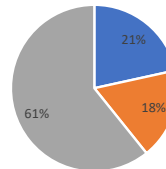
■ No ■ Not sure ■ Yes

Believe that I will do well in the future



■ No ■ Yes

Recognize and share my emotions  
(happy, sad, upset or angry)



■ No ■ Not sure ■ Yes

## Learners’ assessment of MOT program effectiveness (Subjective)

As this was a summative assessment, Learners were asked to retrospectively rate their Knowledge-Attitudes-Behaviours (KAB) on common issues confronting adolescents in similar settings (risks (substance abuse, school attendance, academic performance, personality and character development). The scoring system was made simple intentionally, allowing learners to use their own discretion and recall when allocating a score. The average computed for all scores (n=51) was 6.5 out of a maximum of 10 points (65%).

Learners were asked to repeat the task by rating their own KAB, this time reflecting on the impact of the MOT program in their lives. At the end of the MOT program, the average score increased by 2.3 points to 8.8 out of 10 points (23% increase).

The figures below show the distribution of the learners KAB scores. When comparing the before- and after MOT scores, two salient patterns emerge :

- Before MOT, most learners scored themselves **from 7 and below**
- After MOT, most learners scored themselves **from 8 and above**

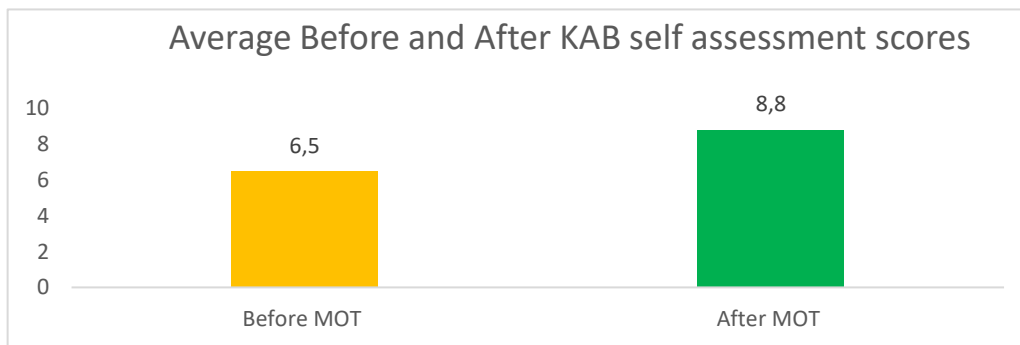


Figure 12 : Learners' Before and after KAB scores

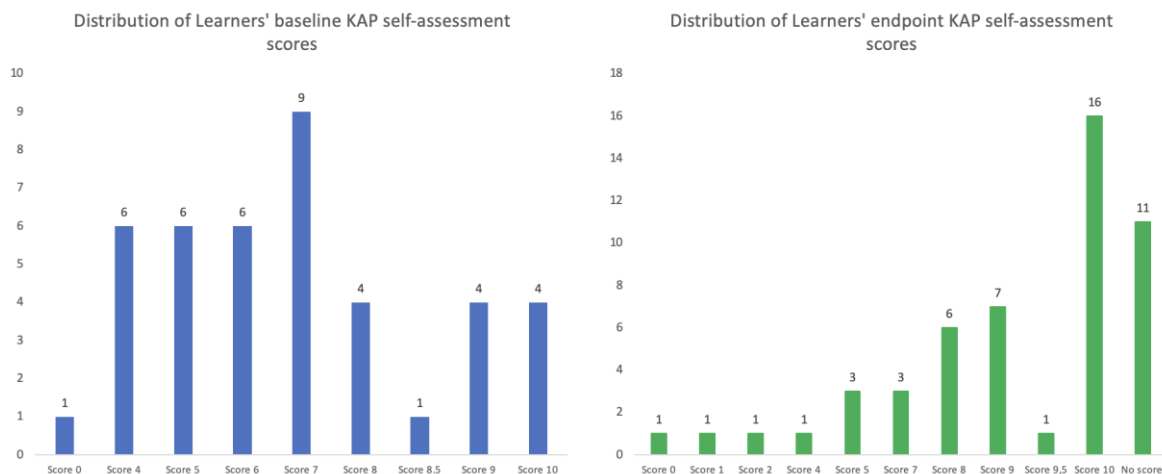


Figure 13 : Distribution of Before- and After KAB scores(Learners)

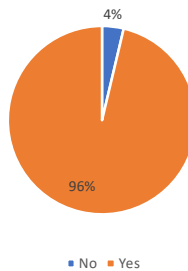


## Coaches' experience of the MOT program

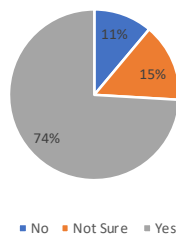
In the design of the mot program, the coach is the backbone of the intervention. Coaches can play a crucial role in the development of young people by providing guidance, support, and skills that help them navigate the complexities of growing up and laying a solid foundation for their future. Ideally, the MOT program seeks to establish a pool of coaches in each school and to achieve this, capacity building, training and motivation of Coaches are key issues.

- 96% of MOT coaches felt like they were part of a community.
- 74% of MOT coaches recognized some benefits of the MOT program in their home/personal lives.
- 78% of MOT coaches agreed that the MOT program improved their professional lives.

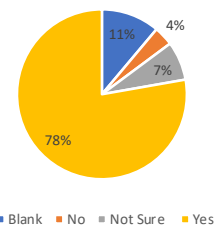
I was part of a community in the MOT program



The MOT program changed the quality of my personal/home life



The MOT program changed the quality of my professional life?





Motivation provides insight into why a person engages in certain actions. It helps explain the direction of their behaviour, whether they are driven by internal desires like personal growth or external factors like monetary rewards. Knowing what motivates an individual can help predict their future actions. For instance, if someone is motivated by recognition, they might seek opportunities that bring them visibility and acclaim.

67% of MOT coaches were motivated to participate in the program as a social responsibility and were happy to contribute to community development. Other reasons cited as motivating, were also positive (voluntary, no specific reason, youth development interest). Overall 96% of Coaches were intrinsically motivated to join the MOT program.

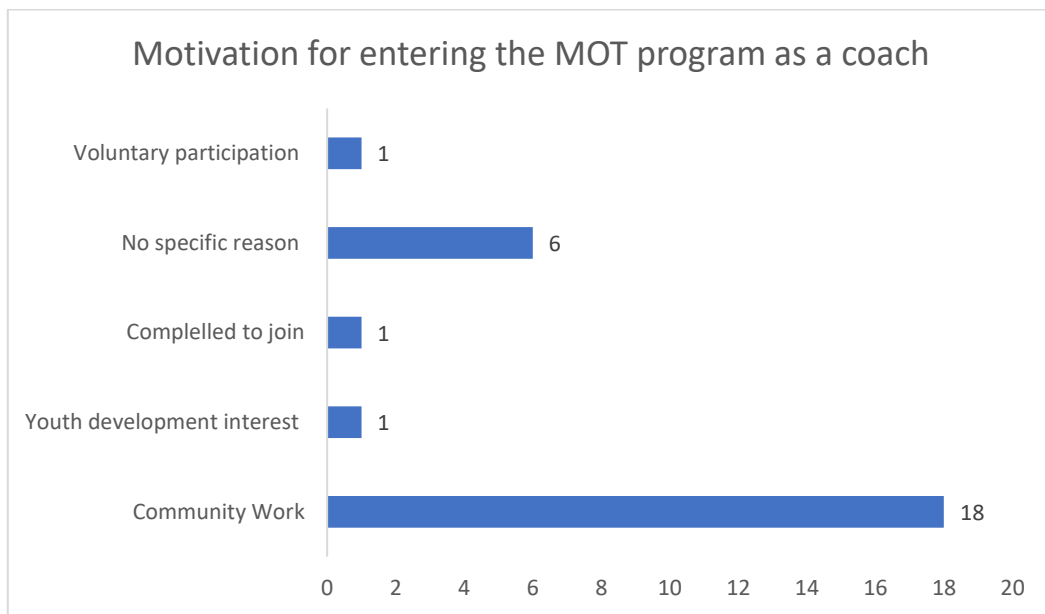


Figure 14 MOT coach motivation

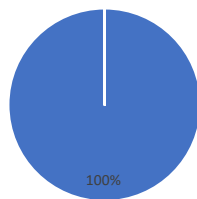
## Coaches' Personal development

A coach with a well-developed personality and character is seen as more authentic and genuine. Authenticity helps in building trust and rapport with the youth, making them more receptive to guidance and feedback. The MOT program contains content which is aimed at personal development of the coaches.

- 100% of coaches learned about themselves in the MOT program
- 92% of coaches learned new skills in the MOT program, which are of future value
- 96% of coaches grew their character and personality in the MOT program
- 96% of coaches are more self-confident after the MOT program

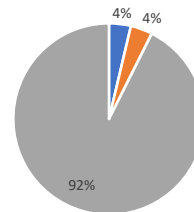
### As a Coach, the MOT program has helped me to ...

Know myself better (Strengths and weaknesses)



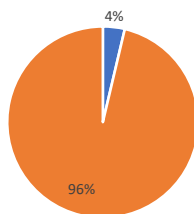
■ Yes

Learn new skills that I can use beyond the program



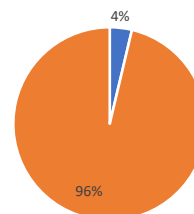
■ No ■ Not sure ■ Yes

Grow my character and personality



■ Not sure ■ Yes

Be more self-confident



■ Not sure ■ Yes

## Coaches' assessment of MOT program effectiveness (Objective)

Coaches were first asked to retrospectively score the learners' KAB on common issues confronting adolescents in similar settings (substance abuse, school attendance, academic performance, personality and character development). In the absence of a baseline at program launch, this question in the survey provided an objective way of assessing the change in learners' KAB.

Most coaches (85%) scored the learners **60%(6/10) and below in KAB** before the MOT program as seen in the figure below (left).

Reflecting on the exposure gained during the MOT program, most coaches (89%) scored the learners **from 60% up to 90% in KAB** , as the figure below (right) demonstrates.

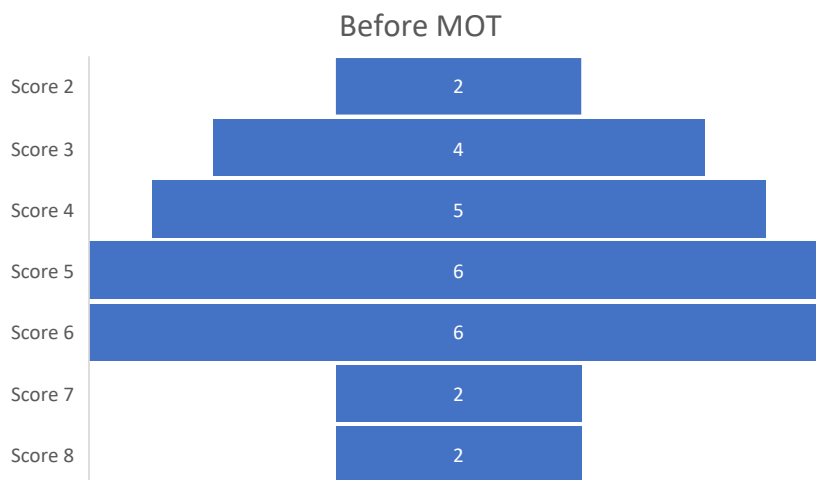


Figure 15 : Coaches assessment BEFORE MOT program

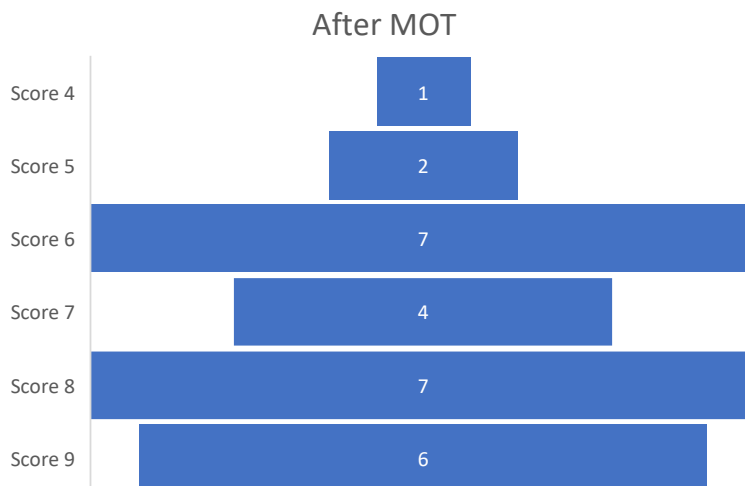


Figure 16 : Coaches' assessment AFTER MOT program

## Coaches' support in MOT program

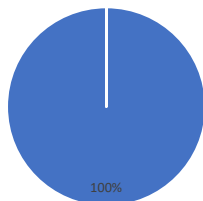
Coaches are often seen as experts in their field, possessing knowledge, skills, and experiences that learners do not yet have. They provide guidance and direction to help learners navigate their development paths more effectively, avoiding common pitfalls and maximizing their potential. Coaches are not just instructors; they are mentors, guides, and supporters whose responsibility extends beyond mere knowledge transfer. They play a critical role in shaping the overall development of learners, equipping them with the tools, mindset, and character needed for success in their endeavours.

The benefits realised by the coaches, in the MOT program, can be summarised as follows :

- 100% of coaches are able to model good behaviour for learners
- 100% of coaches recognise that learners need holistic education
- 100% of coaches believe in their contribution to the learners' future through the program
- 96% of coaches understand through the MOT program, that EQ and mental health affect the learning process

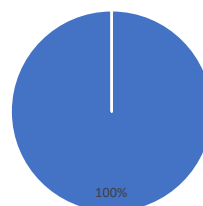
### As a Coach, the MOT program has helped me to ...

Model good behaviour for the learners



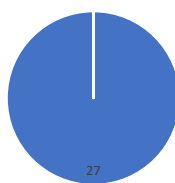
■ Yes

Recognise that learners need a holistic education



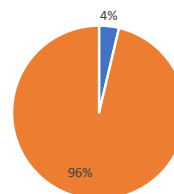
■ Yes

Believe that I can impact future adults through this program



■ Yes

Realise how EQ and mental health can affect adolescents' ability to learn and develop



■ No ■ Yes



## Coaches' assessment of program impact

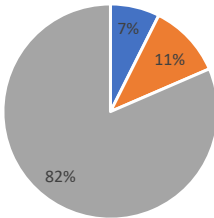
Assessments provide a clear picture of the learner's progress over time. They help in tracking whether the learner is moving towards their goals, allowing for timely adjustments in the coaching plan if progress is slower than expected. Assessments help in setting benchmarks for development. They establish performance standards that learners can aim for, fostering a sense of direction and purpose in the learning process.

The coaches assessed the MOT learners as follows :

- 82% of learners are accountable and responsible for themselves
- 78% of learners are capacitated to make decisions
- 81% of learners have organisational skills (can plan and execute activities)
- 78% of learners are able to solve problems analytically
- 100% of learners practice teamwork
- 93% of learners have social and interpersonal skills

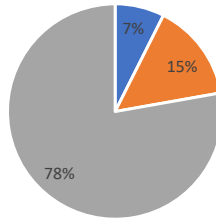
### The impact of the MOT program on Learners

MOT Learners are accountable for self (Responsibility)



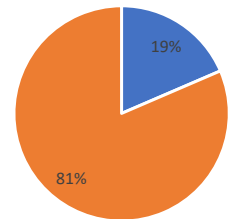
■ No ■ Not sure ■ Yes

MOT Learners are capacitated to make decisions



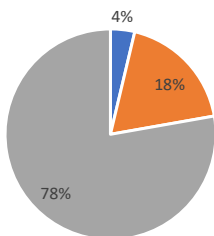
■ No ■ Not sure ■ Yes

MOT Learners plan and act (Organisation skills)



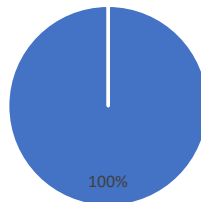
■ Not sure ■ Yes

MOT Learners are able to solve problems



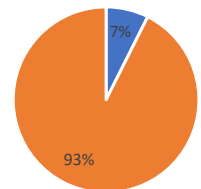
■ No ■ Not sure ■ Yes

MOT Learners practice teamwork (Leadership skills)



■ Yes

MOT Learners can communicate with others (Social and interpersonal skills)



■ Not sure ■ Yes

## Section 2 : Qualitative data Analysis





Table 4 : MOT coach experience of MOT program

Themes	Excerpts from Data
Baseline sensitization of the issues facing youth in the community	Longstanding awareness and open-mindedness; comes with experience as an educator; “I am not sensitive to anyone's viewpoint and therefore I take things with a pinch of salt”; The MOT program “assisted with what I already know and was doing”.
Increased Awareness of need for support of Learners	Learners need the support of coaches; EQ skills are important in the learning process.
Self-reflection and personal growth	“it changed the way I look at myself [and] my own choices as well”; [The MOT program] “ better equipped me to work and manage learners”; learned to be inclusive and build resilience in the learners ; “it is hard to explain but you just see things differently” after the MOT program; Understanding of your own life and those around you; self-management skills learned; MOT helped me to take some more time and energy to really connect to the learners and people on a deeper level, making me more open minded about the issues in life”.
Awareness of the impact of external environment on learners’ growth and development	External environment can impact the individual, however “with proper guidance and tools, it is possible to overcome any challenge”; “there is room for personal growth and character development no matter how tough your personal life”.
Change in perspective in respect of learners’ KAB and consequently change in approach	“. youth have a different way that they view the world as compared to adults”; Learners are individuals and understanding differences among them will facilitate progress of the work.
Improved understanding of learners	“I am looking at these learners with a different mindset, my approach towards them has changed”; “more knowledge on people’s behavior and choices”; “I feel like I am a lot more open minded and considerate towards others”.
Role of adults/coaches/educators in society through support of learners	Feel part of a global community- a shared system of values in the MOT program; [If] “we are able to address barriers, people can succeed”.
Contribution to a better society	“This program opened my eyes and made me realize that all this broken world needs is someone that cares and want to make a difference. We all can contribute to a better society”.

Table 5 : MOT coach reflections on MOT program strengths

Themes	Excerpts from Data
Well-Planned Program	- "The completed program issued to coaches was well planned." "The program having a set 'workbook' for all the seasons but also giving provision for coaches to include an element of themselves." "Course program well set out the lessons." "The manual is perfectly laid out." "The practical component works well." "The philosophy and examples of success stories are powerful." "The values are perfect for community transformation."
Excellent Support and PR	- "Excellent support shown to coaches." "Great PR."
Innovative Activities and Lessons	- "The innovative activities within lessons/sessions to guide learners through relatable scenarios that provide them with the tools to face any challenges. "There are games in between the sessions."- "The games and stories complement the objectives of every session." "The games are fun, and learners are able to express themselves better."
Learner Engagement and Impact	- "The learners are always looking forward to the next MOT sessions because the sessions help them to come out of their shells and be willing to participate." "It has taught learners responsibility and to accept when they are wrong, especially helping them to have the courage to speak out." "Learners learned responsibility and accepted when they are wrong. It helped them to make decisions and dream and think of their future. Teamwork - to help each other and to be there for each other."
Positive Feedback and Appreciation	- "I think the person who is running the MOT program at school is the best, and if she didn't do so much, I wouldn't have enjoyed it so much."- "Learner correspondence: the program was exciting for many."
Effective Training Materials and Equipment	- "The supply of training material with all the course facts and equipment to do the practical role plays, etc."- "The components MOT use and also the materials work well for MOT." "The material, practicalities do work well." "The way that MOT promotes the values they believe in and spreads these teachings in the communities they work in."
Teamwork and Practical Component	- "Teamwork with MOT team." "The practical part of sessions, learners enjoy being part of the program." "The practical component works well."

Table 6 : MOT coach reflections on MOT program improvement

Themes	Excerpts from Data
Positive Feedback and Acknowledgment	- "Nothing at the moment - well done MOT." "To be honest, nothing!". "Not any. I believe it is of good standard." . "A model that easily can be adjusted to fit multiple school systems, catering for learner availability, community context."
Time Constraints and Session Length	- "The amount of content within sessions should be relooked as it is not always possible to complete an entire session due to time constraints. "The Sessions are too long.". "Choosing more appropriate time slots (not before exams)." "Take a relook at the time allocation." "Friday not suitable for teachers and learners for any workshop." "Fridays after school, not suitable for teachers and learners."
Communication and Coordination	- "Better communication with schools - timing." "More planned practical sessions in the district training sessions." "Events should not be held on Fridays, meetings should be arranged well in advance." "No need for many meetings, etc."
Practical Training and Resource Availability	- "The training needs to be a little bit more practical explanation, and the games that are being played during sessions need to be done so that all MOT coaches are comfortable to do it." "Maybe a lot more games. "Training session should be centred." "Training should be more practical and focus on how we should do sessions rather than the why we are doing it (theory)." "Resources on hand for sessions."
Teamwork and Collaboration	- "We need to work better as a team to help prepare for more sessions ". "If educators run the program, the lesson plans definitely need to be summarized. Videos of games will help."

Table 7 : MOT coach reflection on MOT program effectiveness

Themes	Excerpts from Data
Positive Impact and Personal Growth	<p>- "Well done!" "The program is really impactful for the youth, it has equipped me as a coach as well as me in my personal capacity." "Impactful, fun, and a great program to be a part of knowing that it has the potential to positively affect many lives." "I enjoy working with MOT, enjoyable, and a good learning experience." "I enjoyed doing the MOT sessions, they helped me know more about my learners outside the classroom." "Being a MOT coach helped me to play a positive role in the community." "Glad to be a part of the MOT program." "This program is like therapy, as an educator, I learn a lot in every session. I feel privileged to be a part of this family." "MOT helped me form and develop as a coach and it supported us and learners in achieving our goals in providing training and guidance." "Great program. I have grown, and development has been personal and inspiring." "This program will make school a sustainable and loving school."</p>
Time Constraints and Scheduling Issues	<p>- "The time MOT takes and teaching time clashes, maybe that can be worked on in the future." "Too many Friday meetings, not suitable for teachers and learners." "When we make the program part of the LO class, it moves to an academic side, and learners hesitate to have self-reflection. We struggle then to create a safe space. Fridays are a difficult day for our context." "No Friday meetings." "Communication between MOT and schools can be improved."</p>
Enjoyment and Engagement	<p>- "I enjoy it but need more practical examples of the type of games that can be played during sessions." "Loved being a part of the program." "Visits by the facilitators as promised." "More props for MOT sessions. Prizes to motivate learner engagement." "As a math educator, I enjoy being a youth leader in the MOT program teaching the hidden curriculum."</p>
School Integration and Academic Impact	<p>- "When we make the program part of the LO class, it moves to an academic side, and learners hesitate to have self-reflection. We struggle then to create a safe space." "This program will make school a sustainable and loving school." "As a math educator, I enjoy being a youth leader in the MOT program teaching the hidden curriculum."</p>

Table 8 : Learner reflections on MOT coaches

Themes	Excerpts from Data
Coach- related	"My MOT coach learned me to be responsible for my decisions what I make in life and helped me for self-confidence."
	"Our MOT coach is the best because she learned us a lot of stuff like to say no and made me a better person."
	"My coach is a very nice person, she cared about everyone and anyone, it doesn't matter who you are or where you came from."
	"My coach knew so much about life; she taught us better, learned us things we were unaware of, showed us how cruel the world was in another country, etc."
	"My coach is an amazing person filled with kindness and laughter and jokes."
	"I would like to thank the MOT & my MOT coach for helping me find my inner strength, helping me see my problems in a different way. MOT helped me to have confidence in myself, so I would like to thank my MOT coach for bringing out a new and clean me."
	"I would like to say thank you to my MOT coach for learning me new things about how to make others feel welcome and to love others the way you want to be loved. And also, I want to say that I've learned a lot and want to still learn more and show other people courage to care, courage to say no, and courage to live."
	"*My coach* had helped me to communicate with other people in my class. MOT has helped me have plans for the decisions I will make in life."
	"My coach has taught me to have courage, and she is a very kind person. The MOT program was the best thing that changed my whole life. I didn't go to church, but since MOT, I started going to church and to youth, and I'm a singer in church now."
	"The MOT programme gave me the best MOT coach. She went out of her way for us and always made sure that we had a great time. Our bond also became stronger and we learnt about each other."
	"I would like to give thanks to my MOT coach for teaching me all these things and how to better myself. I would like to keep on being the better me."
	"My MOT coach is one of the most inspiring people in my life, she motivated me to do a lot of things I never thought I would do, like giving a speech in front of my entire class. I am very grateful."
	"About my MOT coach. I would like to say you are a very good person, and you must keep that. The MOT programme really helped me a lot to have self-confidence and trust and believe in yourself. Our MOT coach was or is a very good and loving person."
	"*Coach*, you are great. I love you so much, you did a very good job in helping me see the amazing life and dangers. *MOT Coach* , thank you so much."



Table 9 : Learner reflections on MOT program effectiveness

Themes	Excerpts from Data
Program- related	"The MOT programme is there for you, and they are always there to help others and make you feel good about yourself."
	"The MOT programme have helped us a lot for the past 2 years and changed a lot of us. And we are grateful for having Ms. Goliath as our MOT coach because she has given us courage to prove ourselves. She has taught us many things. It was great being with her for all these years."
	"The MOT programme encouraged me to live and find solutions to my problems instead of giving up. MOT helped me to be more confident and it helped me become more social and MOT helped me to learn how to love myself."
	"I did enjoy the MOT programme very much. It has helped me a lot since I've started MOT programme. I've really needed this MOT programme. It has had a big impact on my life."
	"The MOT programme has helped me a lot, and so has my MOT coach. I never had the courage to speak, but because of my MOT coach and the MOT programme, I have the courage to speak out."
	"Thank you for motivating, thank you for understanding me and putting yourself in my shoes, I can't say thank you enough for helping me get through life, without MOT, I would've been lost and on the wrong track."
	"Thank you for persevering us to do better in school and giving us confidence to do anything that we would like to do."
	"I just wanna say thank you to MOT who helped me find myself. Thank you for showing me courage to care, courage to say no, and to live."
	"I feel like MOT should give more lessons."





Table 10 : MOT staff reflections on the MOT program

Themes	Excerpts from Data
Key Issues in MOT Program	- Communication breakdowns between the MOT office, coaches, and coordinators. - Challenges in managing time effectively. - Difficulty in securing space for learners to conduct sessions.
Deep Dive into Communication Issue	- Coaches find it challenging to communicate with coordinators due to busy schedules. - Coaches are not paid, which affects motivation. - Problems are often only discovered during in-person visits (three times a year- not ideal for maintain quality).
Challenges in Time Management	- Some teachers who are MOT coaches are reluctant to give up class time. - Sessions typically last 20 to 90 minutes. - The issue is more about negotiation for time rather than time management itself.
Strategies to Overcome Issues	-Potential strategies such as monthly check-ins, training program revision, curriculum changes, and stronger implementation efforts.
MOT Program Team Functioning	- Need for key changes within the MOT coordination team. - Emphasis on coordinated efforts within the team handling secondary education programs.



## Conclusion

Measuring outcomes and evaluating the effectiveness of school-based learner development programs is crucial for several compelling reasons. Firstly, it allows educators and program coordinators to assess whether the intended goals and objectives of the program are being achieved. By quantifying the impact of such programs, educational institutions can ensure that their resources and efforts are directed toward initiatives that genuinely benefit students' growth and development. Additionally, outcome measurement and evaluation provide valuable insights into areas that may require adjustment or improvement, helping refine and optimize the program over time. Moreover, it serves as a means of being accountable to stakeholders, including students, parents, and funding organizations, by demonstrating the tangible benefits and value of the program. Ultimately, this feedback loop of measurement and evaluation promotes a culture of continuous improvement in educational settings, fostering better outcomes and opportunities for learners and their coaches.

Based on the results presented in this report, we can conclude that the MOT program implemented at the Zeekoeivlei high school in the Western Cape, has shown many successes for learners :

- More than 80% of learners who participated in the endpoint survey, confirmed that the MOT program improved their experience (“quality of life”) at school.
- Almost all (98%) appreciated the sense of community and support created by the MOT program at their school.
- 76% of learners experienced spill over effects of the MOT program in their home life. Scientific research consistently shows that the social milieu, including peer interactions and relationships, significantly impacts adolescent development.
- More than 80% of learners self-reported improvement in all aspects of personal development
- More than 80% of learners felt that they had achieved the principal outcomes of the MOT program , viz:
  - Courage to care
  - Courage to Say No
  - Courage to Live

Coaches also derived many gains and benefits from the program as summarised below:

- 92% learned new skills in the MOT program
- 96% developed their character and personality in the MOT program
- 74% recognized benefits of the MOT program in their home/personal lives
- 78% acknowledged that the MOT program improved their professional lives.
- 89% scored the learners **from 60% up to 90% in Knowledge-Attitudes-behaviour** at the end of the MOT program



## Recommendations

Based on the overwhelmingly positive results from learners and coaches, the conclusion is clear that the MOT program has achieved all of the stated objectives.

Learners benefit in their personal development as well as their school and home lives. Coaches find development and self awareness which allows them to provide greater support for the learners in their care.

- It is therefore clear that the MOT program should be scaled to various schools across the province so that more learners are exposed to the benefits.
- It is our recommendation that more Grades be exposed to the MOT program
- It is also our recommendation that baseline and midterm evaluations be conducted routinely for the purposes of measuring effectiveness
- Impact of the program can be measured by longitudinal follow up of learners 3-5yrs after completion of the program.