

EVALUATIONS OF MOT IN THE YEARS 1994-2015

EDVARD BEFRING: FORMATIVE EVALUATION OF MOT 1994-1999

An evaluation report about MOT's objective, pedagogical work and preventive results, prepared by Doctor of Philosophy Edvard Befring, Department of Special Needs Education at the University of Oslo.

Excerpt from the conclusion: *MOT emerges as one of the most original and exciting projects to see the light of day in Norway. ... It is a pedagogical programme with consistent core values, presentation and methodological approaches of a convincing quality. MOT has succeeded with capturing young people's interests and commitment and has developed a programme that also works well with parents and teachers. ... MOT has entered the field, not only as a breath of fresh air, but also as a new approach to traditional preventive institutions.*

...

It is also remarkable how the central figures in MOT have managed to make use of academic terms that characterizes the most recent perspectives in pedagogy, psychology and organizational theory.

... As a model on preventive work, MOT represents new ways of thinking and a new approach to the academic field.

Thus far there is reason to conclude that MOT has succeeded convincingly. This is in many ways due to good leadership and talented colleagues. Another important aspect of MOT's success is their inherent understanding of human beings and the pedagogical principles the programmes are based on. It is of particular interest to note their basic conception of human beings being both vulnerable and strong, that the learning process must be seen comprehensively as it involves both emotions and sensibility, and that humans need support in order to know, be able to and want to. In this relation, it is necessary to note MOT's comprehensive understanding of society. This understanding is expressed in their view that the society as a whole is responsible for the upbringing of children and youth. ... MOT cannot be copied but one may be able to use it as an inspiration and a guiding light ... MOT can certainly become an immense force in the fight against destructive tendencies and for a more constructive and responsible childhood for children and youth.

NTNU SOCIAL RESEARCH: NATIONAL EVALUATION 2003 AND 2005

2003: 3 000 pupils in secondary school. Only 14% say they are *not* influenced by MOT. The rest are influenced or not sure.

2005: 5 415 pupils in 35 secondary schools in 25 municipalities. Only 14% say they are *not* influenced by MOT. 56% say they are influenced by MOT. The pupils mainly think MOT in terms of making your own decisions. About half of them strongly agree with the statement saying MOT contributes to a better environment.

BEFRING AND MOEN: DOCUMENTATION REPORT MOT UNDER LUPEN ('A CLOSER LOOK AT MOT') 1997-2010

The report is a collaboration between Doctor of Philosophy Edvard Befring and Bjørg-Elin Moen (scientific leader of theories and empirical data, MOT Norway). The report was finished in November 2010 and describes MOT from a comprehensive and academical perspective:

MOT is evaluated according to the available empirical evaluation data. The report sums up ten evaluations and several systematic feedback collections conducted in the years 1999-2010. They further highlight the following consequences for youth:

- * *Strengthened self-confidence and optimism*
- * *Improved adolescence and quality in education*
- * *Increased understanding of the importance of caring about others*
- * *Reduction in bullying*
- * *Decrease in youth's consumption of alcohol and nicotine*
- * *Strengthened orientation towards learning*

The various empirical studies combined with analyses of letters, interviews and informal feedback from youth and school staff show that MOT is overall capable of accomplishing their objective of developing self-confidence and creating awareness among youth to show courage and make their own decisions.

MOT has seen a strong and promising development in a short span of time... One can with certainty state that MOT has developed into a resource for the part of society dealing with childhood, adolescence, education and preventive work.

The way MOT is built and how they work, shows that the organization possess a great potential to work as a culture-builder, and as such must be seen as something more than 'just' a programme. The basic principles of MOT are about strengthening the opportunities for children and youth to take the leap to a constructive life as adults, thus one can say that MOT is an authority in the field of adolescence.

PROBA RESEARCH: EVALUATING MOT IN SECONDARY SCHOOL 2008-2011

Proba Research is a company that conducts analyses in the social sciences. The analyses take the form of studies, research and counselling. The evaluation was finished in the Autumn of 2011, and consists of an impact evaluation, preliminary and follow-up studies and a comparative study. Approximately 450 pupils from 21 MOT schools and 450 pupils from 21 control schools were followed over the course of three years. The first data collection took place in the beginning of 8th grade, about 2-4 weeks after start of school.

Proba's conclusion: 'MOT protects against the most negative aspects of adolescence'

Excerpt from the Proba evaluation report:

The evaluation builds on data from questionnaires conducted at four different times to the same group of pupils who are part of the MOT programme in addition to a control group consisting of students in schools that don't participate in the MOT programme. The students answered the first questionnaire at the beginning of 8th grade and the last at the end of 10th grade. We have primarily analysed changes that occurred between the first and the last questionnaire and compared the changes with the changes at the control schools.

Our findings show that MOT has a positive impact on the youth's self-confidence, optimism and courage. In terms of the youth's perception of their school and class environment, well-being and bullying, MOT seems to protect against the most negative aspects of adolescence. Fewer pupils report unhappiness, fewer pupils report having no friends at all, fewer pupils consider their class and school environment to be bad and fewer pupils report frequent bullying. Our findings show that MOT's three core values – courage to live, courage to care and courage to say no – have had a more positive development in MOT schools than in control schools.

Three results on an individual level and three on a group level from Proba's evaluation report:

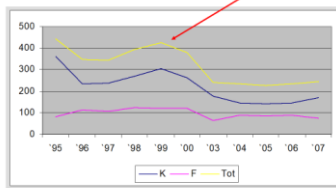
1. "I think I have many good qualities."
*Increases during secondary school in MOT schools – from 68% to 71%.
Decreases in control schools – from 67% to 63%.*
2. "All in all, I feel that I am a good person."
*Increases during secondary school in MOT schools – from 77% to 78%.
Decreases in control schools – from 79% to 71%.*
3. "I am a good person even though I might fail on a task."
*Increases during secondary school in MOT schools – from 71% to 80%.
Decreases in control schools – from 75% to 72%.*
4. "I think it is important to take care of everyone in the class."
*Increases during secondary school in MOT schools – from 84% to 86%.
Decreases in control schools – from 82% to 79%.*
5. "If someone spends a lot of time by themselves, I would talk to them."
Number of pupils *disagreeing* with the statement *reduced* in MOT schools. 12% by the start of secondary school, and 11% by the end.
Number of pupils *disagreeing* with the statement *increased* in control schools. 16% by the start of secondary school, and 22% by the end.
6. "My school is a place where other pupils seem to like me."
Number of pupils *disagreeing* with the statement *unchanged* in MOT schools. 4% by the start of secondary school, and 4% by the end.
Number of pupils *disagreeing* with the statement *increased* in control schools. 4% by the start of secondary school, and 7% by the end.

Another important finding in the Proba evaluation report was that there were three times as many pupils in control schools than in MOT schools that graduated secondary school without a single friend (2% as opposed to 6%). Research shows that 6 out of 10 criminals in Norwegian prisons never had any friends in secondary school. That is why this is a very important result seen from a social perspective.

ANALYSES AND EVALUATIONS BY MUNICIPALITIES THAT SHOW MOT'S PREVENTIVE EFFECT ON CRIME

Rørosrapport 2007

Kriminalitet- og justisstatistikk 1995 – 2007. «MOT inn i skolen».



The outcome of using MOT as a tool is reduction in crime and better growing up conditions. MOT has given us what we were missing.

– Norwegian sheriff (Tingvoll)

THE NORWEGIAN DIRECTORATE FOR EDUCATION AND TRAINING'S PUPIL SURVEY 2008-2012:

MOT SCHOOLS VERSUS THE NATIONAL AVERAGE

MOT compared the national average in The Norwegian Directorate for Education and Training's Pupil Survey with the results in MOT schools.

The national average represents all secondary schools in the country.

The MOT schools represent a total of 3 500 pupils in 35 MOT schools in 31 municipalities.

The numbers below are all from the Pupil Survey.

2011 survey, 10th grade:

- The national average shows an *increase* in the number of pupils who are bullied several times a week during secondary school.
- The MOT schools show a *reduction* in the number of pupils who are bullied several times a week during secondary school.
- Only half as many pupils (2.1%) in MOT schools were bullied several times a week compared with the national average.

2012 survey:

Severe unhappiness at school (not happy at all):

- Small reduction in severe unhappiness from 8th to 10th grade in MOT schools (from 0.9 to 0.8%)
- Large increase in severe unhappiness from 8th to 10th grade on a national level (from 1.1 to 2.3%)
- The number of pupils reporting severe unhappiness is about three times as high on a national level compared with MOT schools by the end of secondary school,

Development in 8 schools that started with MOT in 2009:

Numbers from the Pupil Survey from 8 schools that started with MOT in 2009:

- The number of pupils that were bullied several times a week in these schools was about the same as the national average in 2008: 4.6%. Numbers from 2012 show a near 50% reduction in bullying several times a week at the new MOT schools three years later; 2.2% versus 4.6%.
- About 38.3% of the pupils that reported being bullied 2-3 times a month or more stated that they did not enjoy school in spring 2008, in other words, before they became a MOT school. In 2012, after three years of MOT, the number of pupils in this group was reduced to about one third – 13.4% (the national average was fairly constant during these years: approx. 25%)

University of Cape Town: Research report MOT South Africa 2012 and 2015

"The FET Institute" has evaluated "The MOT life skills programme" for MOT South Africa twice. The evaluation from 2012 followed 86 students (17-30 years old) over the course of three years. The report from 2015 followed 462 students from 10 different campuses (5 colleges) over the course of three years.

Areas of key strength of the MOT programme (93-97%):

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

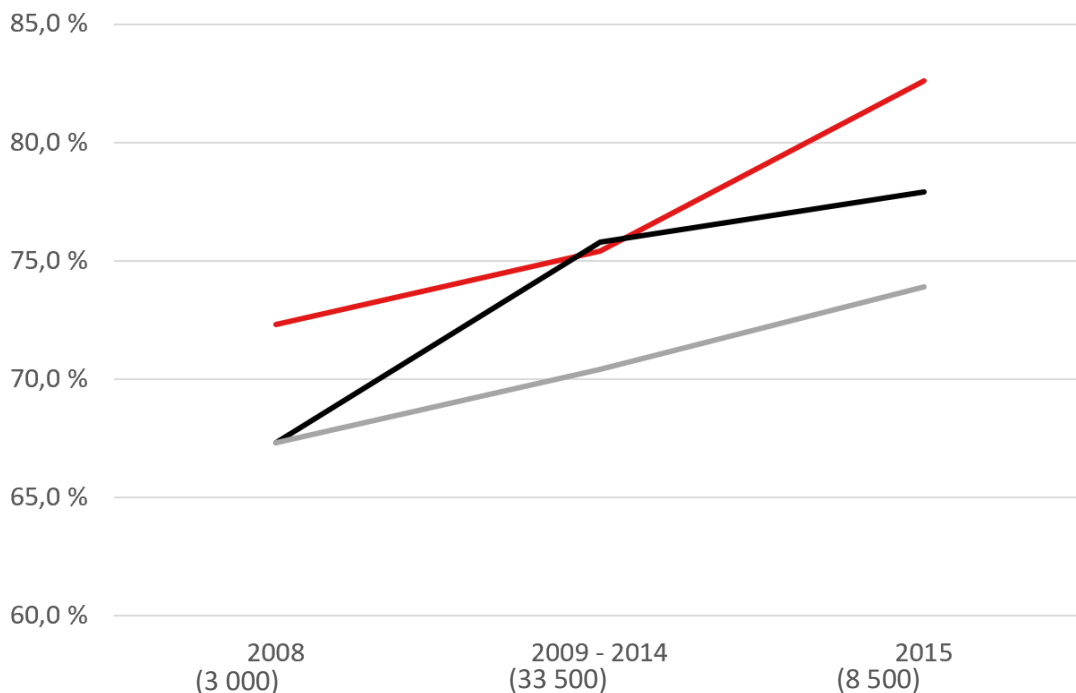
Both evaluations show the same – a near 50% reduction in the number of students using drugs, over the course of three years (from 7.5-8% to 4.5%).

A selection of comments from youth:

- MOT changed my life. I am behaving better. I realise that I've learned something from MOT about achieving goals and that motivated me to try again.
- The most important thing during MOT was me getting to know myself better.
- MOT helped me to believe more in myself, picked me up and gave me courage to live. Ever since it came into my life I've never stopped dreaming.
- I am thankful that MOT came into my life. I now have the courage to live my life having learnt from mistakes and keep my head held high.
- By coming to MOT sessions, I see that I can reach each and every goal I set and make the good out of it.
- MOT has taught me to believe in myself even if no one else does. My views about life changed from negative to positive and I have to thank MOT for it!!!
- I didn't know anymore what I wanted to be in life. But then MOT came in and everything changed in me. I told myself that I want to start my own business one day and MOT told me that if you're just believe in yourself, then you can!
- MOT has made me want to be an even better person to help those that need help in no matter what their need. It has also showed me that it is better to help others so they too can see that life good and it does not come from drug abuse.
- The 3 years with MOT was the big experience of my life. The key word for us was "respect" and that we should respect one another. We changed after we started with MOT. We used to be the challenging class and more of us were expelled. We ended up with something different; with a new life and a new page. When we wrote exams all of us passed. And the reason for that was that each and everyone had a MOT pen and we looked at that pen and told ourselves that we have the courage, we can do it.
- Dear MOT, I am a 20 year old man. I feel like I am very grateful to be a part of your programme. From the past couple of years I didn't know where I was going, I was taking things lightly, but now that I attend your sessions I know how to set up my goals, I have a dream to follow, I am more confident about myself. I can now encourage other people to follow their dreams. I am motivated, I am more responsible for myself, I care about people, I can motivate and encourage people.
- MOT has helped me a lot because I know now that other people are also much important as I am and helping other people is very good.
- MOT has taught me confidence and to always pursue my dreams. Thanks to MOT I know that I am different but it's what makes me unique.
- I was smoking when I joined College and the MOT sessions, but I quit everything that same year because I realised that I am more than that. There's more in me than a human eye can see.
- I would like to say thank you for MOT, it really made me think further in life about what I want to be in the future. MOT really helped me in so many ways and I look forward to my future.
- MOT has helped me accept myself the way I am.
- MOT is one of the best motivational programmes that helps students to feel free about showing their feelings in the classroom.
- MOT has helped me with lots of things such as listening to others opinions. I thank MOT very much they made me be a better person.
- MOT helped a lot of people to realize their strengths and improve on their weaknesses.
- MOT sessions helped me a lot. I am more confident to say no to the wrong things and I tend to care a lot about others. I know my priorities and I gained much more self-esteem.
- I look at my life differently since MOT has started.
- MOT lifted my spirit, boosted my confidence, made me aim high in life for myself, and made me feel like a different person in a good way. Where by it made me believe I have a purpose in life and it made me more focused and follow my goals. I would like to say keep up the good work you guys are doing across the globe you are changing lives.

THE MOT SURVEY: MOT'S DEVELOPMENT 2008-2015

MOT schools in the years 2008-2015. 45,000 respondents – youth 15-16 years. Number of respondents in parentheses.



— MOT bidrar til klassemiljø der forskjeller aksepteres + MOT har gjort meg bedre til å bry meg

— MOT hjelper meg å ta bevisste valg

— MOT har gjort det lettere for meg å si nei

MORE THAN 200 000 LETTERS, COMMENTS AND STATEMENTS FROM YOUTH OVER THE COURSE OF 25 YEARS

Some recurring themes from letters and comments from youth that have participated in the MOT programme:

- Youth use MOT as an assurance for making their own choices and as a reminder of the values they want to live by.
- Youth have become more aware of the importance of taking care of everyone – even the unpopular ones.
- Youth have gained more courage to reinforce their positive qualities. They are more at ease with being themselves, and they care less about what others think.

Examples on comments:

"I have learnt to live with negative comments". "More people are accepted for who they are." "We learn how to treat each other." "Saying no is trendy.". "We get a more positive mindset and a healthy way of looking at the daily stuff like choices, pressure, exclusion and bullying." "The pupils have more trust in each other." " MOT contributes to making bullies into people who care about others, and MOT completely transforms the class environment."