



## **Journey in Schools – An Overview**

### **Background to the Journey**

The Journey is a powerful healing process developed by Brandon Bays, an international author and workshop leader who healed herself from a large uterine tumour without drugs or surgery. Knowing the scientific basis for cellular healing and having experienced it herself, Brandon's own healing journey led her to seek and discover a way for others to undergo the same process she did. The Journey allows everyday people to access their own infinite potential, their body's innate intelligence; clear out repressed traumatic cell memories; and leave the body free to regenerate healthily, wholesomely and naturally.

Since first introducing the Journey to the world, her book *The Journey*, is now an international bestseller. Through the book and workshops in England, Australia, New Zealand and South Africa, tens of thousands of people have discovered Journey process work and undergone their own healing journey. The miraculous results of their efforts have included recovery from cancer, arthritis, asthma, allergies, acne, sports injuries, Crohn's disease and more. In addition, the Journey has been hugely successful with emotional issues, supporting many people in healing from grief, loss, trauma, depression, anxiety, rage and addiction.

Today, the Journey is used in schools, hospitals and corporations as well as many healthcare practitioners in their own practice, including: medical doctors, alternative therapists, chiropractors, physiotherapists, massage therapists, nutritionists, psychiatrists, nurses, midwives and more.

### **The Journey in South Africa**

South Africa is a country that was brought to its knees by apartheid. In no other country in the world has the International Journey Team met so many people who are so conscious of the pain and anger that exists in this country, and so willing and eager to heal that pain. The longing for freedom that has been expressed by so many courageous South Africans is what keeps calling Brandon and the Journey back to South Africa again and again and again.

The big hearts, great courage and plain hard work of South African Journey therapists (who have flown to the UK and Australia at their own expense to become accredited therapists) is magnanimous. Therefore the Journey Outreach is a program that was born in this country and initiated by Jayshree Mannie, who was an educator with 12 years of teaching experience which we hope, will create a blueprint for Journey programmes around the world, especially in education.



## **The Journey Pilot Programme in Schools in Kwa-Zulu Natal – Phase 1**

The Journey Pilot Programme in Schools began with one school teacher in one school. Jayshree Mannie, who is now the Ambassador for Journey Outreach South Africa, and an accredited Journey therapist. As a teacher, Jayshree knew that the children in her class could benefit from the Journey as much as she did. She developed a method for the whole class to undergo the Journey process one on one and in a group. Her love for children gave birth to an informal pilot study. She kept detailed notes on all the students in her classes. One class received a Journey process every week. One class received occasional Journeywork and the other class did not undergo any Journeywork at all.

The results were astounding! At the end of the year, the class who received no Journeywork at all were averaging a 67 percent pass rate. Those who underwent occasional Journeywork were averaging 76 percent pass rate and those who received regular journeys – once a week – were averaging an amazing 91 to 93 percent pass rate. By clearing out their emotional issues, the children had more energy and attention to let their own natural potential shine through, and it was reflecting in their academic results!

## **The Journey Pilot Programme in Schools in Kwa-Zulu Natal – Phase 11**

Obviously, with results like these, the Journey in South Africa has been keen to take the Journey in the Classroom further. Negotiations with the Kwa-Zulu Natal Education Department proved successful and not one, but three, successive ministers for Education have embraced the Journey process, with then Education Minister Mr Narend Singh opening a public Journey Workshop and the launch of the Journey Pilot Programme in Schools in March 2004 with an inspiring speech about the need for approaches like the Journey in South African schools.

Since March, 2004, forty school teachers from eight schools attended a training programme to empower them to use the Journey in their classroom. The pilot schools represent a broad cross-section of South African children and the program is being undertaken in partnership with the Department of Education, Kwa-Zulu Natal. Statisticians from the University of KZN, Dr. N. Gopal, monitored and analysed the statistical results of the programme.

Japisa Mali, Head of Psychological Services, Gauteng Department of Education, attended the Journey Intensive in March 2004 with Brandon Bays and embraced this programme wholeheartedly. Japisa says, "I've found peace that no one can take from me – I am motivating it to be part of all school programmes – and for my colleagues and government ministers to come and experience it for themselves." With the vision and assistance of Japisa, Gauteng will soon be a part of the Journey Programme which is revolutionising the face of education in Kwa-Zulu Natal.



And it is not just about academic results. When we visited one of the Pilot Schools to meet the teachers who had begun the Journey training, the deputy principal began introducing us to some of the children whose progress they would be documenting. "This boy watched his dad being shot dead in front of him," he said, "This girl was raped when she was nine". "These twins are homeless." The stories went on. The difference that the Journey can make to these children, helping them to clear out their pain and get on with their lives, is enormous.

Only seven weeks into the seven-month long programme, the results were amazing! Educators were astounded at the power of the Journey in the classroom. "The learners are shining like diamonds!" said one teacher. Another went on to explain how deep emotions which were holding them back previously, were being released which empowered the children and "made them feel lighter and happier." Yet another school, which had many discipline problems is now using the Journey as a form of alternative discipline.

One courageous school invited all the parents to a school meeting to explain the programme the children would be involved in and then the educators decided to take the parents on a Journey process! 120 initially dubious parents underwent a group Journey session. Thirty minutes later, the understanding of the programme was clearer and the parents unanimously decided to "go for it!"

Table 1, below, is adapted from the interim report on the project, produced in July 2004. It shows learners own assessments of the impact of the Journey program on their emotional state:

*Before the implementation of the Journey most of the learners had feelings of unhappiness and anger. Having experienced the journey they now feel happy, confident and successful. (Gopal, 2004a).*

State of Learners	Before	After	State of Learners	Before	After
Unhappy	63	10	Happy	21	81
Sad	49	1	Fearless	32	61
Angry	43	5	Success	8	56
Stressed	35	4	Confident	7	54
Failure	22	4	Brave	5	8
Depressed	14	2			

**Table 1: Emotional State of Learners before and after The Journey program** (adapted from Gopal, 2004a)



The Pilot programme was completed in November 2004 and a final report was completed the same month. Since the program has experienced broad success, it is now being gradually implemented into the curriculum of other schools in Kwa-Zulu Natal.

The following passages are excerpts from the final evaluation report (Gopal, 2004b).

### Learner Responses

Overall the JP impacted the learners positively. The majority of learners indicated that their academic results and social skills had improved tremendously. This augurs well for the JP as we are able to see the benefits on the learners which far outweighs the disadvantages. The table below represents learner responses in percentages of their perceptions of themselves with reference to the JP.

	<b>No %</b>	<b>Little %</b>	<b>Some %</b>	<b>Much %</b>	<b>Big %</b>
<b>To what extent have your results improved as a result of the journey programme</b>	1	7	17	37	38
<b>Relationship with friends</b>	3	3	10	32	52
<b>Relationship with family</b>	2	3	7	17	71
<b>Relationship with educators</b>	2	4	10	34	50
<b>English</b>	1	8	20	41	30
<b>Afrikaans/isizulu</b>	2	5	5	31	57
<b>Mathematics</b>	2	6	17	34	41
<b>Natural science</b>	4	10	24	45	19
<b>Economic management sciences</b>	1	9	22	40	28
<b>Human and social sciences</b>	3	9	18	37	33
<b>Life orientation</b>	2	7	17	32	42
<b>Arts and culture</b>	5	9	17	33	36
<b>Technology</b>	4	6	23	35	32
<b>Mean</b>	<b>2.5</b>	<b>6.7</b>	<b>16.0</b>	<b>34.5</b>	<b>40.7</b>

**Table 2: Learner Perceptions of the Impact of the Journey programme** (Source: Gopal, 2004b)



### **Educator responses on learners' achievements**

Overall the educators' best experiences centered on the learners and how they were transforming. Learners were showing greater interest in their academic work and relationships had improved significantly. Educators also commented on how they enjoyed the learners share experiences and listen to one another. They felt that through this they were developing respect for one another as well as releasing emotional baggage that they were carrying for a long time. This programme created the space for learners to deal with emotional issues that they would not have otherwise dealt with. Many learners really enjoyed the freedom they had to discuss and talk about their emotional releases. Learners also became more self-disciplined and learning skills improved.

### **Parent responses on learners' achievements**

Overall, parents welcomed the JP in their childrens' lives and its inclusion in the school curriculum. Parents also noted with satisfaction the improvement in their childrens' discipline and attitude to schoolwork. Parents also praised educators for their commitment in assisting their children and regarded this as a unique opportunity for their children. All parents in the focus group discussions were pleased that their children were participating in the programme.

### **Conclusion**

Rich qualitative data have emerged with regard to the children's attitudes and feelings about the program and their social world. Specifically, educators, parents and learners report that the programme has been tremendously helpful in conveying changes in family structure and environment, areas of concern, conflict or success at school, and attitudes in their personal relationships. In addition, the data has been used as a measure of how effective the program has been in enhancing learners' life skills across social settings and as a screening device to detect abuse, neglect or some vulnerability that these children have endured in the past that stopped them from achieving their true potential. Learners appear to have benefited in that they claim to have emotional freedom. This has helped educators and parents to be more responsive to individual children's needs and problems, and to modify program content and curriculum accordingly.



## **Opportunity to participate in The Journey in the Classroom**

As the Journey in the Classroom program is developing in South Africa, and the positive results from this program are become more and more apparent, The Journey is seeking candidates for a Pilot Programme in Australia and other areas around the world.

In 2005, four Catholic schools in Newcastle will be taking part in the very first pilot study in schools in Australia. In May, teachers will take part in an initial Journey training weekend in Newcastle and they will undergo more advanced training in June. Then, in 3rd term this year, the Journey pilot program will begin in the classrooms.

Please contact The Journey Australasia (see contact details below) if you would like to be involved.

### **References:**

Gopal, Dr Nirmala D. (2004a). *The Journey Programme (JP) Interim Evaluation Report*. Centre for Educational Research, University of KwaZulu Natal, South Africa, July.

Gopal, Dr Nirmala D. (2004b) *The Journey Programme (JP) Evaluation Report*. Centre for Educational Research, University of KwaZulu Natal, South Africa, November.

These full reports are available from the Journey Office (details below)