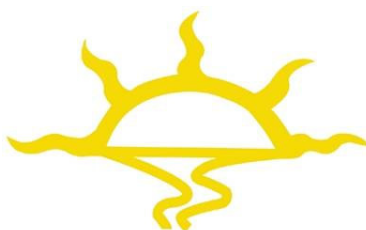


TRANSNET



Foundation

The Phelophepa Healthcare Train



JOURNEY
OUTREACH

Journey Outreach Programme

2007

Pilot Programme

Final Report

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The Journey

What is The Journey?

The Journey is a step-by-step visualisation process which assists one to gain access to stored repressed cell memories of past painful experiences. These repressed cell memories drive our behaviours, actions and belief systems often played out unconsciously. *The Journey* process facilitates one accessing the repressed cell memories, empty out and express the stored pain and allowing forgiveness to take place. This then enables the body to go about the process of healing and one's true potential begins to shine through

"This is an answer to a prayer. I have so many kids with broken hearts because of divorced parents, parents who died and problems at home. I didn't know how to help them to get rid of all that pain; to become whole again. I feel that I have gained a way to lead them to a place of safety. I, myself have come to terms with past hurts. I was enabled to forgive myself, hold my baby in my arms and tell him I was sorry that I didn't ask for another doctor. I was able to forgive my father for all the harsh words and abuse towards my mother. I feel more confident and at peace now." - **M. Ellitson (Teacher)**

How do you store memories?

Science has found that when one is at a peak of a strong emotion and the emotion is not expressed healthily, i.e. your parents are fighting and you feel scared that they might divorce and you will have to choose who to stay with, and you feel that if only you were a better child they won't be fighting. If you don't express this fear and all these emotions to your parents this event gets stored in the body via a chemical reaction that produces peptides in the hypothalamus gland within the brain. This goes into the bloodstream via the pituitary gland. These peptides then attach themselves to a cell receptor, closing the cell receptor, blocking this memory inside the cell and rendering that cell incapable of communicating with the rest of the body. This has the effect of "reprogramming" the natural responses of the body, resulting in behavioural patterns being introduced into the makeup of that particular person. Many of these responses are then on "auto pilot", meaning that we react and behave in ways which we cannot understand or explain ourselves. When you access these cell memories, empty out the stored pain and come to a place of reconciliation and forgiveness inside, these peptides are destroyed, the cell receptors reopen and the original natural "programming" is then allowed to communicate again with the rest of the body. What science has also found is that when emotions are healthily expressed the peptides are destroyed within the brain itself, with the result that cell receptors stay open.

While science has shown the above to occur within human beings, what was missing was an effective method to access these memories and effectively clear them out, thus enabling the body to heal completely and wholly. This changed with the pioneering work of Brandon Bays which resulted in the holistic emotional and physical methodology known as "*The Journey*". There is a full and comprehensive Journey practitioner program which consists of seven different modules spanning a minimum of one year. On completion of these modules a total of 40 case studies encompassing all aspects of *The Journey* are required from each aspirant practitioner. Further to this there is a three yearly assessment program to ensure that the accredited practitioner maintains the high standards as set by *The Journey* internationally.

The Journey in the Classroom was devised after a teacher from KwaZulu Natal did a Journey on her daughter who suffered from severe allergies. When her daughter became completely free from the allergies the teacher wondered what effect The Journey would have on the children at school. She then started compiling a year long set of case studies where she would give a third of her class a Journey every Friday, another third of her class a Journey every other week and the other third got no Journeys at all.

The third of the class that received a Journey every Friday had a pass rate of 91-93%, the third that got a Journey every other week had a pass rate of 76% and the rest of the class who received no Journeys averaged a 67% pass rate. The interesting thing here is that the teacher did not work on the children's scholastics; she worked on their emotional well being, clearing out all the shutdown of emotions that blocked their true potential. The parents wanted to know what was happening with their children because at home they became more helpful with house chores and they stopped fighting with siblings like they used to.

A pilot study of *The Journey in the Classroom* was then compiled by the University of Natal and a copy of the report can be obtained from our Journey Outreach office on 011 608 2933 or via e-mail at africa@journeyoutreach.com.

Some testimonials from people who have experienced *The Journey* process:

"My children and my colleagues find me changed and tolerant, they think that there is something wrong with me 'cause I don't hit people anymore. I myself can see the change in me and I am not that angry anymore. I am happy and more tolerant and I look forward to a new tomorrow." – **Junior Morudu**

"My son was introduced to The Journey by his friend's mother. He went through The Journey process once a week for a few months. From being a sensitive child with no self-esteem, battling with schoolwork and having problems going to sleep at night, he is now self-confident, sleeps well and does well at school. He is helpful at home and smiles more than ever. I too did The Journey once and felt a great relief and a burden lifted off my shoulders and I hope to find the time to do more." - **Karin Jones**

"Ever since The Journey was introduced to me I decided with some influence to do one. After my first Journey, I felt a great source of happiness and joy inside of me. I felt full of inspiration, not knowing why. So I went for more Journeys, each time feeling better about myself until I got to a point where I have never felt down, as those thoughts of problems in my head were not there anymore. When I do experience a bad moment, which soon always on my mind, I would do this Journey. So, thanks to The Journey. I have felt a huge change in my life, with thoughts of joy and happiness in my mind every time I wake up and also found I have a positive attitude when going to write an exam or test and even doing speeches – something I have never really done with a positive attitude. In those months my family has experienced that change in me." - **Alistair Jones**

Background

The Transnet Foundation's Phelophepa Health Care Train is a mobile primary health care service which has been operating in rural South Africa since January 1994. Originally focussing exclusively on 'eye' services, the train has expanded into a 16 coach operation consisting of a pharmacy, health clinic, dental clinic, eye clinic, psychology clinic and an edu-clinic which is a classroom for educating community volunteers in basic health care.

An Accredited Journey Practitioner has been employed by The Phelophepa Health Care Train in conjunction with The Journey to be resident on the train as part of the health care services offered by the train and to implement a pilot project of *The Journey* in rural South Africa. The scope of this pilot project runs in each stop for a period of two weeks and is as follows:

Week 1: The Phelophepa Journey Practitioner at each stop

- The existing marketing team, which currently goes ahead of The Phelophepa Health Care Train to communicate the available services offered to the community, has been briefed to include *The Journey in the Classroom*. This comprises written material which is presented to both headmasters of schools and heads of community organizations explaining *The Journey* process.
- The function of the Journey Practitioner is to visit four to six identified schools in an area and facilitate *The Journey in the Classroom* with 20 – 30 Learners of varying backgrounds and experiences.
- The second part of the function of The Journey Practitioner is to empower 20 – 30 educators, social workers, community members, etc., in *The Journey*. This is achieved via four afternoon workshops which run from 14h30 to 16h30, following a curriculum set out by *The Journey* internationally. The purpose of these workshops is to empower the participants to take *The Journey in the Classroom* into their schools and the communities as a whole, so that all and not just the selected few can have access to this healing. These educators would also be empowered to support these children who have previously undergone *The Journey in the Classroom* process.
- After completion of the training one or two of the participants will be given an opportunity to volunteer their services to ensure the continued impetus of the project within both the schools and the community in general.
- After completion of the training each participant receives a resource pack consisting of:
 1. A copy of *The Journey* book by Brandon Bays
 2. A copy of *The Journey for Kids* book by Brandon Bays
 3. The Journey process sheets translated into the indigenous languages of the area
 4. Sequenced pictures of The Journey process to aid the learners in understanding the process.
 5. Visualisations that can be used to get in touch with the peace inside each and every one of us
 6. A Journey Support document outlining the support available to each attendee as well as contact details
- *The Journey Outreach* office in Johannesburg will provide telephonic and other electronic support to these designated Journey support people. This includes monthly reports back to The Journey Outreach office with regard to progress made on all of the above aspects of the project.

Week 2: Journey Outreach Support and Implementation Team

A meeting was held on the Phelophepa Train in Johannesburg, prior to the 2007 departure, between the Phelophepa management team and The Journey Outreach representative where concerns were discussed that without further intervention it would be possible that the course attendees may not have the confidence to continue using *The Journey* within the classroom environment.

It was decided that two additional Journey Outreach volunteers would do follow up visits to the towns during the week immediately following the train visits. These volunteers are individuals who have gone through the whole Journey Accreditation Programme.

The volunteers would have two functions:

- to be direct support for the educators and facilitators in implementing *The Journey in the Classroom*,
- to extend and deepen the training they received during the previous.

This will take place as follows:

- Each school that had participants of the Week 1 training is visited and the educators are given the opportunity to conduct *The Journey in the Classroom* with a full class of learners. This occurs with the full support of one of the Journey Outreach support team as discussed in detail below.
- Three additional training sessions are conducted from 14h30 to 16h30 during this second week to reinforce the training received in week 1 as discussed in detail below.
- Follow up sessions are conducted with those schools which had identified learners to experience *The Journey in the Classroom* during the sessions conducted by the Journey practitioner on the train during week 1.
- Future support and reporting structures are introduced and emphasized during the course of this week.

The additional training that was offered to the educators and facilitators by the Journey Outreach support team in the second week is as follows:

Informal training by The Journey Outreach Support team

- This training takes place during the initial meetings with educators and facilitators within their own school environments. The training takes the form of both discussions on various topics regarding *The Journey* in general and the classroom process in particular. This is extremely beneficial in firstly assisting the Journey Outreach support team in getting a quick understanding of precisely where the various different course attendees were in terms of the training received. This ranges from people who had grasped both the purpose and the mechanics of the process to those who had little understanding of what the purpose actually was.
- Graphic explanation of the process to the children with the aid of sequenced pictures given to each attendee specifically for this purpose.
- The educator or facilitator actions *The Journey in the Classroom* with the children in the class.
- The children are given the opportunity to verbally share with each other as to their own individual processes.

- The children are given the opportunity to write or draw regarding their experience. These are collected for later perusal, giving the Journey facilitator a better overall view as to the effect of the process.
- Journey Outreach support team debrief the Journey facilitator with the view of improving areas of the process which came to light as being in need of improvement.

Formal training by The Journey Outreach Support team

- This training takes place on three afternoons during the week at a designated place from 14h30 to 16h30.
- The first afternoon covers the basic process as well as advanced skills available, particularly for use within the one-on-one process. Further in depth training also takes place during the ensuing question and answer session where The Journey Outreach support team definitely see more and more people understanding the concept and the process.
- The second afternoon training takes the form of one-on-one Journey processes where attendees have the opportunity to develop their confidence and skills with each other in a supported environment.
- The third afternoon training involves revising the Journey process and reinforcing the skills already gained by the attendees.
- Further to this the resource packs received by the delegates are discussed in depth so that all processes are understood and the monthly reporting and telephonic support structures are also covered in depth.

Overview of The Project

At present South Africa has inadequate access to the healing process. A wide range of issues had been experienced by participants such as rape, murder, death of parents, HIV, abandonment, loneliness etc. Some towns have approximately 60 deaths per week and as a result of this many children are left unable to support themselves adequately, attending school hungry, with feelings of not belonging and without choice in their lives.

The Journey pilot program is an opportunity to assist these individuals to come to a sense of peace and healing in their lives, free of the experiences and negative emotions of their past. The gratitude expressed within the communities for The Journey pilot program reached has been truly awe-inspiring. Most adults who experienced *The Journey* recognised the benefits that healing, forgiveness and peace would bring to their communities.

The quick shift within the children and adults alike was recognized by those exposed to *The Journey*.

Some examples:

- At one school a 10 year old had accidentally set fire to the family home. His parents are of good financial standing and rebuilt the home even better than the original home. The child could however not shake off the feelings of guilt and shame. Then his mother became ill and died within a short period of time. Somehow he concluded: "I'm a bad boy for ruining the house", he also felt responsible for his mother's death. His depression was overwhelming. During The Journey process he was able to forgive himself. He was at peace and saw he was not responsible for his mother's passing. His teacher was amazed by his transformation within a relatively short period after The Journey process.
- At another school a 14 year old was gang raped, at which time her mouth and nose were stuffed with tissues and strapped with tape. During the explanation of The Journey process which is after the elicitation of the emotion, her left nostril started to bleed. The Journey Practitioner offered her tissues and asked her not to stop the bleeding. The Journey Practitioner explained to her that the cells in her face, which were blocked with emotion and her traumatic experience, were opening and the release (the bleeding) manifested this way.
- At another school a 9 year old was raped by her grandfather. During the process The Journey Practitioner asks those who had forgiven completely to put their hand on their heart and those who didn't to put their hand up. She put her hand up and indicated she could not forgive at all. The Journey Practitioner worked with her privately and she was able to forgive 50%.
- A boy tried to commit suicide by hanging himself. The child had to go to hospital the next day for an operation to fix the damage to the spine. The educator did a Journey process with this boy and when he went to hospital and they took x-rays there was absolutely nothing wrong with his spine. His body had naturally re-aligned itself after The Journey.
- A Grade 11 educator who is universally feared by her learners told the support team that this was the first time she had ever really **seen** her learners. Her shift is so vast that one of her learners even comments that "she smiled today" in her testimonial.

The Journey has created a greater awareness for the educators and an understanding of themselves, therefore enabling them to facilitate, support and empower the learners in their care with compassion and empathy.

To most *The Journey* has been “like a God-send”, and educators who have experienced *The Journey* are requesting further training and that more schools and communities should receive The Journey training.

Below is an overview of the people reached within the provinces visited.

Week 1

Week 2

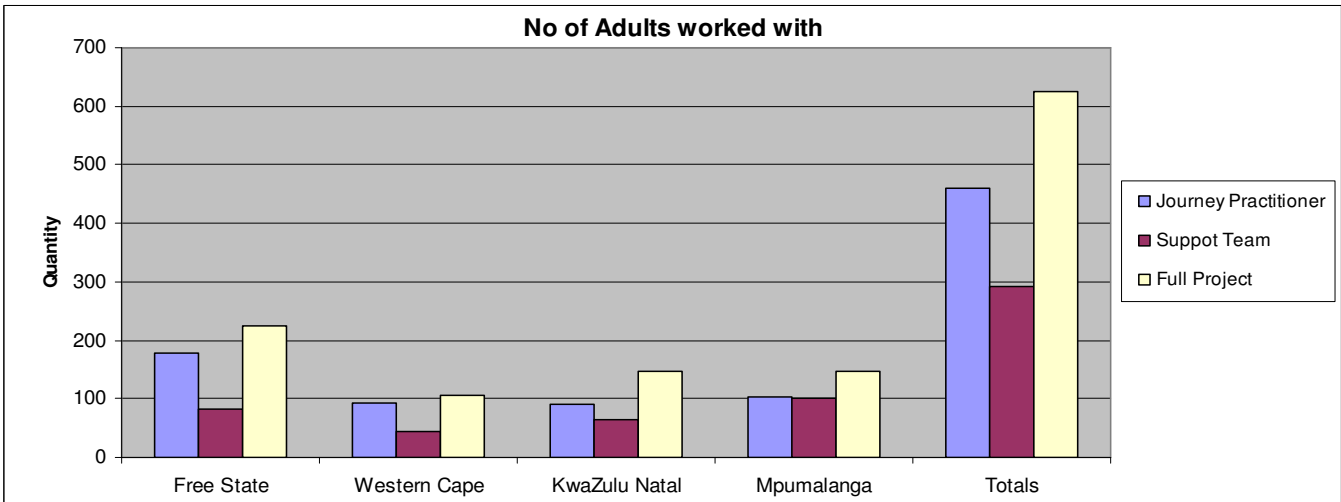
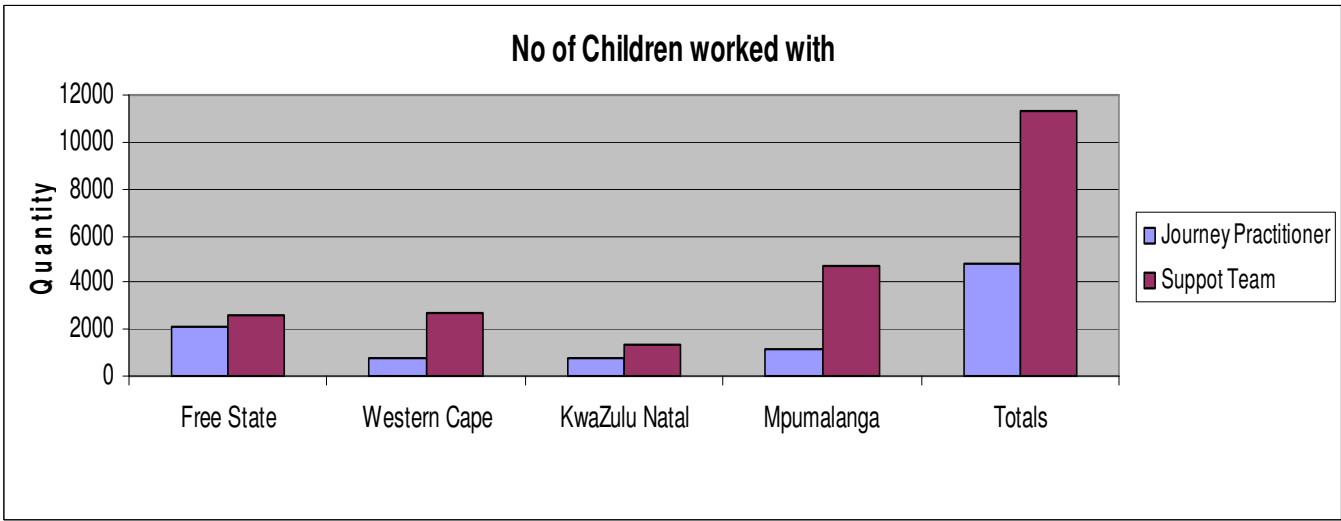
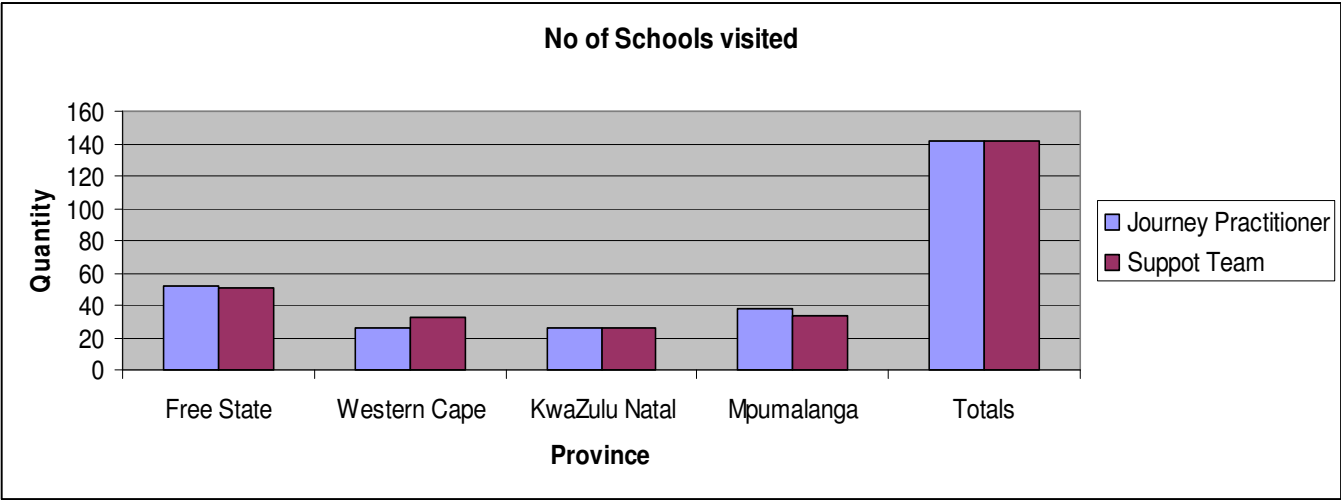
Province	No of Schools Visited	No of Children worked with	No of Adults completed training	No of schools visited	No of Children worked with	No of Adults completed support training	Total No of Adults reached during Project
Free State	52	2108	179	51	2623	83	225
Western Cape	26	736	92	32	2694	45	105
KwaZulu Natal	26	796	90	26	1327	64	148
Mpumalanga	38	1178	104	33	4690	100	148
Totals	142	4818	461	142	11334	292	626
Total No of Children		16152					

Schools, learners and adults reached by The Resident Journey Practitioner
 Schools, learners and adults reached by The Journey Outreach Support Team
 Adults reached in total by The Journey. Partially completed either or training sessions

The numbers in week 1 reflect variances to the numbers in week 2 due to:

- The availability of educators who have undergone The Journey training
- There was no educator from some of the schools who have attended the training in week 1 and therefore could not receive support with the implementation of *The Journey in the Classroom* process.
- The educators actually facilitating *The Journey in the Classroom* process with their own learners and therefore more children were reached.
- The educators had other departmental commitments and courses that they had to attend and therefore could not afford the time to receive further training and support.

The total number of adults reached within The Journey project for the year is all adults who have had exposure to *The Journey* and have gained access to *The Journey* tools to use in their communities and/or schools.



Conclusions by The Journey Practitioner

By the mutual exchange of learning energy all interaction are progressive. I learnt just as much about the people of South Africa by connecting and being with them. Being in one rural town is just as good as being in any, there is no difference. So in essence it is not about the towns or places visited; it's about the people. The people are the true essence of this country and The Journey work.

In conclusion: *"The openness and trust expressed by the communities and its people in their receiving of The Journey work is so humbling. One sees the blank expression at the beginning of the workshop and then the bright shiny eyes and smiles at the end. This encourages me in my role as an instrument in this awesome pilot project through South Africa. My gratitude is overwhelming."* - **The Journey Practitioner on The Phelophepa Health Care Train**

Conclusions by The Journey Outreach Support Teams

The Journey Outreach support teams found it extremely gratifying to realise that the attendees understood the vast implications of this project. They are already asking questions as to further training. They are taking the work they now have into youth groups and support structures within their communities as well as the possibility of extending this even further into nearby towns where they have friends and relatives involved in the education of the youth within these areas.

It has been noted how important it is for the principal to buy in and actively support *The Journey* project. We have found a greater sense of cooperation from the schools where the principal recognized the effect of *The Journey* on his/her learners.

One of the greatest affirmations as to the success of the support week in conjunction with the existing Phelophepa training is not only the number of children reached within the weeks but the letters and drawings from the children after completing their Journey. The general feedback from the educators and principals also indicate that the children's behaviour have changed within the first week. Many children who were withdrawn have now integrated into the school environment, late-comings are less and bullying have also reduced drastically.

The support teams found that for them facilitating and supporting *The Journey in the Classroom* process became a truly humbling experience.

Our support team's observation is that the amount of anger and fighting within the student body seems to be extremely high. Follow up procedures by The Journey Outreach support teams of children who received a Journey in the prior weeks of this project revealed extremely positive results, especially in the children's reaction to pressure from their peers where they now refuse to fight where only a week ago they actually relished going into battle. These are primary school children. Other children expressed satisfaction with the changes they have observed within their domestic situations, where they now handle confrontation with their parents so effectively that the confrontation just does not happen. Orphans now feel that they belong and that they are loved and cared for and have come to a place of completion and wholeness with those who have died. After completing *The Journey* process many of the children expressed as to how much their anger, lack of self confidence, and a host of negative emotional feelings had changed for the better.

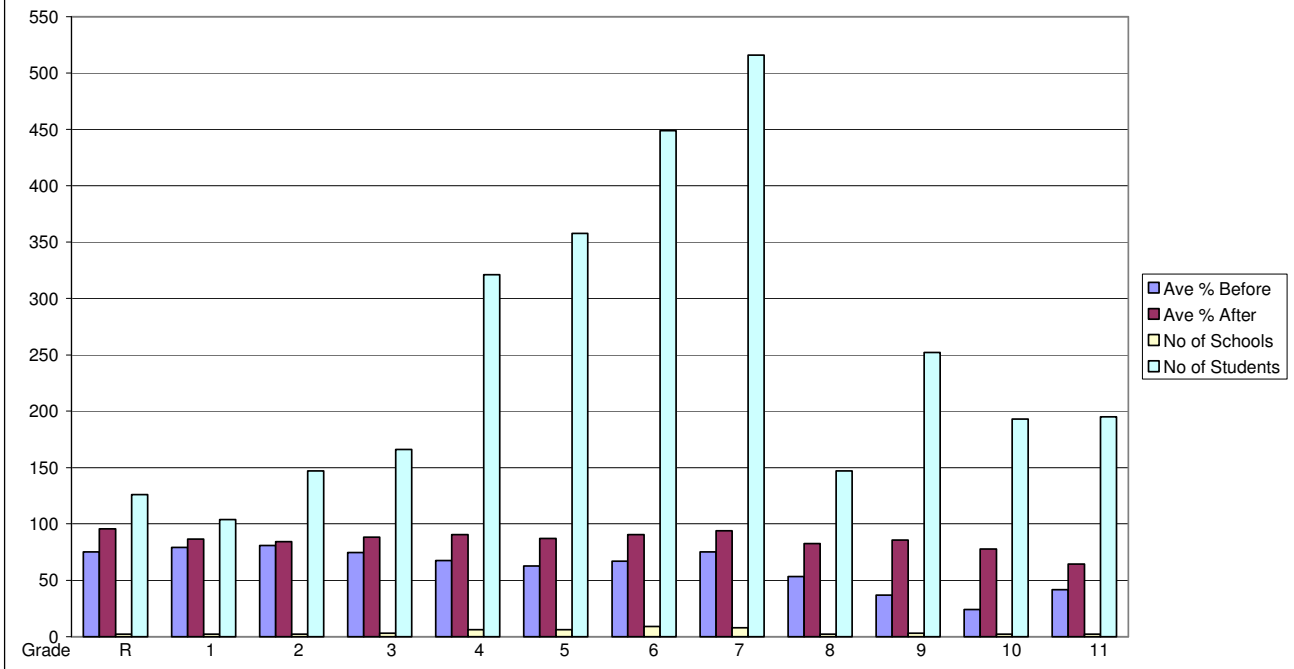
The comment sheets from the educators and facilitators also go a long way towards affirming the relevance and success of this pilot project. The support teams' experiences with these people range from a facilitator who cannot wait to introduce the process into his church youth group to a principal who feels that The Journey has transformed his whole school, the learners, educators and himself.

Most of all the recognition from the adults that they have to be healed before they can reach out and heal their learners has come through strongly and this is what *The Journey* is all about; about healing the self and letting your own inner potential surface and shine.

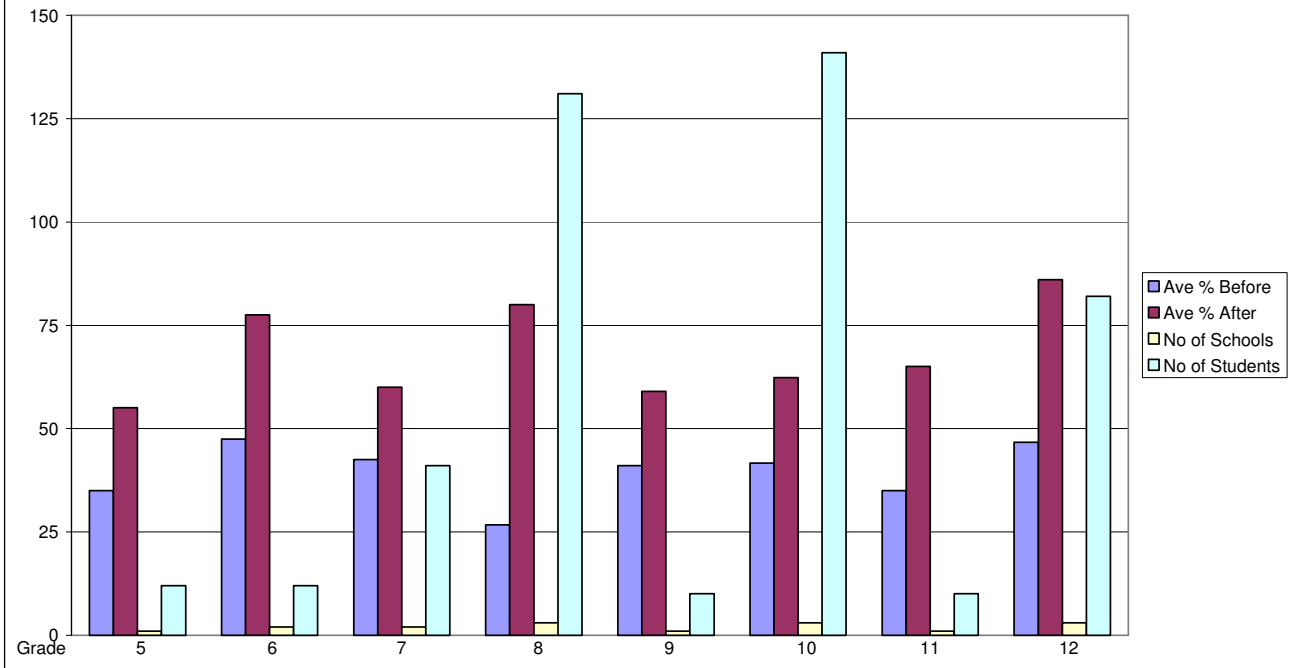
Please find attached some results received back from schools regarding the learners' percentage pass rate before and after receiving Journeywork.

For further in-depth analysis and/or review of the above information we have attached original comments from educators and learners who benefited from this process.

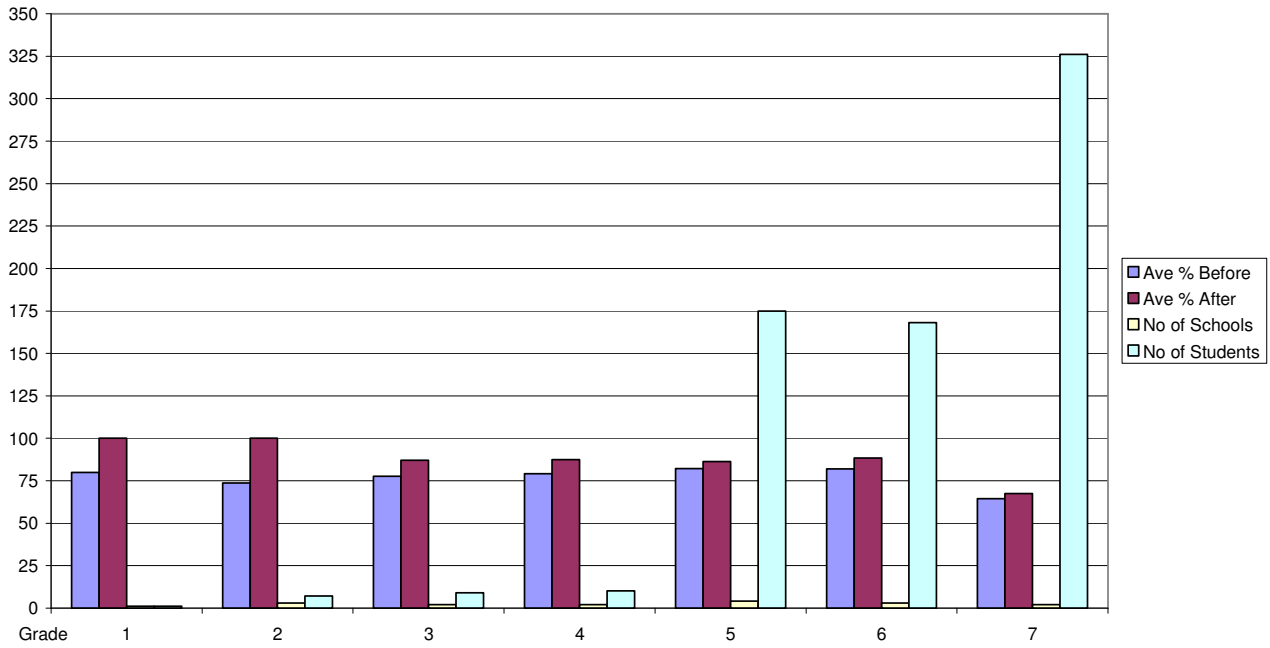
**Mpumalanga Province 2007 Average % Pass Rate after Journey Process
No of Students/Learners 2974**



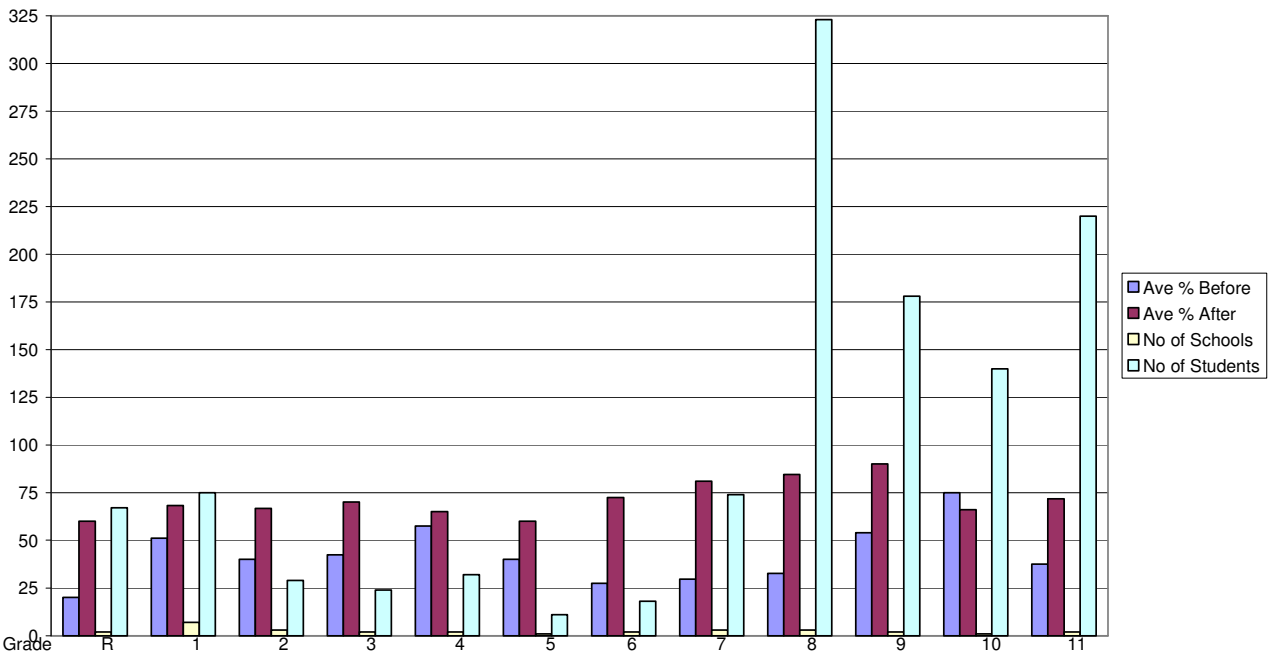
**KwaZulu Natal Province 2007 Average % Pass Rate after Journey Process
No of Students/Learners 439**



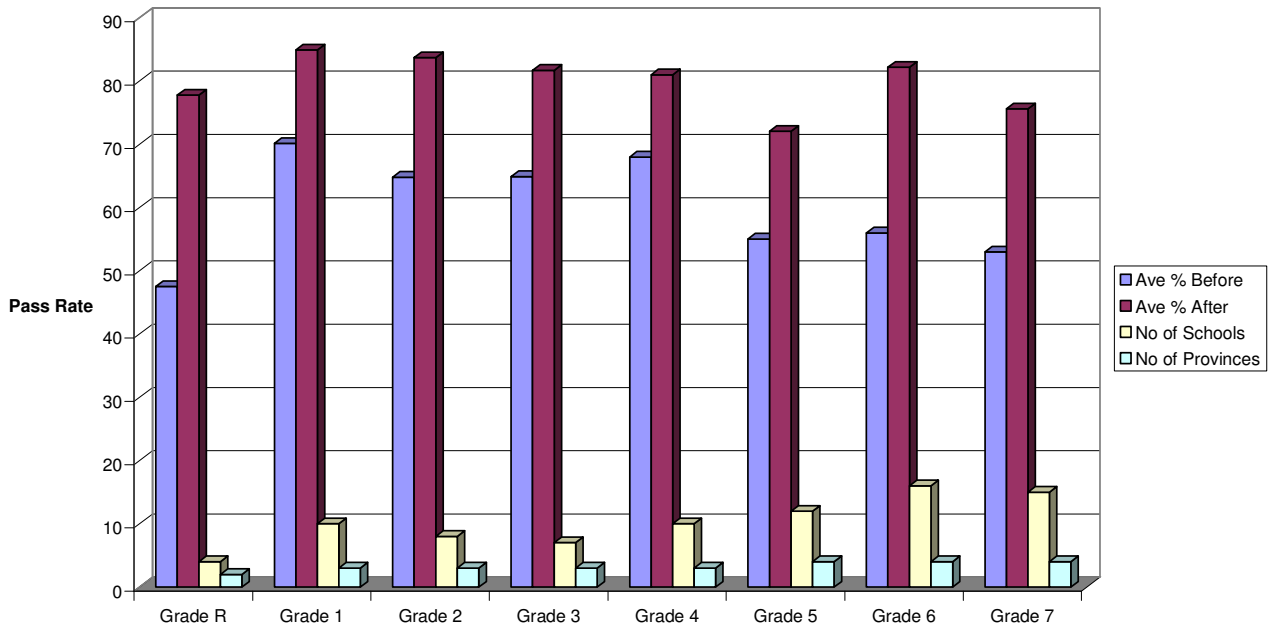
**Free State Province 2007 Average % Pass Rate after Journey Process
No of Students/Learners 696**



**Western Cape Province 2007 Average % Pass Rate after Journey Process
No of Students/Learners 1191**



Primary Schools Average % Pass Rate after Journey Process
 No of Students/Learners = 2,668



Secondary Schools Average % Pass Rate after Journey Process
 No of Students/Learners = 2,027

