

The Journey-KZN Schools
Stage 1-2004-07-19

Report

By

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1. Introduction

The Journey has invited schools for the first time in South Africa to implement an accreditation programme that offers advanced life skills to school aged children. The Journey is a profoundly powerful process pioneered by Brandon Bays who has created a new paradigm for healing and awakening around the world. The programme is currently being piloted at selected primary schools in KwaZulu Natal. In this report I offer analyses of the impact of The Journey programme on children in two communities based on data produced by educators. The instruments used to produce this data included questionnaires administered to learners, educators, parents, principals and peers, learners' projective drawings, self reports by learners and learners **school reports**.

Education policy for general education and training in South Africa expects that education should be 'relevant' – to the nation and to individuals and communities. It provides for this in two ways: it defines a broad set of outcomes that are to be relevant to national life, and sets those outcomes into a framework of learner-centred education, to require local interpretation:

Educational and management processes must therefore put the children first, recognising and building on their knowledge and experience, and responding to their needs. (White Paper, Department of Education, 1995)

Thus the concept of learner-centred education has a pedagogic aspect (building on children's knowledge and experience), and an outcomes or 'what to learn' aspect

(responding to children's needs). These two aspects are reiterated in the Revised National Curriculum Statement:

The outcomes and assessment standards emphasise participatory, learner centred and activity-based education. They leave considerable room for creativity and innovation on the part of teachers in interpreting what and how to teach. (Department of Education, 2002). It is within this framework that The Journey Programme was introduced to learners.

The learning goals of The Journey programme encompass academic enrichment, social awareness and life skills, the development of broad competencies such as problem solving, critical thinking and communicating. It is within this framework that I offer the analyses of this research.

2. Aims and Objectives

The purpose of this report is to provide an analysis of the data that has been produced which focuses on The Journey Programme with a view to strengthening it through formative evaluation that is instructive, constructive and empowering.

3. Strategic Objectives

- to better understand the contexts from which the students and teachers come, with a view to designing programmes and support for them, and curricula better suited to their lives and needs.
- to identify ways in which students and materials have been used in the participating schools, and how they might be used more effectively
- to identify problems and successes during the programme, and ways it might be improved
- to disseminate the findings in a report to the management team

4. The Evaluation Process

Educators used a combination of quantitative and qualitative data in an effort to comprehensively assess the programme (Cronbach, 1982). The heart of the qualitative aspect was produced via open ended questions in questionnaires for the various stakeholders to provide insight into and information about learners, facilitators, parents and peers. This helped to provide background profile on the schools that the learners and educators come from. The questionnaires that were administered to educators, learners and parents and peers provided descriptive information of the programme. Questionnaires are amenable to a collation and quantification of responses and therefore provide a weighted picture of participants' views. The questionnaires were supplemented with self reports and projective drawings by learners, to elaborate the qualitative dimensions.

4.1 Description of Sample

- ***Grade 7 learners.***
- ***Parents***
- ***Educators***
- ***Peers***
- ***Principals***

5. Analysis of Data

The analysis is based on statistical analyses in the form of graphs and tables. This analysis will be divided into different categories. It will begin with an analysis of peers,

5.1 Responses of peers

What do you think about the Journey Programme?

Table 1

Spiritual healing	27	
Change behaviour(bad-good)	8	
Helps academically	60	
Loving /fun	23	
Boosts self confidence	9	
Physical relaxation	2	
Should continue(more widespread)	8	

Most children saw this programme beneficial in assisting them academically.

What have you learnt from the Journey Programme?

a) About yourself :

Table2

Forgiveness	46	
Peaceful and loving	28	
Mentally focussed	7	
Trust	4	
Fun	9	
Hope/courageous	8	
Self acceptance/confidence	28	

The majority of the respondents felt that they can forgive others more easily, are peaceful and loving and are more self accepting.

b) About others :

Table 3

More open/confident	7	
Forgiveness	23	
Respect	11	
Loving/trustworthy/understanding	46	
Mentally focussed	5	
Academically better	2	
Others should do the journey	4	
Others have worse problems and can be healed	5	

The majority of the respondents perceived their friends as being loving , trustworthy and understanding.

Have you noticed any changes in yourself?

If yes, please tell us more :

Table 4

Academically	13	
Peaceful/loving/forgiving	59	
Mentally/focussed	20	
Fun person	14	
Open/confident	18	
Obedient/respectful	11	

The majority of the respondents noted that they became more peaceful, loving and forgiving.

Table 6

Unhappy	63	
Sad	49	
Happy	21	
Stressed	35	
Failure	22	
Success	8	
Confident	7	
Angry	43	
Fearful	32	
Brave	5	
Depressed	14	

Before the implementation of the Journey most of the learners had feelings of unhappiness and anger.

After having done the Journey Programme, please choose three words from the list above that would describe how you feel NOW?

Table 7

Unhappy	10	
Sad	1	
Happy	81	
Stressed	4	
Failure	4	
Success	56	
Confident	54	
Angry	5	
Fearful	6	
Brave	8	
Depressed	2	

Having experienced the journey they now feel happy, confident and successful.

5.2 Evaluation form for parents/guardians

Table 8

learn about learners behaviour	5
helps solve their problems	23
more self aware and confident	27
Education	9
Spiritual/emotional healing	14
forget bad, past incidences	12
Develop better parent/child relationship	8
upbringing of children	1
No result	20

Majority of parents understood that the Journey was about making children self aware and confident and equipping them with problem solving skills.

Table 9

changes in learning	1
better understanding	3
better/progressive results	52
more time learning	23
self confidence	5
no change in results	9
bad results	2
room for improvement	2
No result	13

Most parents noticed that their children were doing better academically and spent more time learning.

Table 10

well behaved	53
More responsible	10
badly behaved	8
fits in with surroundings	2
more open	13
respectful and obedient	16
Very emotional	1
no change	3
No result	7

Most parents noticed that their children were now very well behaved and respectful.

Table 11

relationship improved/ very good	42
relationship worse/ badly behaved	5
no change	6
more open	20
obedient/respectful	23
more loving	7
very emotional	1
No result	7

A large majority of parents noticed improved relationships with their children as they were now more open with them.

Table 12

Improved/ very good	48
worse/ badly behaved	7
no change	5

more open	5
Obedient/ respectful	8
very playful	22
loving/ understanding	15
easily aggravated	9
No result	3

Most parents noticed that their children were now having better relationships and were more playful with their siblings and cousins.

Table 13

Does it willingly	71
doesn't do chores(would rather play)	6
Does certain chores	7
Does chores with persistence	8
doesn't do chores(busy working)	1
no change	2
No result	3

A great majority of parents noticed a willingness in their children in wanting to complete chores.

Table 14

Does it on her own	83
doesn't do it	2
Does it with persistence	6
does it late	3
asks for help if she doesn't understand	14
don't know	1
No result	5

A great majority of parents noticed that their children were enthusiastic and doing their homework on their own.

Table 15

loves going to school/ enthusiastic	80
doesn't like going to school	1
concentrates more/ puts in more effort	22
performing better	2
more open(asks for help & participates in lessons)	1
playful in class	1
no change	1
No result	6

Most parents saw that their children are loving going to school and are putting in more effort.

Table 16

spiritual healing	14
equips them with problem solving skills	5
Enjoyable	2
creates an awareness of surrounding activities	7
more open/ confident	35
helps solve child's problems/guides them	13
helps us to raise them	6
makes child loving and respectful	6
helped my child	12
Academically	6
No result	9

Majority of parents understood that the Journey helped their children become more self aware and confident.

Table 17

done on more regular basis/ continue	27
positive effect	17
should be more widespread(open to all schools and age groups)	47
helps child through problems	20
should be broadcast on T.V./ advertised so that more will know about it	4
Get government involved	5
train others(teachers & parents)	10
negative criticism	1
should be more fun	1
No result	15

Majority of the parents felt that the journey should be more widespread and done on a more regular basis.

5.3 Evaluation forms for principals

Have you attended any Journey seminars?

Table 18

Yes	No	No result
20	80	0

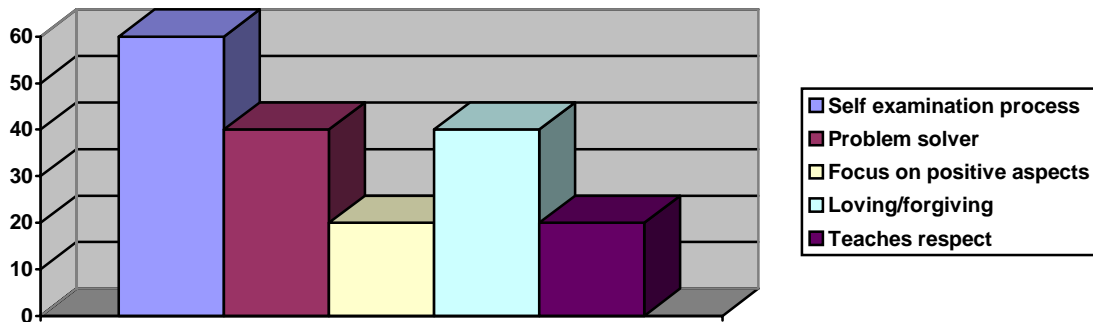
Majority of principals have not attended Journey seminars.

What is your understanding of the Journey Process?

Table 19

Self examination process	3	60
Problem solver	2	40
Focus on positive aspects	1	20
Loving/forgiving	2	40
Teaches respect	1	20

Figure 1



Most of the principals in the study thought the Journey to be a self examination process, a problem solver and teaching forgiveness.

Have you noticed any changes in your educators since they have attended the Journey Seminar?

Table 20

Yes	No	No result
80	20	0

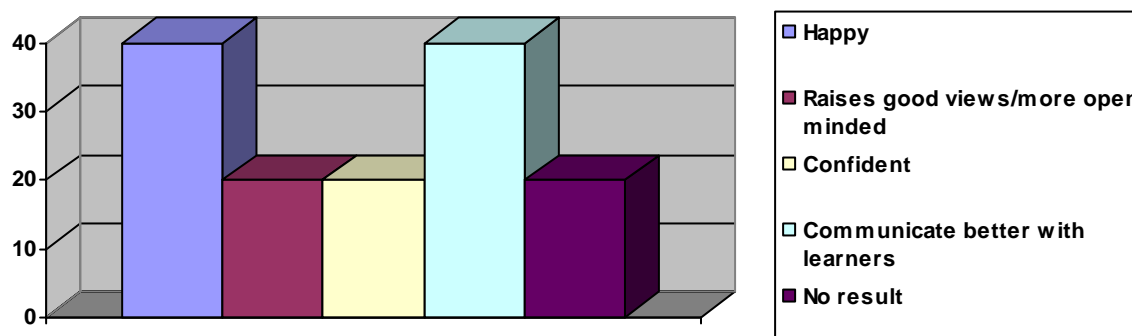
A great majority of principals noticed a definite change in their educators.

If yes please explain in full:

Table 21

Happy	2	40
Raises good views/more open minded	1	20
Confident	1	20
Communicate better with learners	2	40
No result	1	20

Figure 2



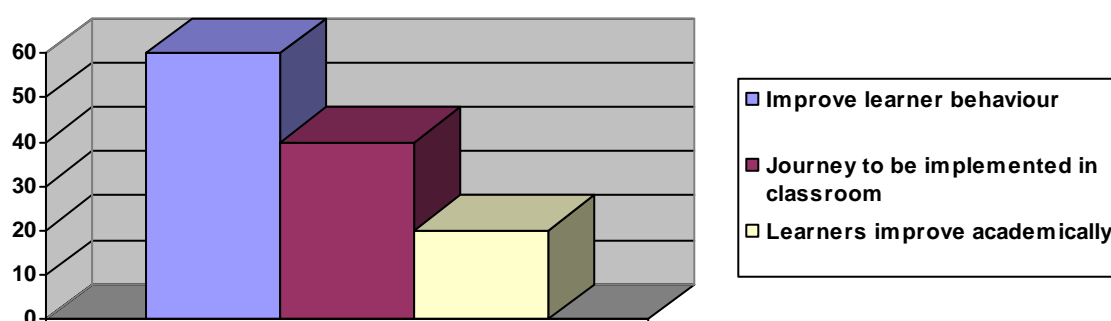
A large majority of principals felt that their educators were now very happy and communicating better with the learners.

What feedback did you receive from your educators?

Table 22

Improve learner behaviour	3	60
Journey to be implemented in classroom	2	40
Learners improve academically	1	20

Figure 3



The educators felt that the journey should be implemented in the classroom because it has improved the learners' behaviour.

Now that the Journey Programme has been implemented at your school have you noticed any changes in the learners who are part of this programme?

Table 23

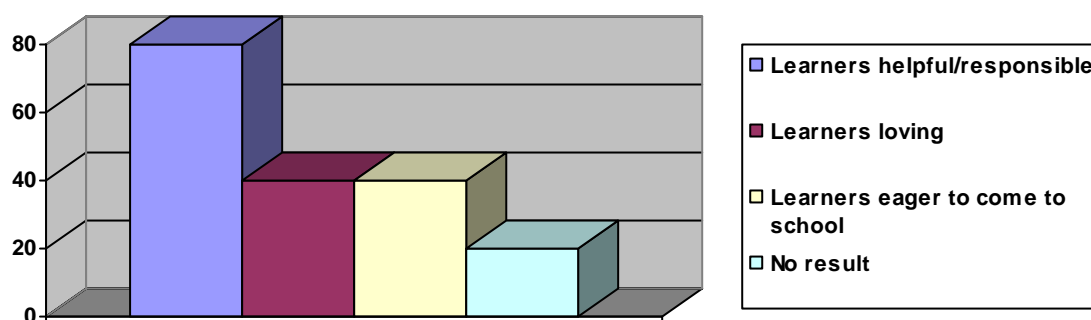
Yes	No	No result
80	20	0

If yes please explain:

Table 24

Learners helpful/responsible	4	80
Learners loving	2	40
Learners eager to come to school	2	40
No result	1	20

Figure 4



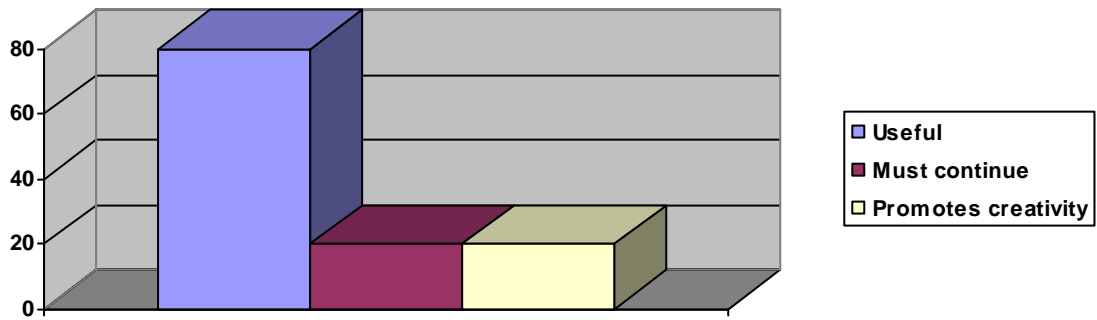
The majority of the principals noted that the learners were now more helpful and responsible.

What are your feelings about the Journey Diamond Kid's Project?

Table 25

Useful	4	80
Must continue	1	20
Promotes creativity	1	20

Figure 5



Most of the principals felt the Diamonds Kid's project to be useful due to it prompting the learners' creativity.

Has the Journey Programme benefited your school in any way?

Table 26

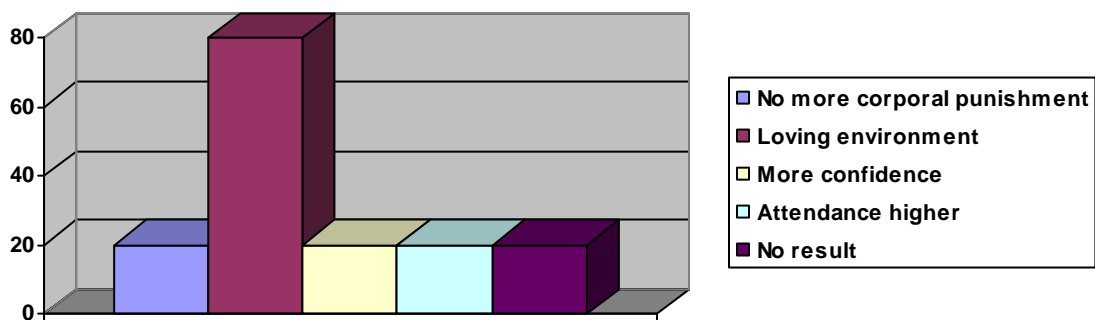
Yes	no	No result
80	20	0

If yes please explain in full:

Table 27

No more corporal punishment	1	20
Loving environment	4	80
More confidence	1	20
Attendance higher	1	20
No result	1	20

Figure 6



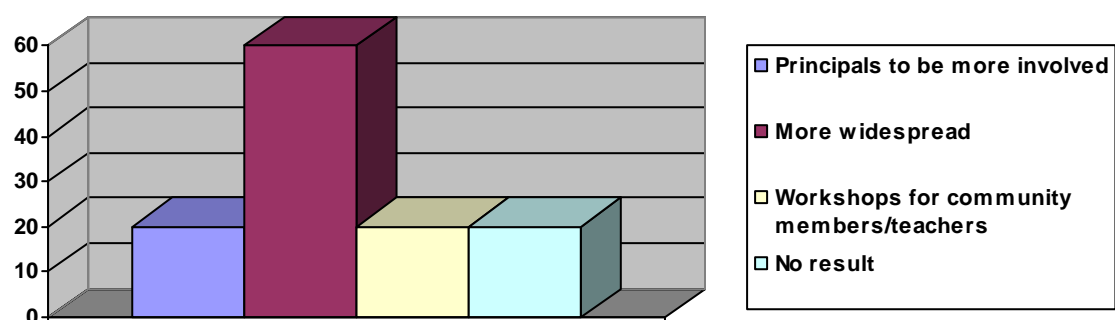
Majority of the principals felt that their schools were now a much more loving environment.

Do you have any suggestions about the Journey Programme?

Table 28

Principals to be more involved	1	20
More widespread	3	60
Workshops for community members/teachers	1	20
No result	1	20

Figure 7



Principals also felt that the Journey Programme should be more widespread.

Q9

Would you like to see Journey Programme become part of the school curriculum?

Table 29

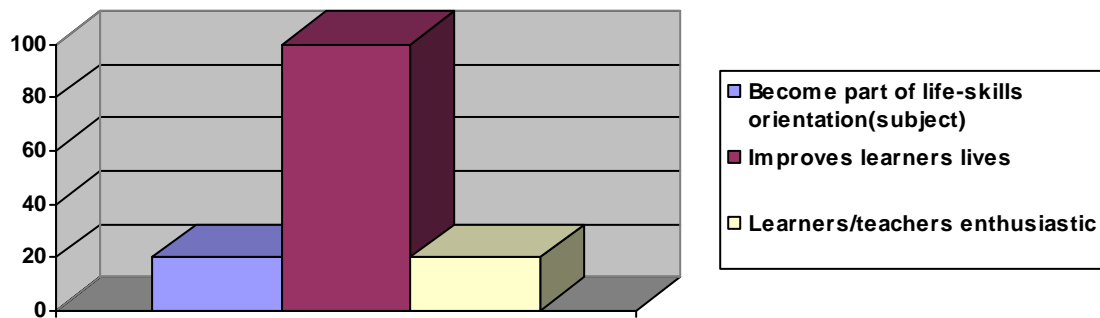
Yes	no	No result
100	0	0

If yes please explain:

Table 30

Become part of life-skills orientation(subject)	1	20
Improves learners lives	5	100
Learners/teachers enthusiastic	1	20

Figure 8



All the principals felt that the journey improves children's lives.

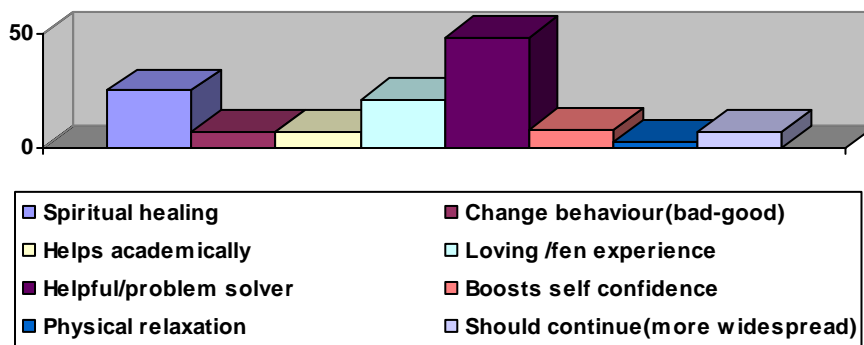
5.2 Evaluation form for peers

What do you think about the Journey Programme?

Table 31

Spiritual healing	27	25
Change behaviour(bad-good)	8	7
Helps academically	7	7
Loving /fen experience	23	21
Helpful/problem solver	53	49
Boosts self confidence	9	8
Physical relaxation	2	2
Should continue(more widespread)	8	7

Figure 9



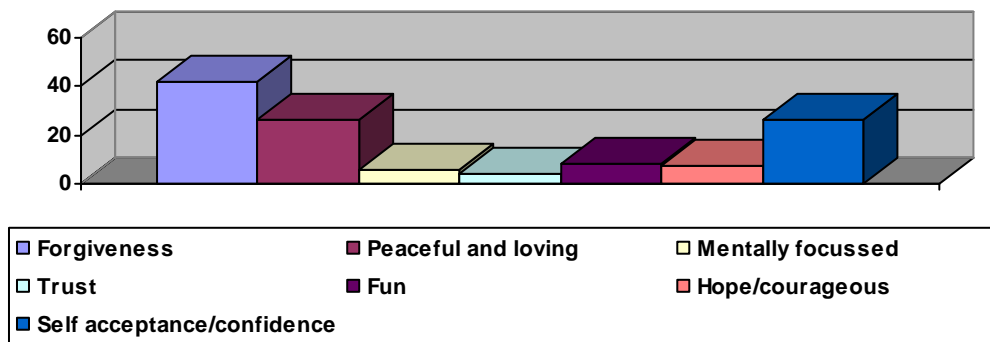
Most of the children in the Journey programme felt that it has changed their behaviour for the better and assisted them in spiritual healing.

What have you learnt from the Journey Programme about yourself?

Table 32

Forgiveness	46	42
Peaceful and loving	28	26
Mentally focussed	7	6
Trust	4	4
Fun	9	8
Hope/courageous	8	7
Self acceptance/confidence	28	26

Figure 10



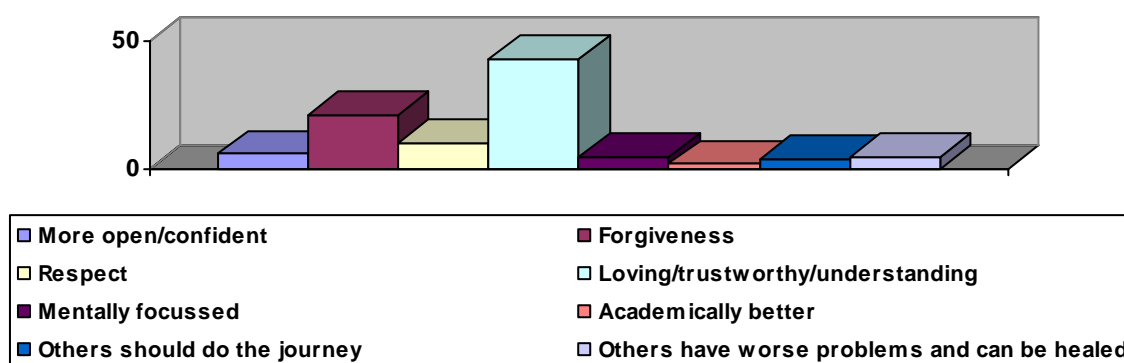
Majority of the Learners now feel that they have learnt to be loving and forgiving and more self confident.

What have you learnt from the Journey Programme about others?

Table 33

More open/confident	7	6
Forgiveness	23	21
Respect	11	10
Loving/trustworthy/understanding	46	43
Mentally focussed	5	5
Academically better	2	2
Others should do the journey	4	4
Others have worse problems and can be healed	5	5

Figure 11



The majority of the learners have learnt to be more understanding and loving towards others.

An overwhelming percentage of learners noticed the following personal changes:

- Academic improvement
- Become peaceful, loving and forgiving
- Become more focussed mentally
- Became fun living

- **Are now open and confident, obedient and respectful**

Have you noticed any changes in yourself?

Table 34

Yes	No	No result
97	0	3

An overwhelming majority of respondents claimed that they have noticed in themselves.

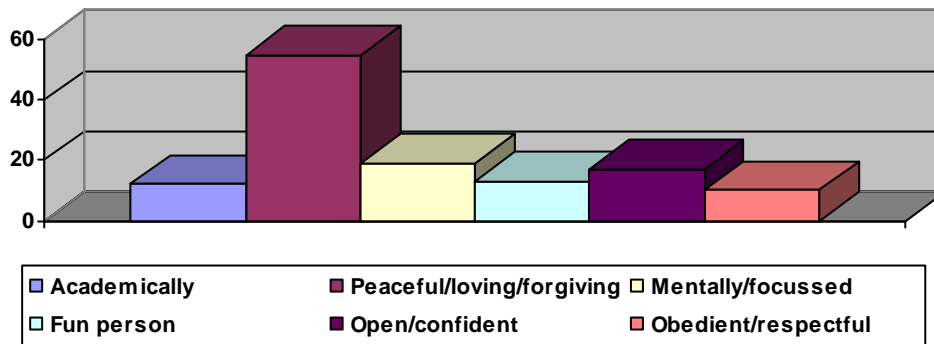
If yes, please tell us more.

The table below succinctly captures the changes noticed by the respondents:

Table 35

Academically	13	12
Peaceful/loving/forgiving	59	55
Mentally/focussed	20	19
Fun person	14	13
Open/confident	18	17
Obedient/respectful	11	10

Figure 12



Would you like to continue with the Journey Programme?

The majority of the learners claimed that they would like to continue with the Journey Programme.

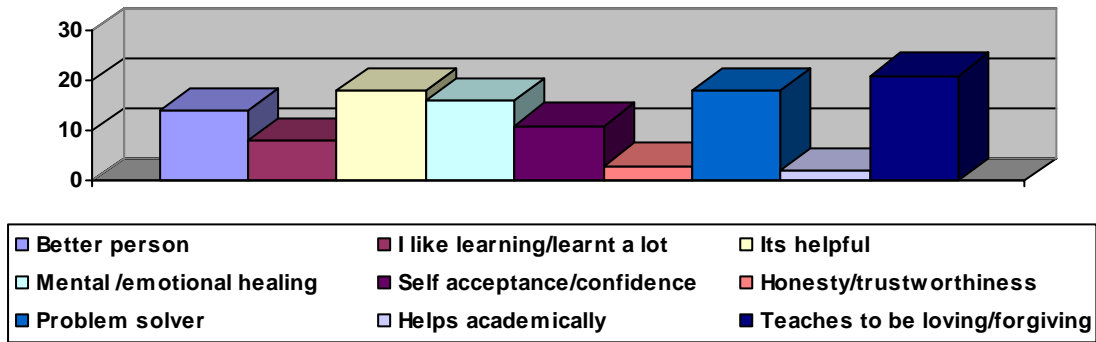
Table 36

Yes	No	No result
93	0	7

The reasons that they offered for wanting to continue with the programme included:

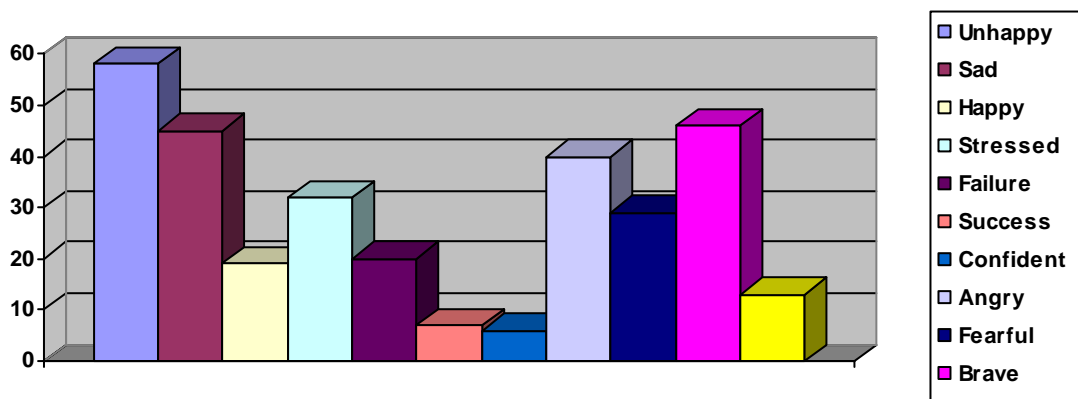
- **It will make me a better person**
- **I like learning something new**
- **It assists me with mental/emotional healing**
- **It prompts self acceptance/confidence**
- **Encourages trustworthiness and honesty**
- **It prompts critical thinking**
- **It helps academically**
- **Teaches us to be loving and forgiving**

Figure 13



Choose 3 words from the group below, that would best describe you BEFORE the Journey Programme?

Figure 14



Most learners described themselves as unhappy, angry, sad and fearful before the Journey Programme.

When learners were requested to choose three words that best describe themselves after the Journey Programme, the majority chose the words happy, successful, confident and fearful.

RESPONSES OF PARENTS/GUARDIANS

87% of parents/guardians claimed to be aware of what the Journey Programme is.

They understand it as the programme that:

- Provides insight about learners behaviour
- Helps solve learners problems
- Allows learners to become more self aware and confident
- Educates learners
- Provides spiritual/emotional healing
- Helps forget bad past incidences
- Develops better parent/child relationship
- Assists in raising children

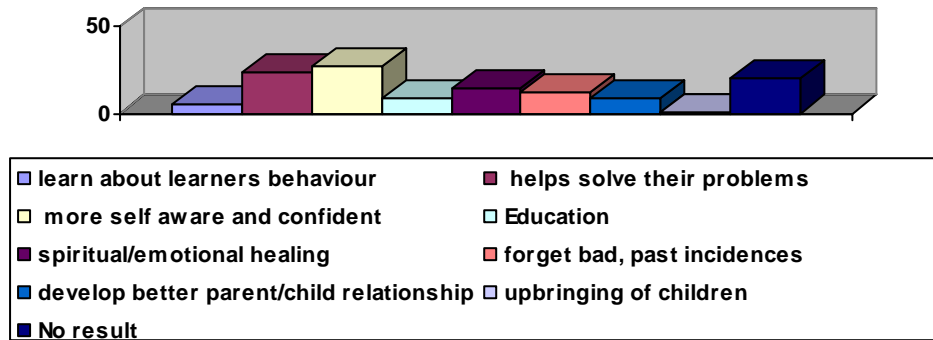
Are you aware of what the Journey Programme is?

Table 37

Yes	No	No result
87	7	6

if yes please explain:

Figure 15



The majority of parents, and guardians are aware of what the Journey Programme entails.

In response to noticing changes in academic results of their children, parents noted the following:

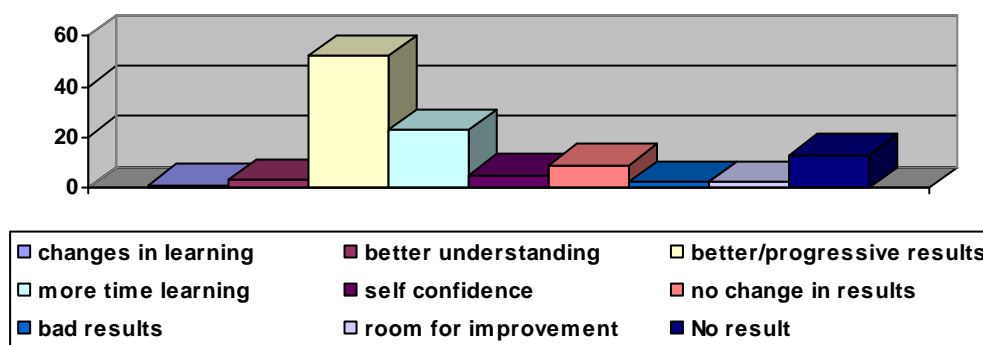
- Changes in learning patterns
- Better understanding of content
- Improved results
- Devoting more time to learning
- Increased confidence

The majority of the parents noticed the following changes in the academic domain of their children:

Table 38

changes in learning	1
better understanding	3
better/progressive results	52
more time learning	23
self confidence	5
no change in results	9
bad results	2
room for improvement	2
No result	13

Figure 16

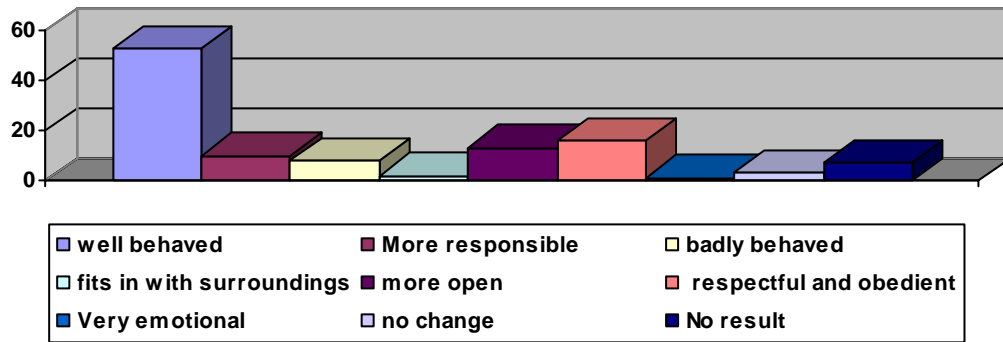


When parents were asked to comment on their children's behaviour subsequent to the programme implementation, they highlighted that their children are now:

- Better behaved
- More responsible
- More open
- Respectful and obedient

A small minority of respondents revealed that there has been no change in their children's behaviour.

Figure 17



Parents and guardians noticed Improved relationships between themselves and their children.

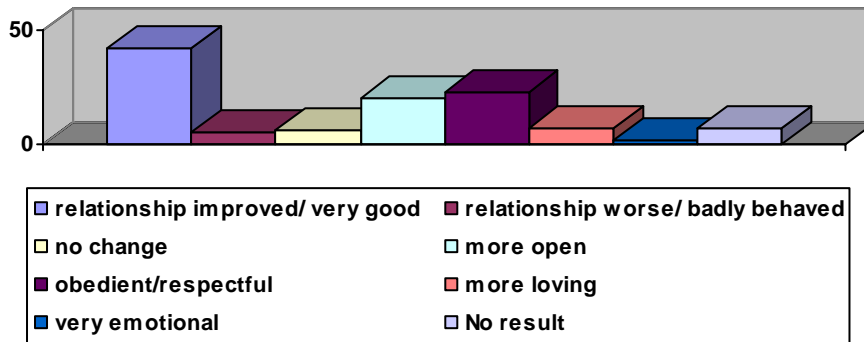
- Their children being more open towards them
- Their children being more loving.

Relationship with yourself (mother father or guardian)

Table 39

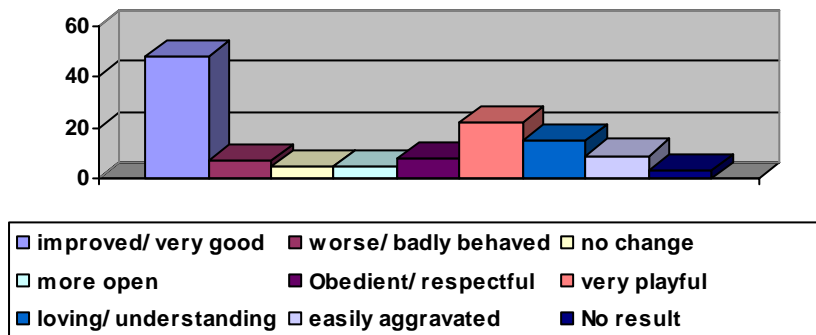
relationship improved/ very good	42
relationship worse/ badly behaved	5
no change	6
more open	20
obedient/respectful	23
more loving	7
very emotional	1
No result	7

Figure 18



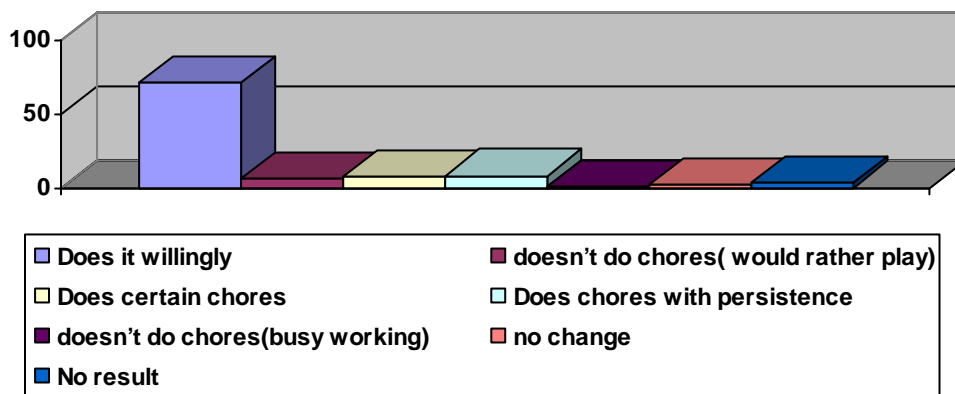
Most parents perceived their children's relationship with them as having improved.

Figure 19



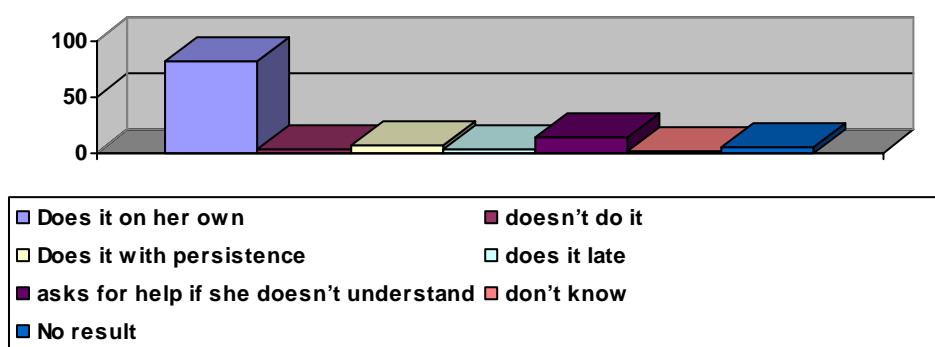
Parents also reported that relationships with brothers, sisters and cousins had improved in that the child who had been exposed to the programme. Parents observed them being more loving, understanding, obedient and respectful towards their siblings.

Figure 20



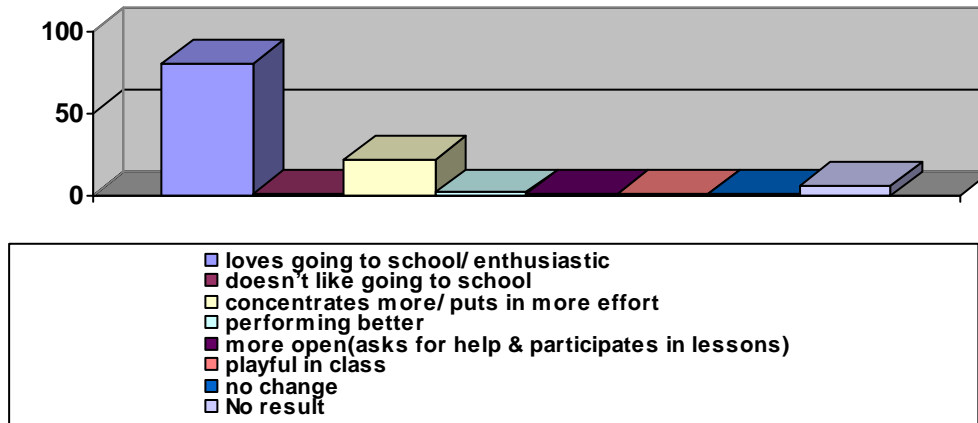
The majority of parents observed a greater willingness by their children to complete household chores. A small minority of parents noted that their children completed certain chores only and some did not engage their chores either because they were too busy working or would rather play.

Figure 21



Most parents observed that their children do their homework either independently or request assistance if they experience any challenges in understanding.

Figure 22



Parents reported that children are enthusiastic and love going to school, concentrate better, are performing better, are more open. A small minority of parents reported that the children are either playful in class or they have seen no change

Q3

Would you like the Journey Programme to continue in schools ?

Table 40

Yes	no	No result
97	1	2

If yes please explain why?

Table 41

spiritual healing	14
equips them with problem solving skills	5
Enjoyable	2

creates an awareness of surrounding activities	7
more open/ confident	35
helps solve child's problems/guides them	13
helps us to raise them	6
makes child loving and respectful	6
helped my child	12
Academically	6
No result	9

The majority of principals reported that they would like the Journey Programme to continue in schools.

They perceived the following benefits for learners:

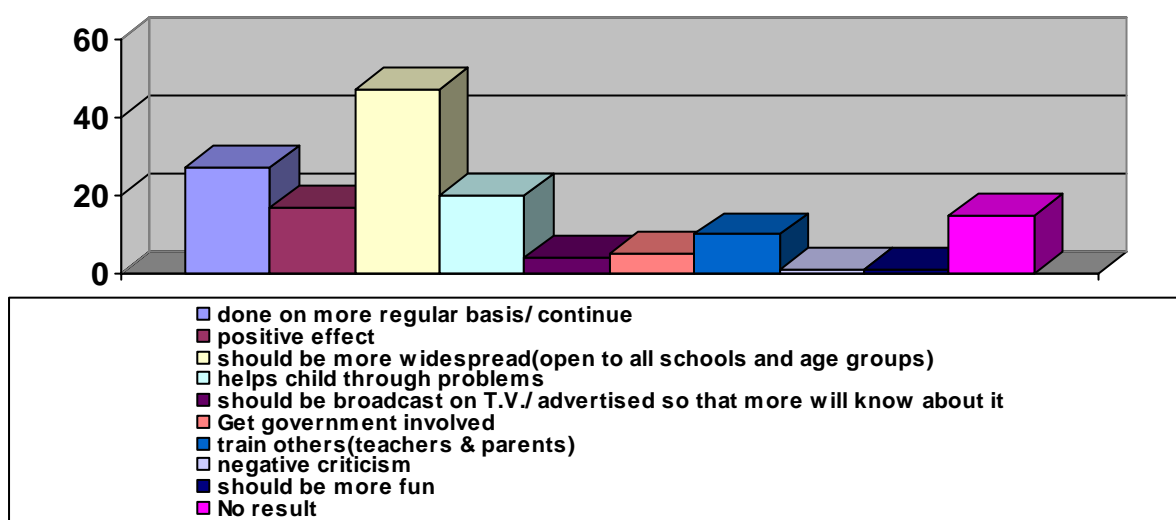
- **Assists with spiritual healing**
- **Equips with problem solving skills**
- **Is enjoyable**
- **Makes them environmentally aware**
- **Encourages openness, confidence, love and respect**
- **Improves results academically**

Do you have any suggestions about the Journey Programme?

Table 42

done on more regular basis/ continue	27
positive effect	17
should be more widespread(open to all schools and age groups)	47
helps child through problems	20
should be broadcast on T.V./ advertised so that more will know about it	4
Get government involved	5
train others(teachers & parents)	10
Negative criticism	1
should be more fun	1
No result	15

Figure 23



Principals had the following suggestions to make about the Journey Programme :

- **Implementation should be more regular.**
- **Should be extended to include more schools and learners from various age categories.**

- **Should be broadcast via electronic media especially television.**
- **Should get government buy in.**
- **Extend training to a greater number of teachers and parents.**
- **Should have a “more fun” dimension to it.**

Responses of teachers

Section1

How often do you practise the Journey Programme in your classroom?

Table 43

Everyday 1 st period	5	25
Everyday before I teach	3	15
occasionally(approx 3x per month)	2	10
once a week	3	15
Everyday	3	15
3-4 times a week	7	35

The above table captures the schedule of educators practising The Journey Programme in the classroom.

Initially how long did the process take?

Table 44

30min	5	25
1hr	7	35
1.5hr	1	5
20min	3	15
2hr	2	10
2.5hr	1	5
40-45min	1	5

The initial process varied from 30 minutes to 2 hours.

What are some of the challenges or problems that you experienced when you began this programme in the class?

Table 45

learners didn't take it seriously	10	50
they were not open	2	10
learners were too serious(began to cry)	2	10
lack of co-operation from learners	9	45
learners were slow	1	5
learners confused	5	25
lack of space	1	5
too long (takes up valuable teaching time)	3	15
no problems	1	5

The table above demonstrates the challenges initially experienced by educators.

How long does the process take now?

Table 46

10min	2	10
10-15min	2	10
15-20min	8	40
20min	3	15
30min	2	10
1hr	1	5
45min	1	5
3min	1	5

What was the response of the children like, when you first began the process in the class?

Table 47

Confused	2	10
not serious	8	40
Interested/ enthusiastic	8	40

co-operated well	6	30
very shy(not open)	2	10
Disbelief	1	5

Now 6 weeks later how has that changed? Please explain the changes.

Table 48

eager/enthusiastic	13	65
more responsible	8	40
more open	5	25
love/respect	1	5
no change/bad behaviour	2	10

The above table shows that the changes were primarily positive.

Are there any suggestions you would like to make, with regards to the Journey process in the classroom?

Table 49

Be supplied with resources e.g. cassettes	2	10
Get community/teachers involved	6	30
Should be included in curriculum	6	30
Smaller classes	7	35
More time allocation	2	10
More widespread	7	35

Section 2

Have you noticed any changes in your children with regards to the following:

Behaviour/discipline

Table 50

Yes	no	No result
100	0	0

A total of 100 percent of the educators noticed a change in the behaviour of the children.

Please explain giving details:

Table 51

Behaving well	10	50
Respectful/disciplined	7	35
More open/confident	9	45
Badly behaved/negative impact	2	10
Academics improved	1	5
Absenteeism decreased	1	5

The above table captures all the positive influences of the programme on the children.

Are there any particular children whom you have noticed, have improved noticeably?

Table 52

Yes	no	No result
95	0	5

Please explain in full:

Table 53

Well behaved	7	35
Doing better academically	6	30
Child promised to change	1	5
Very co-operative/respectful	6	30
Enthusiastic	1	5
More open	5	25

Have you noticed any changes in your children with regards to academic achievement

Table 54

Yes	no	No result
100	0	0

Please explain in full:

Table 55

Academically improved	15	75
Enjoy doing better	3	15
Participate more in class	3	15
No change	1	5
Academically worse	2	10

Academically the majority of the children had improved.

Are there any particular children whom you have noticed, have improved noticeably?

Table 56

Yes	No	No result
80	5	15

Have you noticed any changes in your children with regards to relationships with teachers, both yourself and others.

Table 57

More respectful	5	25
Learners dedicated	2	10

Good/positive relationships	11	55
Relationship on a spiritual level	1	5
More open relationship	7	35

Have you noticed any changes in your children with regards to relationships with peers?

Table 58

Yes	No	No result
90	0	10

If yes please explain in full. You could also use feedback from other teachers/colleagues as well.

Table 59

More open	4	20
Accepting/ understanding toward other learners	13	65
More sharing	1	5
No more fighting	3	15

Learners have become more accepting and understanding towards others.

Have you received any feedback from parents or siblings about the children who are involved in the Journey Programme?

Table 60

Yes	No	No result
85	5	10

If yes please explain in full.

Table 61

Appreciative	9	45
Child does chores	2	10
Child more co-operative	2	10
Better relationship with parents and others	6	30
Well behaved	7	35

Do homework	1	5
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The above table describes the positive changes that parents have observed in their children.

Is there any particular learner who has improved considerably emotionally and/or behaviourally?

Table 62

Yes	No	No result
55	0	45

Table 63

Relates better with others	6	30
No more fighting	3	15
Feel emotionally better	5	25
Deals better with family problems	3	15
More confidence/high self-esteem	6	30
Absenteeism decreased	1	5

5. Analysis of projective drawings

The projective drawing technique described here to aid in program evaluation is based in part on the work of Koppitz (1983). She believes that drawing is a natural mode of expression for young children: "During the elementary school years, boys and girls can express their thoughts and feelings often better in visual images than in words" (p. 2).

In addition, this technique also reflects the work of others, including Buck (1948), Machover

(1949), Burns and Kaufman (1970), and Knoff and Prout (1985), who have developed conceptual frameworks to interpret children's drawings. Many investigators have demonstrated that children's drawings can reflect self- concept, attitudes, wishes, and concerns (Golomb, 1992; Burns, 1982; Klepsch & Logie, 1982; Koppitz, 1968).

Although art activities have long been associated with children's programming, little has been written about using drawings as an evaluation tool of children's programs. Several authors (Koppitz, 1983; Rubin, 1984; Burns, 1982; Allan, 1978) have developed methods with which to interpret information from children's art work and drawings. These methods, as well as the use of other projective techniques have been used mainly for individual diagnostic purposes in clinical or educational settings. In such contexts, children's drawings have been used for a variety of assessment purposes, including intellectual development (Harris, 1963; Goodenough, 1926), learning disabilities (Cox & Howarth, 1989), personality (Prout,1983)Wade, Baker, Morton & Baker, 1978; Hulse, 1951; Machover, 1949), and emotional adjustment (Koppitz, 1968).

The drawing activity described here, while conceptually linked to such individual diagnostic purposes, focuses on program effectiveness rather than individual assessment. The activity is one element of a multi-modal childhood education program evaluation that includes qualitative and quantitative components in an effort to comprehensively assess the program's objectives. Despite the seeming simplicity of this drawing activity, the individual interpretation of projective drawings requires extensive training and knowledge of psychological assessment and child development. We had to consult with a professional who has the requisite graduate preparation and training.

For the purposes of analysis the drawings were labelled **D1** to **D30**. Twelve of the 30 drawings were randomly selected. The first set of drawings , (**D3, D14, D21 and D9**) are grouped together by virtue of having the human heart only. The second set of drawings ,(**D6, D8, D19 and D20**) are grouped together by virtue of having people only.

The final set of drawings , (**D5, D11, D18 and D24**) are grouped together by virtue of having both people and hearts. All drawings are technically divided on the page. All have a 'before' and 'after' picture. Some of the drawings have qualitative labels.

In the absence of a scoring key to guide the interpretation of the drawings the following observations have been made:

- All drawings belonging to set one have the 'before' hearts depicted as crying hearts as is evident by the tears and the 'after' hearts are depicted as complete and joyful.
- The drawings in set two also show people either sad or crying before the programme and happy after the programme. This is shown by smiling faces and bright eyes as is indicated in **D8**. In **D6** the learner even writes '*my heart is so crying and the blood*

surround me'(before) *and 'my heart is soft and now I am not disappointed like the last time'* (after).

- The third set of drawings also reinforce the emotional change in the children by showing for eg. In **D24** a side view of a face without a smile and a tearing heart (before) and a smiling face and a heart with stars (after). In **D5** the after drawing depicts balloons of fun, peace, trust and courage which are associated with positive feelings.

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. Learner's 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.