

A JOURNEY OF FORTITUDE & DISCOVERY

The Impact of Dance Movement Therapy
on the participants of training of trainers

Evaluation:

Training of Trainers

A journey of fortitude & discovery

This evaluation reflects the lives of thirteen heroes who have undergone a process of transformation and who aspire to similarly transform lives of others.



Evaluation conceptualisation: Sohini Chakraborty

Information collection and documentation support: Jhulan Mondol, Samita Bhattacharya

Evaluation design and author: Paramita Chaudhuri

Supported by: Target Charity, UK

Publisher: Kolkata Sanved
P - 27, Gariahat Road,
South Kolkata 700 031
West Bengal, INDIA

kolkatasanved@gmail.com
www.kolkatasanved.org

Publication date: August, 2014

The information in this report may be cited with due acknowledgements.

Suggested citation: An evaluation study on the Impact of Dance Movement Therapy on The participants of Training of Trainers ,West Bengal , India, Kolkata Sanved, 2014.

For private circulation only.



Contents

Acknowledgement	4
Executive Summary	5
About the Organisation	6
Background of the TOT	8
The Evaluation	10
Methodology	13
Findings	14
The Transformation	19
Recommendations	23
Conclusion	25
Afterword	26
Annexure	27

Acknowledgement

I express my deep appreciation to:

- ▶ Sohini Chakraborty for giving me the opportunity to be a part of the TOT journey. It has been a deeply humbling experience and has added to my appreciation of life. Thank you also Sohini for the faith and trust and for providing me with input at various points of the report writing process and for the patience.
- ▶ Jhulan Mondal, coordinator of the TOT programme, for her support throughout.
- ▶ All of the participants for sharing their life stories with such elegance and lyricism.
- ▶ All members of Kolkata Sanved for their support during the process.



Executive Summary

Kolkata Sanved has created the TOT program to heal and empower individuals so that they can truly transform themselves from marginalised to mainstream. The programme uses DMT to heal, release trauma, and teach professional skills so that individuals may pursue careers as dance movement therapy practitioners.

This evaluation sought to assess the impact of TOT on the participants enrolled for the programme from 2012 - 2014. 26 participants were selected and enrolled. 13 trainees dropped out after 1 year on account of work, marriage, education or other unexpected incidents. The other 13 trainees who underwent the Training of Trainers process for the full two year period were part of the evaluation. The evaluation methodology included one to one interviews and workshops during which the participants shared their thoughts and learning.

The key findings reveal the participants underwent a process of transformation and have begun the journey of self discovery and growth. The biggest change has been that they now recognize themselves as individuals with unique potentials. There is awareness of and excitement about the world in which they live and their roles. They make plans to move forward with their dreams.

The key changes that have emerged include: problem solving skills, creative thinking, team work, emotion management and visualizing life dreams. The two key processes of transformation are: positive re-engagement with life and society and capacity building in terms of life skills and employability.

The key challenge of the programme has been engaging with survivors who are emotionally fragile and vulnerable. The TOT process has guided them through the process of healing and has taken them forward on the path of transformation where they take charge of their lives and are able to positively negotiate with others. The programme recognizes the risks of working with survivors and has addressed these risks so that the programme can realise its vision of the girls realising their dreams.

The organisation's leadership has already prepared the way forward in supporting the TOT participants in the future. The following recommendations may also be considered to enable their journey.

- ▶ Personal goal setting: Participants have begun the process of articulating their dreams into life goals. This process may be taken forward in a manner wherein these life goals are translated in terms of activities and within a time frame.
- ▶ Participants have identified the specific areas in which they aspire to strengthen themselves further. The organization is already engaged in providing a series of

learning opportunities for the DMT practitioners. This process may be further supported by linking theory with experiences and developing a praxis.

- ▶ Team work: Along with individual growth participants can continue to explore the strengths and dynamics of working in a team. Some useful outcomes may be enhanced - cognitive outcomes, affective outcomes, teamwork processes, and performance outcomes.
- ▶ Leadership development course: Kolkata Sanved has already begun a leadership course. This course may already have a concept paper which draws upon the specific needs of the participants. The four components may be termed as the four P's: i) Power, ii) Principles and Values, iii) Politics and Purpose and iv) Practice integrated in the programme.

About The Organisation

Kolkata Sanved believes that all individuals, from marginalized and mainstream populations, should live with dignity and self-respect. This basic sense of empowerment and integrity can be achieved through Dance Movement Therapy.

Kolkata Sanved uses Dance Movement Therapy (DMT) as an alternative approach to counseling, psycho-social rehabilitation, self expression, and empowerment. Kolkata Sanved pioneered the use of DMT as a therapeutic tool in 2004 for those who are most vulnerable and underprivileged, enabling young women survivors of trafficking to emerge as leaders and DMT trainers. The model is based on an approach of collaboration between the government sector and the non-government sector. Kolkata Sanved's core project, 'Saving Lives through Dance' works with diverse marginalised communities in collaboration with governments and non-profit organizations (NGOs). The organisation works with the objectives of:

- ▶ Promoting the inclusion of Dance Movement Therapy in the rehabilitation process.
- ▶ Healing, recovering and transforming the lives of members of traumatized populations into confident, self assured and self expressive individuals.
- ▶ Providing professional skill training to individuals so they may earn a living and escape a cycle of vulnerability stemming from lack of livelihood options.
- ▶ Sensitizing and generating awareness on the issues of human trafficking, gender based violence and women's rights both at the local and the international level.

The dance movement therapy practitioners are from the community or are survivors, making Kolkata Sanved a space where both mainstream and marginalised individuals blend seamlessly. This diversity is one of the most unique traits of Kolkata Sanved beneficiaries. Kolkata Sanved offers a range of programmes enabling the organization to reach out to different groups of people. The programmes include:

- ▶ **Healing and Recovery:** Kolkata Sanved conducts Dance Movement Therapy (DMT) sessions in multiple locations on a weekly and monthly basis. These sessions use creative movement and dance to help participants overcome the division of body and mind often experienced by trauma survivors, while helping to release stress, heal and build confidence through positive self image.
- ▶ **Training of Trainer (TOT):** Individuals from marginalised populations struggle to enter the mainstream and achieve economic independence due to inability to address the trauma that they have endured. At present, individuals in these communities have limited livelihood options and the options available tend to be class-centered and stereotyped.
- ▶ **Well-being Programme:** Kolkata Sanved provides individual and group therapy sessions to those who seek an alternate therapeutic service.
- ▶ **Capacity Building of KS DMT Practitioners:** One of the major activities of Kolkata Sanved is to develop the skill level of the DMT practitioners so that the leadership quality is enhanced for the betterment of their performance level. It is done through in-house training programmes, enrollment in academic classes and also through exposure visits to renowned institutes like the Darpana Performing Arts Academy.
- ▶ **Collaboration With The Government:** Kolkata Sanved has taken steps to work in collaboration with the government and is catering to the needs of the various stakeholders in government institutions. Working in collaboration with the government will lead to advocating for policy level changes; this in turn will help to establish DMT as an impactful tool in terms of alternative therapy.
- ▶ **The Kolkata Sanved Academy:** Kolkata Sanved has designed a training academy which provides a Certificate Course on Dance Movement affiliated by the Tata Institute of Social Sciences, Mumbai.
- ▶ **Advocacy:** Specially choreographed performances for social mobilisation and advocacy are created by Kolkata Sanved on its own and in collaboration with partners at the national and international levels.

Background of the TOT:

In an effort to both heal and empower these individuals so that they can truly transform themselves from marginalized to mainstream, Kolkata Sanved has created a program which uses DMT to heal, release trauma, and in the process, teach professional skills so that they may pursue careers as dance movement therapy practitioners.

Kolkata Sanved invites promising participants to engage in a two-year training process called the Training of Trainer (TOT) program. TOT provides professional skill training to individuals, allowing them to work as DMT practitioners, earn a living and escape a cycle of vulnerability stemming from a lack of livelihood options.

The Curriculum: Participants are trained in the theory and practice of Dance Movement Therapy (DMT) using the Kolkata Sanved curriculum. The participants graduate from the program as a dance movement therapy practitioner / dancer, dance activist, and young leader. The TOT program includes:

- ▶ Group as well as individual counseling sessions for each participant.
- ▶ DMT sessions which are experiential in nature.
- ▶ Lectures on DMT theory, process and practice.
- ▶ Use of other arts as therapy.
- ▶ Classes on different forms of dance and movement.
- ▶ Rights education.
- ▶ Exposure trips to other performing arts academies in India .
- ▶ Assignments.
- ▶ Field experience / Internships.
- ▶ Opportunities to develop personally as well as artistically through dance courses and professional performances.
- ▶ Guidance and periodical evaluation throughout the practice sessions including field work.

Programme Objectives:

- ▶ Continue the healing and trauma release process which the participants have undergone through previous DMT sessions.
- ▶ Develop each participant's sense of self, confidence, empowerment, and leadership skills.
- ▶ Increase understanding of social issues, human rights, and psychotherapy.
- ▶ Train and prepare participants to become DMT practitioners, dance activists, and agents for social change.
- ▶ Provide alternative employment / livelihood options.
- ▶ Facilitate integration with the mainstream population.

The Selection Process:

Individuals are chosen from various sites in which Kolkata Sanved conducts regular, weekly and workshop based DMT sessions. The programme is open to both boys and girls; boys have enrolled in previous years. When programme participants exhibit cooperation, motivation, skill, and interest in the program, they are offered the opportunity to enroll in the TOT program. The three-step selection process includes: writing skill, rhythm experience, movement behavior and individual interviews.

- ▶ **Writing Skill:** All participants sit for a written exam in which they share their statement of purpose, motivation for DMT, change they have seen as a result of participating in healing and recovery classes, future plans and their knowledge about DMT.
- ▶ **Movement Experience:** They are then taken through a 45 minute movement experience which is observed by senior practitioners and therapists. Monitoring criteria includes: stiffness/openness, communication such as eye contact, boundary issues such as comfort with touch and personal space, body flexibility and alertness/concentration and ability to take in information.
- ▶ **Individual Interviews:** These include discussions on knowledge and understanding of dance movement as a therapy, interest levels in Dance Movement Therapy and overall social, cognitive and psychological development.

The aspirants are selected keeping the objectives and requirements of a DMT practitioner in mind. They are briefed about Kolkata Sanved and the TOT programme with regard to the purpose, structure and timeline of the course.

The Evaluation

Getting to know the participants: This evaluation focused on the impact of training on the participants enrolled for the 2012 – 2014 programme.

- ▶ 26 participants were selected and enrolled. 13 dropped out after 1 year due to work, marriage, difficulties combining the classes with education or other unexpected incidents. The 13 trainees who underwent the complete training were part of the evaluation.
- ▶ The participants are from both Kolkata and Coochbehar. Of the 7 participants from Coochbehar, 3 continue to stay in a government shelter home. 4 have gone back to their own homes and are continuing with the programme. There are 6 participants from Kolkata. All of them are pursuing their studies except one.
- ▶ Amongst these 13 participants, 6 Kolkata participants and 4 Coochbehar participants who had returned to their homes received the most opportunities and trainings as they were able to directly access the training programme. 3 trainees who live in the government shelter home were unable to take part in a few trainings because of the absence of government permission.

All of the participants came from very difficult circumstances. They have lived with violence, abuse, and poverty and at times have been providers for their families. Even finding basic education opportunities have not been easy. These participants have dealt with abusive elders, the extreme burden of work at home, having to look after younger siblings, living in houses that are conflict ridden or being sent away to government homes away from a family environment.

The basic rights and protection children are entitled to were denied to them. Many of these girls, when selected for the TOT, were residing on the darker side of life with almost no hope of access to education or livelihood opportunities.

Participants from Kolkata come from poor families living in orthodox communities. Doing the TOT course meant a long commute from dawn to night. They have negotiated with family members to explain the need and relevance of the course and convinced them to agree. Along with this they have shouldered domestic responsibilities and pursued their education.

In the Coochbehar district of North Bengal, the programme has been based in a government shelter home for girls (Sahid Bandana Smriti Mahila Abash). The authorities of the shelter home had to be convinced of the concept and relevance of the programme. Being creative and qualitative in nature, the impact is not instant; government officials and in-house staff at the shelter expect immediate results. The process has also involved receiving elaborate permissions and negotiating through long drawn-out procedures.

Girls can live in the shelter home until the age of 18 and then are required to leave even if they are orphans. Such girls cannot participate in the programme unless special permission is obtained for them. Parents of girls who have been reunified often do not give them permission. Process of including these girls includes home visits and motivating the guardians. Exposure visits for these girls is also not possible as getting government authorities to provide escort for their travel is a huge challenge.

Participant Status:

No.	Kolkata	Works with	Age	Education	Residence
01	Durga Madhar	Kolkata Sanved	22	Class XII Pass	Lives with parents, brother and sister-in-law
02	Sangeeta Naskar	Kolkata Sanved	23	Graduation Part I	Lives with parents and two younger brothers
03	Sucharita Mondol	Kolkata Sanved	21	Graduate	Lives with parents
04	Sabana Bibi (Uma)	Apne Aap Women	21	Class VI Pass	Lives with mother
05	Seema Kumari	Kolkata Sanved			
06	Putul Khatoon	Kolkata Sanved	20	Class VIII Pass	All Bengal's Union Home (Govt. supported shelter)
No.	Coochbehar	Works with	Age	Education	Residence
01	Rakhi Biswas	Kolkata Sanved	20	BA 1st Year	Presently staying at aunt's house
02	Deepali Saha	Kolkata Sanved	20	BA 1st Year	Staying at uncle's house, parents died in childhood
03	Pooja Roy	Kolkata Sanved	21	BA 2nd Year	Staying at Baneshwar home, Coochbehar
04	Chumki Day Sarkar	Kolkata Sanved	18	Class XII	Staying at her own home with parents
05	Swapna Pal		17	Class XI	Staying at Govt. shelter (SBSMA, Coochbehar)
06	Papika Burman		17	Class XI	Staying at Govt. shelter (SBSMA, Coochbehar)
07	Rakhi Burman		16	X -will take madhyamik	Staying at Govt. shelter (SBSMA, Coochbehar)

others:

No.	Kolkata	Status
01	Sanchita Mondol	Participated for 1.5 year
02	Krishna Sarkar	Participated for 1 year and dropped out for her education
03	Seeta Kumari	Participated for 1 year and left for her village after her mother's death
04	Suneeta Murmu	Completed 1 year training and found a job
05	Pinky Singh	Completed 1 year training and found a job
06	Aarti	Completed 6 months training and then shifted from Kolkata
No.	Coochbehar	Status
01	Priyanka Banik	Successfully completed 1 ½ years, but unable to continue because of difficult home condition.
02	Pinky Das	Took part for one year in training and after completion of her H.S. exam, went back home
03	Purnima Das	Got married after 1 year
04	Baghbati Adhikari	Got married after 1 year
05	Rinku Mukherjee	Shifted from SBSMA to Baneshwar home, Coochbehar
06	Kalpana Khatoon	Shifted from SBSMA to Baneshwar home, Coochbehar

Objective of the evaluation:

The evaluation focused on understanding the following traits in each of the participants: i) change, ii) problem-solving, iii) creative thinking, iv) team work, v) emotion management and vi) dreams. It is expected this analysis will help the organization to gain a deeper understanding of:

- ▶ The impact of TOT.
- ▶ How to reach out to more young survivors, and employ them as per their skill.
- ▶ Enhancing livelihood opportunities.
- ▶ Implementing DMT effectively with other survivors in the future.

Methodology

One to one discussions were conducted with all of the participants in Kolkata and Coochbehar. This was followed by a consolidated workshop where the participants together spoke about the learning from the two year programme. (Annex A: Individual discussion guide, Annex B: Workshop design). The methodology was based on:

- ▶ Equal participation.
- ▶ A focus on the individual growth of the members.
- ▶ Mutual respect and trust.

The interviews in Kolkata were conducted by Paramita Chaudhuri and those in Coochbehar were conducted by Sohini Chakraborty.

The workshop in Kolkata was facilitated by Paramita Chaudhuri, co facilitated by Sohini Chakraborty and supported by Jhulan Mondal. The workshop in Coochbehar was facilitated by Sohini Chakraborty.

Findings

The change:

The ability to open up and emerge from their shells is one of the most significant contributions of DMT in the lives of all participants. All of them described how quiet they once were, unable to speak to anyone. Communicating with others including their peer group was a challenge. Talking with strangers was almost impossible. They would feel scared, especially with adults or those of stature and position. They would be anxious about not being able to say the right thing and becoming an embarrassment.

Now they experience a newfound confidence which has given them a life direction. An important indicator of change is the confidence and skill with which these young girls can negotiate with their parents or guardians. One young girl successfully negotiated with her shelter home authorities so that she would no longer work as a care giver in households but would be trained as a dance movement therapist even though the initial earnings would be less. Girls are also able to make life changing decisions not only about their own lives but also about the lives of their friends. There is an attitudinal change; as one of the participants said, 'previously I thought I was ill fated but now I think I am blessed.'

"...There are many girls who come to the hostel and remain very quiet. I talk to them, get to know them and become one of them."

"There was no one in my family to support me in my studies. I took the first step of getting admission by taking money from my bank account. Now I pay tuition and manage to pay school fees."

"Previously my mother would not support me. She used to rebuke me for leaving my husband. I have been able to convince her. Now my mother says my daughter is not as bad as I had thought. If anyone says anything about me my mother confronts that person. I have been able to bring this change in my mother."

"I am able to help people. My friends consult me and take my advice. The marriage of one of my friends had been finalized. I spoke to her mother and convinced her to cancel the marriage. They had never spoken to their daughter about what she wanted. After my intervention the parents had a chat with their daughter and then they cancelled the marriage."

Problem Solving:

These young girls are excited and motivated about life ahead. No task seems daunting or impossible. If there is difficulty they appear to spontaneously work out a solution. This holds true both in their personal as well as professional lives. When confronted with a difficult situation, participants have been able to recognize the violence or denial of their rights in the situation. They have then thought through the problem, analysed the issues involved and made an affirmative decision. Importantly, these girls who described themselves to have been extremely emotionally fragile have become stoic in their attitude towards problem solving.

“I used to like a boy. We had a good relationship. But then he said I will have to live the life of a housewife. We started having fights. Then I thought long and hard and decided to end the relationship. Dance movement is there. Family is there, Kolkata Sanved is there...time passes. In the early days I used to think I had made a mistake by ending the relationship. Now I am certain I have done the right thing. I have the confidence that I will be able to make the best possible decision about myself.”

“My father gets very violent. He has tried to kill me and my mother. Now I can cope with him. I am not scared of him anymore.”

Creative Thinking:

The participants enjoy dancing and all of them have said dance has become their life. They enjoy learning different movements, improvising and creating movements. If they are not able to pick up a movement or make a mistake rather than giving up, they practice and focus until they reach perfection. This zeal and enthusiasm is a unique take away from the process. Participants who had never cared for doing anything, with no interest in pursuing any activities are demonstrating their hidden potential in a remarkable manner. This ability to think creatively is demonstrated not only during DMT but also in personal life decisions.

“I have done many types of dance. DMT has encouraged me to design my own movements without copying or imitating anyone. I can now quickly think of movements. I go to my home in the village once a year. People in my village used to comment on the way I speak and look. They comment on the fact that I dance and on how I dress. They say bad people dance. I do not abide by rules and I live the way I wish to.”

"When we are on our own we have to be brave. If we are in a new place we must think that we know the place. Once I was returning from a DMT class and was walking through an isolated area. One man was following me. I turned around and told the man that he should be ashamed for following me. Before speaking to him I had noticed that there was a police standing at a little distance away. I described this incident to my friend in the hostel. They do not go out and do not have much of an idea of the outside world. After hearing me they said they will do the same thing on experiencing such a situation."

"Yesterday I had a fight with one of the girls but in the morning I made up with her. My mind is so free now. Previously it used be like stone."

Teamwork:

Participants have dual feelings about teamwork. Working together provides an opportunity to learn from each other, get new ideas for movement and increase energy, interest and happiness. Working in a team has its dynamics, which the organization may address in terms of creating multiple communication channels where all learn to express. It will also be important to reflect on how teamwork actually encourages individuality.

"We learn movements from each other. However, there can be an absence of communication. I know I have not made a mistake but then suddenly someone will try to point out a mistake. For this reason video recording is necessary. Then we can check with the original choreography."

"I get creativity from team work. I get new ideas for movement. But sometimes one gets thwarted in a group. It is important for me to grow as an individual to go forward in life. At times I differ from what the seniors say but then I am unable to say anything."

"It is good to work in a team. I get to learn about other people's lives. Everyone has a different life story to share. We talk about our difficulties and are inspired by one another."

"When I cannot think of a solution I ask my friends."

Emotional Engagement:

Emotions are valuable and offer a bounty of benefits. Once we're able to process and cope with them effectively, we can learn a lot about ourselves and our needs. Emotions send us important messages and help us connect with others and accomplish great things. The participants have greatly improved in terms of reaching emotional stability in their lives. Emotions are now less confusing and threatening. They have learned coping mechanisms of writing down thoughts and problems in a note book. Some continue to be more vulnerable than others and more prone to tears and worries. There is also a pressure to take over family responsibilities and the perceived inability to do so makes them feel burdened and guilty.

"I do not get angry but I feel sad. Then I look at myself in the bathroom mirror. I write in my journal. I do drawing and coloring."

"Whenever there is turmoil in me I dance it away."

"I worry a lot about my family. I have to look after my family. My mother has cataracts but is too scared to have an operation. This worries me a lot. One of my sisters is very bright but is not getting the opportunity to study in an English medium school. Another sister who stays with me is very ill. I have to arrange for her treatment."

"If someone said anything that was not be to my liking I used to burst into tears. This has become much less these days. I am trying to be strong; many things may happen when one comes to work."

"There are many sorrows in my heart. I have to live without my son. I had to leave my husband. He used to beat me. If I had continued staying with him my life would have been destroyed. I will now live the life that I want to live. When I felt sad I used to hurt myself. Now I listen to music, cry my heart out or just laugh the sorrowful thought away."

Dreams:

Each of the participants spoke spontaneously about their dreams. Their dreams are anchored in their aspirations and draw energy from their current life situations. All want to take forward their learning and work with Dance Movement Therapy while aspiring to make this learning more rooted in theory and practice, hence the desire to learn therapy, learn other dance forms and study more. They also draw inspiration from their presence at Kolkata Sanved along with work that it does and they wish to form similar initiatives.

"I wish to become a dance therapist. I want to do an MA in psychology. I want to learn different kinds of therapy; drama, yoga, music."

"From my childhood I have dreamed of being a dance teacher. My body would start moving as soon as I heard music. I have kept the challenge in my heart of becoming a great dancer. I think of all those who have made it as great dancers and dream one day I will be like them."

"I want to begin my own NGO and support poor children."

"I do not want my mother to work in other people's houses. I want to rent a room where I will keep my mother in comfort. I will be able to look after her."



The Transformation

The TOT process is an important step for Kolkata Sanved in realising the dream of empowering women and girls to fully access personal and collective power, authority and influence, and to employ that strength when engaging with other people, institutions or society.

The paralyzing effect of being violated needs to be overcome as survivors learn to exercise choices without fear of reprisal. Thus one of the first steps in the process of empowering a survivor is to help her develop, strengthen, focus and validate her inherent skills. For many, skills must be acquired for the first time.

Exploring our own wants, needs, and feelings, although an unfamiliar and sometimes uncomfortable process, can be a stepping stone to making larger and longer term decisions. For many, a positive re-engagement with life is only possible after re-examining existing relationships - a task that is often difficult to acknowledge, accept and translate into action.

Furthermore, due to the impacts of violence, many survivors lose belief in their ability to make decisions. They are likely to need additional help in evaluating and identifying sources of stress in their relationships.

This empowerment process may be defined as letting out the power within and encouraging people to gain skills and knowledge that will allow them to overcome obstacles in life and ultimately, help them develop as an individual within society. The change that the participants have undergone is like the metamorphosis of a caterpillar into a butterfly. The girls are now poised to begin the next journey of their lives. In terms of theory of change, the girls are:

- ▶ Aware of their rights and preparing to engage with the community and agents of state.
- ▶ Aware and beginning to exercise power and autonomy over their lives and bodies.
- ▶ Aware of support services and beginning to be equipped to access them. There is a demonstrated ability to negotiate support services available: economic, medical, psycho-social and shelter.
- ▶ Beginning to develop leadership and other skills, pursuing education and thereby developing enhanced abilities to deal with life situations.

Problem solving skills, team work, emotional management and the ability to dream of a

future ahead are the key indicators which have empowered women to choose goals, look after their emotional and physical needs and regain their self-worth.

The TOT programme of Kolkata Sanved has been a life transformative event for the participants of the programme. The programme has helped participants improve self-esteem and body image, develop effective communication skills and relationships, expand their movement vocabulary, gain insight into patterns of behavior, as well as create new options for coping with problems.

Movement has been the primary medium (dance/movement) used for observation, assessment, research, therapeutic interaction, and interventions. The participants too are anchored in the support that movement provides to them. All have spoken about the healing power of movement and how it helps them move out of stress and strain.

Discussions with the participants have revealed that the TOT programme has addressed social, emotional, cognitive, and/or physical problems through group sessions. The process has immersed the participants both in the language of the body and verbal communication ; this has made it unique from other forms of therapy.

Some key features of this transformative process are:

- ▶ **Positive re-engagement with life:** The participants of the TOT are no longer mired in the past but are dreaming of a life ahead. The participants are reflecting on their lives and the impact is visible both in their personal and professional lives. In terms of impact they are able to identify:

In personal life:

- Strengths and constraints existing in relationships with parents, siblings, other family members and communities.
- Life goals not only for themselves but for their loved ones.
- Awareness of their roles and responsibilities and planning not only for themselves but for others.

In Society:

Awareness of the relevance of education, courses such as computer training, English speaking skills and different forms of dance and are preparing themselves to become qualified professionals and DMT practitioners.

That engagement with society includes supporting peers in making important decisions in life, e.g. stopping the early marriage of a friend, supporting parents by taking family responsibilities and engaging with the community; commuting to work in spite of political tension in the locality.

► **Life Skills And Employability:**

The Kolkata Sanved programme is unique as it reaches out to heal and empowers those in need of support and at the same time prepares people to take control over their lives through the TOT programme.

This batch of participants who completed the TOT are now ready to be employed as dance movement practitioners. However, the strength of the programme is that the participants are not only equipped to become dance movement practitioners but may also take up other livelihood opportunities. This is due to the nurturing of:

- Skill development: they are identifying their strengths, understanding their constraints and exploring possibilities with hope and practicality.
- Self esteem and body image: participants are seeing beyond the image of victim. They are no longer trapped in feelings of helplessness, passivity, loss of control, pessimism, negative thinking, strong feelings of guilt, shame, self-blame and depression.
- Dance Movement: dance and movement have supported the intellectual, emotional, and motor functions of the body. A clear correlation between movement and emotion has been established wherein the participants are feeling, thinking, preparing and evaluating themselves.

► **Engaging With Young Adolescent Women And Girl Survivors:**

Learnings:

- Profound insight on the use of dance movement and how it enables the body to release, become aware and transform.
- Enhanced capacity to observe non verbal and verbal communication; an excellent ability to empathetically connect with the individuals with whom they work.
- Survivor bonding: Survivors fight among themselves for the smallest of reasons but trust their peers the most. Their strong connection with one other leads to a spontaneous survivor network from where they draw energy.

Risks:

Kolkata Sanved's model is based on healing and empowering survivors to transcend their trauma and become educators and activists. Employed by the organization, they break the cycle of marginalisation and violence, and in turn, create a new cycle of empowerment and growth.

- Re-traumatization: An individual who has left a traumatic situation but must repeatedly re-enter that situation, as Kolkata Sanved DMT practitioners do, may relapse or re-enter into unhealthy situations. Kolkata Sanved chooses to take this risk because the organization functions on the basis that all individuals are indeed capable of transcending their trauma through dance when provided ample support through the DMT process.
- The journey of Integration: Survivors are conquerors of a vicious circle but in the initial stage they find it difficult to integrate with the mainstream. Their journey includes building new skills, using their creative potential, going back to education, redefining their own identity, enjoying economic independence with a boundary, learning self care techniques, making life decisions, learning to take safe risks in life and gaining a new direction with a dream.

This journey of empowerment is a struggle for both the survivor as well as for the organization. During this period, the participants require different kinds of support as they experience different kinds of syndromes. Sometimes they leave for 3-4 months and return. Sometimes they negotiate with the senior management of the organization to explore boundaries.

Preventive Measures Taken By The Organization:

- Participation in personal development sessions which involve supervision by the Founder/Director. This meeting includes a general check-in about challenges/blockages, positive outcomes, questions and concerns, self as well as professional development exercises. The issue of re-traumatization is always taken into account.
- Regular psychotherapy sessions with an external clinical psychotherapist.
- Project meeting and staff meeting with Operation Manager to track the growth of work.
- Continuous capacity building on personal and professional development.
- On-going trauma release sessions, peer supervision sessions and group process.
- Emergency survivor support (accidents, health issues, education loan etc.)
- Creative exposure: film shows, theatre shows, other survivor organisation visits.
- Morning tea circle to maintain healthy communication.

Recommendations:

The TOT programme's strength, beauty and significance lies in its approach. The programme is based on the aspirations and dreams of those who do not even dream of having a dream. It knits in both the strengths and challenges of working with survivors and then these very survivors engage and enable another groups navigating through similar situations. The participants have made remarkable progress in revisiting their lives, identifying issues and working toward the realisation of their life goals through the articulation of their dreams. The overall recommendations are to:

- ▶ Build resources, assets and agency through interventions to increase education, skills, leadership and voice.
- ▶ Increase survivor access to decent jobs and their control over economic assets.

The organisation's leadership has already prepared a way forward to increase the learning of the TOT participants. Following recommendations may enable their continued progress.

Personal Goal Setting:

Participants have begun the process of articulating their dreams into life goals. This process may continue in a manner in which these life goals are translated in terms of activities within a time frame. While articulating this plan participants may need support in developing clarity of their personal life goals. The strong urge to support siblings and family members is commendable indeed. However, it needs to be ensured that individual life goals and the needs of family members do not overlap and become confused.

Growth Aspirations:

Theory - DMT, gender and rights and various social issues along with the practice of self reflection and learning. The organization is already engaged in providing a series of learning opportunities for the DMT practitioners. This process may be furthered by linking theory with experiences and developing a praxis.

Greater understanding of the therapy process; the various categories, scope, implications and safe guards.

Creative imagination.

Team Work:

Along with individual growth, participants may further explore the strengths and dynamics of working in a team. Useful outcomes may be cognitive outcomes,

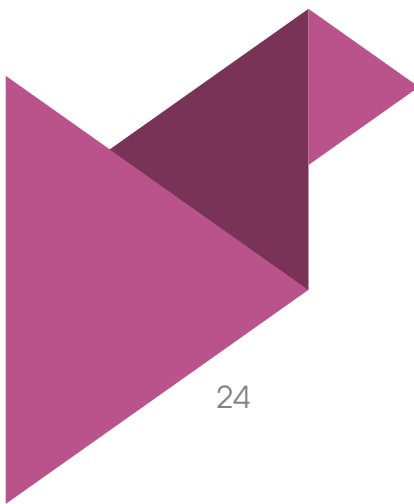
affective outcomes, teamwork processes, and performance outcomes. The quality of teamwork may be measured by analyzing the following six components of collaboration among team members: communication, coordination, balance of member contributions, mutual support, effort, and cohesion.

Leadership Development Course:

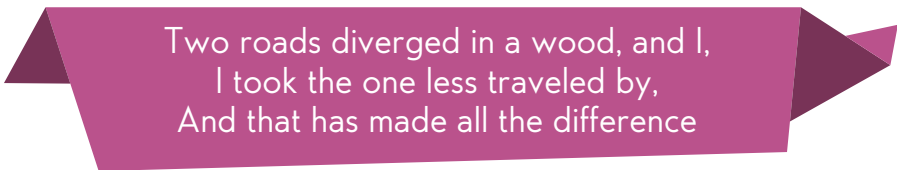
Kolkata Sanved has already begun a leadership course. This course may already have a concept paper which draws upon the specific needs of the participants. The following may be considered: course on feminist leadership for social transformation with four components, the four P's : i) Power. li) Principles and Values, iii) Politics and Purpose and iv) Practices. Politics and Purpose will include analysis of socio economic realities, the ideological lens that informs the analysis and the long term vision and mission for change that emerges from these politics.

Wheel of Change:

Life areas where change is emerging may be visualised beforehand and then the progress can be mapped. The core areas will include factors related to individual personal history and profile, relationships with peers and family members, social relationships at school, the workplace and in the neighborhood and societal factors such as government policies and laws. The wheel of change may be tracked on the basis of a theory of change model adapted by the organisation.



Conclusion:



Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference

- Robert Frost

The TOT programme offers courage and hope. It enables Kolkata Sanved to increase its ability to reach out to children and people in need of support. The programme simultaneously provides a way for survivors to heal and also to prepare for livelihood opportunities. Such a programme will need to follow a specific process, and impact cannot be hastened.

To continue improving the TOT, the organisation will constantly draw upon the learning gained from each year, strengthen the curriculum in terms of the learning on DMT and on enabling participants to combat discriminatory traditional, cultural and social norms and stigmatisation which legitimise and perpetuate violence against women.

Afterword:

To begin, I would like to thank our amazing resource person for all the hard work she did in putting together this evaluation. Next, I would like to recognize and express my gratitude to the Kolkata Sanved DMT trainees who are part of Training of Trainer programme for their help in conducting this evaluation. Without the support of our primary donor, Target Charity, UK this programme would never have been possible. So I extend my thanks to them.

I also want to thank The Department of Women and Child and Social Welfare, Govt. of West Bengal, All Bengal Women's Union, Apne Aap Women Worldwide and Superintendent of Sahid Bandana Smriti Mahila Abash for providing support to conduct this evaluation.

After reading this evaluation, the next step is to encourage more participants to get enrolled in this programme in order to find alternative livelihood options to lead lives of dignity.

Thank you for taking the time to read and explore creative psychotherapy in your life, as we believe that this will help to effectively empower the survivors and help them to move forward into the future.

Sohini Chakraborty
Founder Director - Kolkata Sanved

Annexure I:

Individual life journey Evaluation of TOT participants: Guidelines for discussion.

1. Personal Profile:

- ▶ Current status
- ▶ Education
- ▶ Living with
- ▶ Age

2. Change I See In Myself: During discussions participants will discuss in terms of the attributes that have developed during the two years.

Self Awareness	<ul style="list-style-type: none"> - areas of strength I have identified in the past two years? - actions I am implementing to sustain the areas of strength - areas in need of improvement? - plans I am making to improve the areas of need?
Problem Solving - Critical Thinking - Decision Making	
The Problem	- A situation experienced in the last one year where I responded to a situation and took it forward.
Critical Thinking	<ul style="list-style-type: none"> - Did I depend on another person to respond and resolve the situation? - Describe the role I played. - Did I engage with any other person? – did I have to convince or motivate him or her?
Decision Making	<ul style="list-style-type: none"> - What was the decision I took to resolve the problem? - Was the situation resolved as per my satisfaction?
Creative Thinking	- Describe a situation where I have done something differently than the usual.
Social Skills	<ul style="list-style-type: none"> - Describe a situation where I have been involved in working in a team. - What has been my achievement in this team work?
Emotional Skills	- What makes me emotionally disturbed - angry/sad/humiliated/betrayed- How do I respond to such situations?

Mapping Personal Milestones	<ul style="list-style-type: none"> - I have completed the 2 years Training of Trainers. During this journey there have been some significant milestones where I have realized evolution of my personal self. (Participant to be facilitated to identify agencies interacted with) and describe the growth in terms of relationship with: i) self, ii) Family, iii) Peer, iv) Any other
Future	<ul style="list-style-type: none"> - Aspiration - Plans and steps taken to achieve the aspiration. - Strengths and challenges of my plan

Annexure II: Workshop Module

Life journey Evaluation of TOT participants

Time	Module	Objective	Sessions
10.30 am - 12.00 pm	My Story and connecting with our stories	Identifying how each individual connects with herself, each other and Kolkata Sanved. Articulating main themes/ principles of growth	Participants to come together in groups of 2 and share with each other: <ul style="list-style-type: none"> - What motivates me to be a DMT trainer? - My dreams - My Five-Year Growth Path - Values and Principles that have driven the growth of Kolkata Sanved - Sohini
12.00 pm - 1.00 pm	Treasure wall of learning	Identifying each participants learning from the 2 yr journey	Each participant to draw/ narrative describe their individual learning from the 2 year journey.
Lunch : 1.00 pm - 2.00 pm			
2.00 pm - 3.30 pm	TOT tree of excellence	Envisioning growth that is more than the sum of individual parts	Knitting the different thread which create the team of excellence. Identifying ways to strengthen participants in coming days.
3.30 pm - 4.15 pm	A change-makers journey	Growing through strengths and challenges	An inspiring conversation with Sohini
3.30 pm - 4.15 pm		Reflecting on the day	

A JOURNEY OF FORTITUDE & DISCOVERY

The Impact of Dance Movement Therapy
on the participants of training of trainers



KOLKATA
Sanved
saving Lives through dance

kolkatasanved@gmail.com
www.kolkatasanved.com