Quarter Report - 2

June-Sept '26

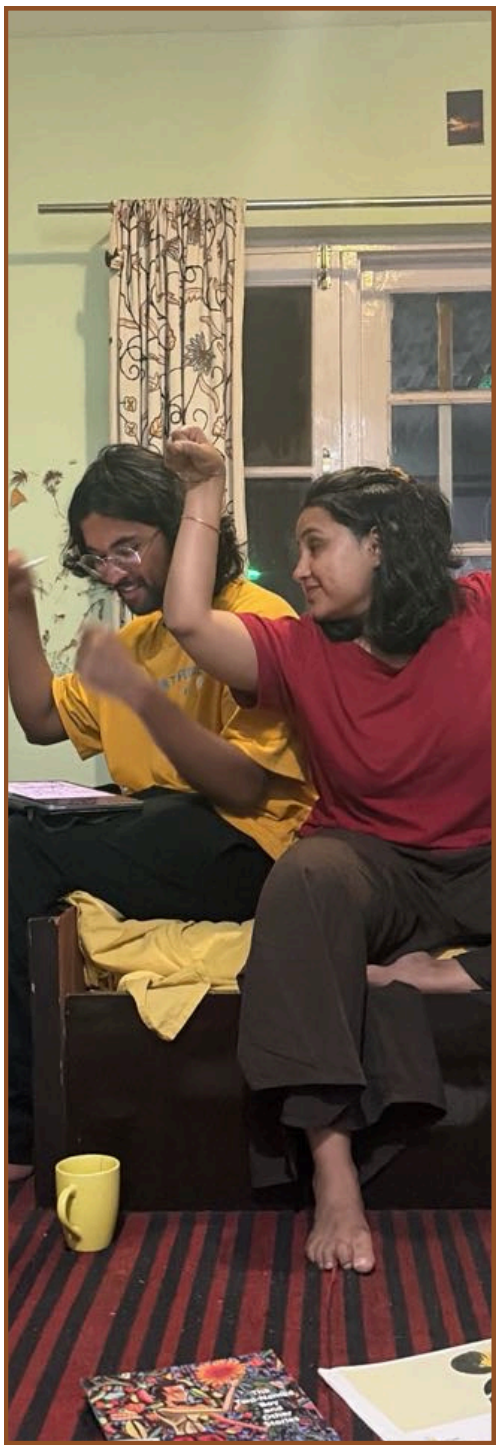


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EDUCATION - LIVELIHOODS IN CONFLICT IMPACTED TERRITORIES FOUNDATION

SUMMARY

Our second quarter is always our busiest, with big ebbs and flows. *It is when fellows get the most time with their students, without any major exams or scheduled vacations.*



What flowed

For our second-year fellows, **this quarter is the culmination of 1.5 years on the ground.** Students trust them, classroom cultures are in place, fellows have built practices of curious distancing, and many mindset and wellbeing goals have been introduced and discussed. **The last semester is when impact grows and fellows see the fruits of it.** You will find glimpses of our recent impact assessment in this report.

We are also celebrating. We have built this pilot for four years in these schools, with three TTE cohorts who tried to shift collective narratives and school climate. **You'll see how we are leaving a mark as we exit**.

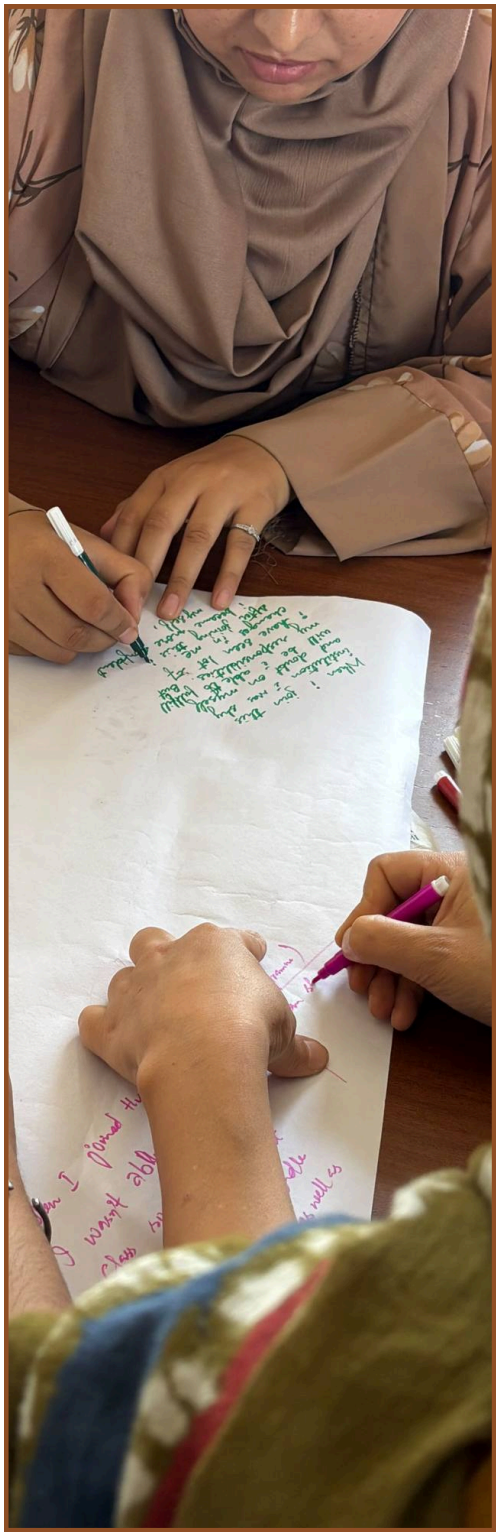
We have the first groundwork of our redesign, **a new pedagogy called the WATER PRACTICE.** And ALSO, THE BOOK IS FINALLY, FINALLY OUT! That's been the biggest woho!

What ebbed

We have realised that our work with school leadership has been ad-hoc, and with leadership changing in all three schools, cementing our long-term work in school cultures has been a struggle.

SUMMARY

Children have started grieving the fellows and teachers they will lose, which has been hard on all of us. Funding, especially funding for scale, is still a challenge. And working online as a core team has asked us to show up for the work and for each other in different ways, in spite of the difficulty.



The questions we were asking this quarter:

1. We know the work required to build skills of resilience and healing in people, **but how do we develop the collective will to continue this work so the skills sustain**?
2. **How do we celebrate the journey** we have been on, and the occasional wins, while grieving what we were not able to do?
3. **How do we design an exit** that feels complete?

This report is worth diving into. We are excited to show you what we learned from this quarter's ebbs and flows, and we are eager for you to see us, hold us and nurture us as we step into the next quarter, which will define our growth journey ahead.

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FELLOW PROGRESS

Headline: Our fellows are strongest where the work begins, with themselves. It gets harder the further it travels.

Where the work lives	Aspect	score (out of 5)
The self	Self sculpting (affect and aspirations)	4.4
	Teaching Practice	3.9
	Knowledge building and research	3.5
The classroom	Relationship with students	3.5
The community	Relationship with teachers	3.1
	Relationship with parents	3
	Relationship with school leadership	2.9

Sudhee *walked in wanting to solve everything. This year, he learnt to set smaller goals and let them add up.*

Rayees *treats every new responsibility "as an opportunity to improve myself instead of considering it as a burden or being fearful."*

Diladan *is teaching after 18 years and says, "I have regained my confidence."*

Sadiya *is stepping back from a "motherly" pull so students can take responsibility.*

Documentation is the thinnest spot: fellows understand their students deeply but haven't written it down. **One fellow estimates about 70% of what he knows about his students lives in his head.** Next quarter they are working on exactly this, along with deeper work with teachers beyond their buddies while we work on bettering our tools to build this practice for them.

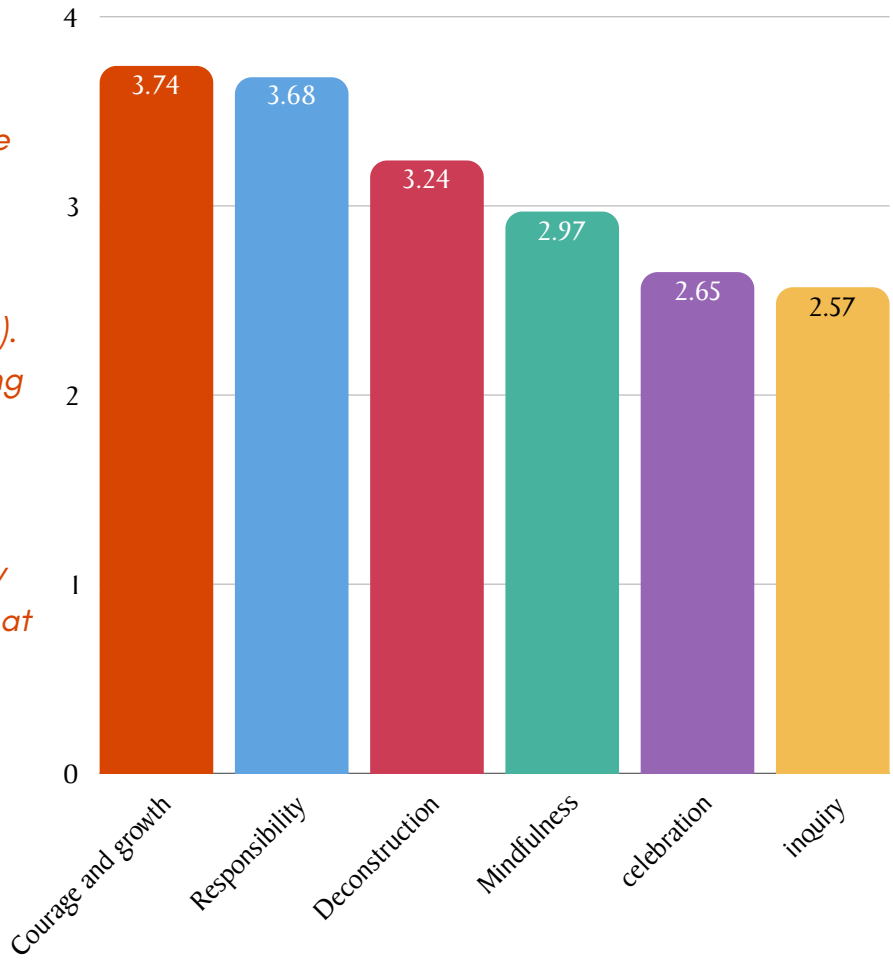


STUDENT PROGRESS

150 sixth-graders across our three schools rated themselves on six core habits.
Dolphin: 57 | Life :49 | NIPS : 44 - this was the sample size in each school

Highlights!

Dolphin *records the highest Responsibility score (4.07). In one class, 16 of 29 learners rate themselves at the highest level.*
NIPS *leads on thinking habits (Deconstruction 3.51, Inquiry 3.22). In one class, 9 learners are framing out-of-textbook questions "that make teachers think".*
Life *shows courage: in one class, 12 learners are at Level 5, actively weaving their dreams into acts that carry them forward.*



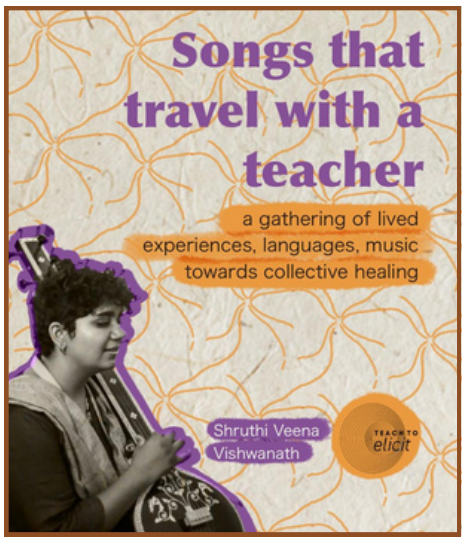


Points of reflection:

Inquiry and Celebration are the lowest habits. Learners tell us they feel confused when a task is given, don't have the words to ask doubts, and find it hard to share beyond close friends.

Students who have learnt to be responsible and brave haven't yet been given the room to question and to celebrate. These habits need safety, and a culture that rewards them. It is what we are listening for as we shape what comes next.

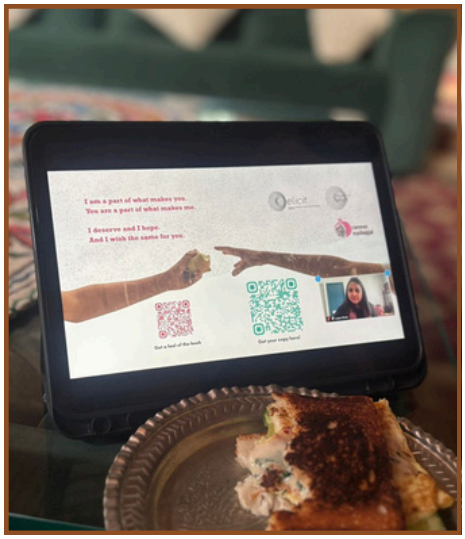
HIGHLIGHTS



01 Building Community

Shruthi Veena, a singer/songwriter and teacher who uses music to collectivise and heal, **spent a week with the teachers and students of all three schools.** Through songs of resistance and hope, sung out loud, people explored identity and placehood and celebrated how far we have come, amidst the burnout everyone was feeling. Everyone was recognised as a creator.

About 60 teachers took part, and it was the highlight of the quarter for the schools.



02 Building Discourse

Our book was launched in August, and we have sold 50+ copies since. We will keep using it to build discourse across the year. The book has already started going places!

- **Teach For India invited Lopa to run a session called "what love doesn't do"** at their 6-day festival with the Museum of Solutions.
- **The Adhyayan Foundation** invited Lopa to speak to 150+ educators, about our pedagogy,



03 Building Organisation

We were selected for **Before We Fall Apart, a 12-month transformative justice practice lab by Alternative Justice**, built for groups facing high levels of burnout and conflict. It is how our core team builds confidence in moving through conflict, so that we can take that practice back to our community as our work grows in depth and width.

We have finished our first in-person gathering in Bangalore.

INTRODUCING OUR NEW PEDAGOGY

04 Building Knowledge

For a decade, ELICIT has worked with educators in Kashmir to build a practice of healing-centred education.



In places where conflict, oppression and generations of fear have hardened narratives and eroded agency. Rock does not change overnight. Water keeps moving, finding its way, gradually reshaping what once seemed immovable. We see teachers doing the same: changing the everyday conditions in which children learn and people relate, creating the possibility for others to carry the work forward.

Our new pedagogy is called **The WATER PRACTICE**. We built our curriculum, and how we measure and analyse, with this logic. The redesign introduces three shifts:

1. From a two-year fellowship to 8–9 years of work, just like water.

Fellowship phase (4 years): 3 cohorts of fellows placed in these schools.

Visibility phase (2 years): to celebrate and make visible the shifts in systems, policy, & people.

Alumni phase (3 years): to cement the practices built during the fellowship in the school

INTRODUCING OUR NEW PEDAGOGY

We are asking ourselves the hard question of whether anything will hold once the fellows are gone. **Our answer, and the heart of our redesign, is that skills hold, but collective will depends on culture, and culture is held by whoever holds power.**

That is why leadership, where our work has been most ad-hoc, moves to the centre of the WATER PRACTICE.

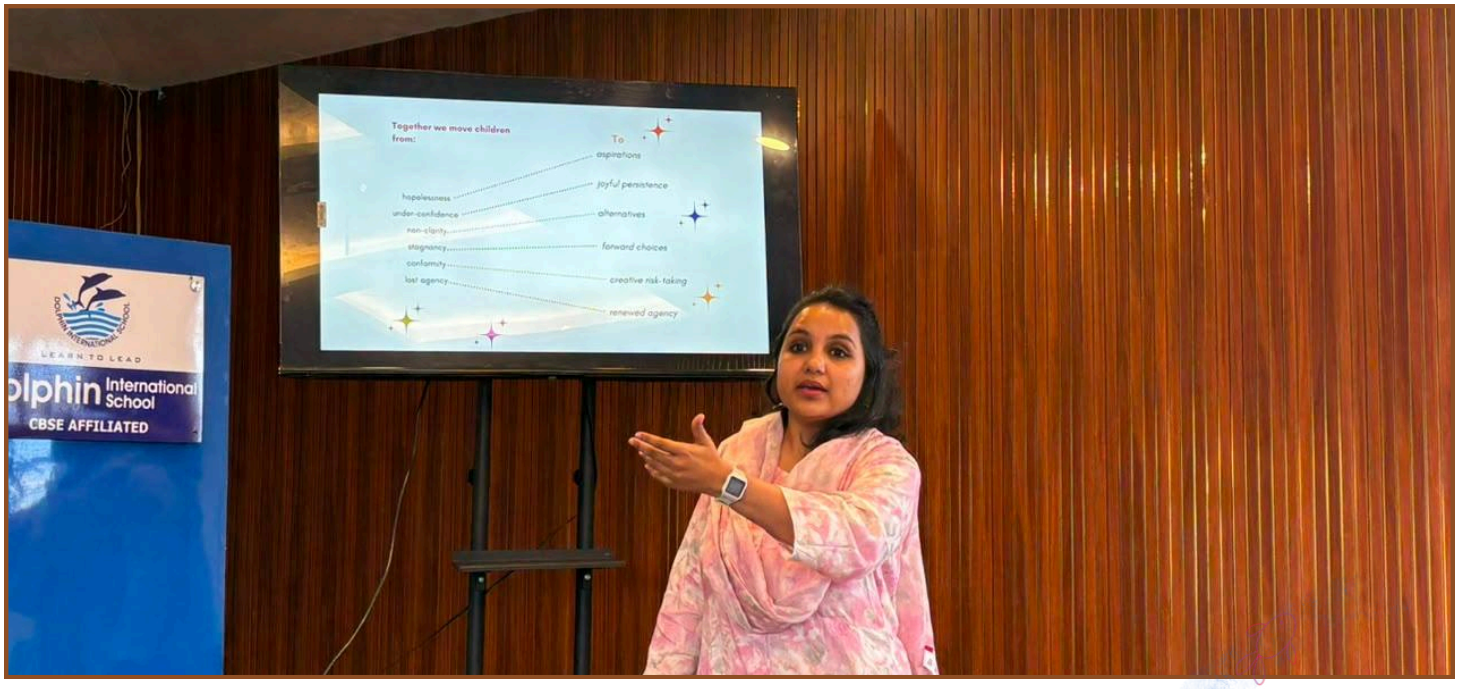
This prompts two shifts:

2. Building and measuring both skill and will

in our teachers, students and leaders.
When a skill is built, it holds. But collective will depends on culture, and on what that culture celebrates. **Skills don't guarantee will, but if we build and sustain will, skill can follow.** Building collective will over time cement the work done by teachers and shift collective narratives rooted in trauma.

3. A training and credit system for leadership: the Progressive Principal Programme.

Leaders commit a few hours a year to their own growth and training. This is the learning from the fellowship, where leadership work was only ever ad-hoc. If the one who holds power is not practising these ideals, the culture will not shift.



WHERE IS THE CONVERSATION ON WELLBEING GOING?



Two sessions by Saima, our fellow buddy were done with the fellows, The first session was : **from assuming to asking** where fellows explored how inquiry isn't about giving up our values. It is about noticing we may have already formed an interpretation before considering other possibilities. The second session was on **Practising curiosity.** Each fellow then wrote one question about self, others and situations that they want to keep exploring.

Metaphor murals of counter-narratives

As we exit, we are asking what we are leaving behind. We are doing it the ELICIT way: **an interactive mural in each school, built from the counter-narratives the fellows introduced.** They are "counter" to the narratives rooted in trauma. The school community can keep adding examples and thoughts as they practise them, and the mural is a reminder to keep building these beliefs. Below are few examples of the counter narratives:



Rough sketch of the mural in Life school!

Dolphin:
What you celebrate will change the norms.
Hope begins at inspiration.

NIPS:
Change happens, even when you can't see it.
We make mistakes, and mistakes make us.

Life:
Asking for help is a sign of strength.
One voice can be the start of change.

How is the school climate?

All three schools have had leadership changes, a new supervisor, a new principal, or both. Every new leader needs time to understand our work, which creates a backstep, and it did again this quarter.

There is also a feeling in classrooms that the fellowship is ending. Some students are crying and voicing it. Some are creating complete distance.

Tfix visited our schools in Kashmir, to find a way to collaborate for scale in Kashmir! This visit got us excited about the possibilities for building schools as sites of hope in Kashmir!



What are we celebrating?

- Lopa has been **selected, with a full scholarship, to present a paper in George Arnold Conference, Germany** on "Leading beyond survival- Educational Leadership, Reconciliation, and Healing-Centred School Systems in Protracted Conflict."
- **Our first context immersion is going wonderfully.** Applicants spent 10-15 days on the ground before we decide together whether they can be a two-year fellow. **Four have gone, each with a very different experience,** and their reflections show us the questions they ask and how they observe.
- **Partnerships are in place for our new schools:** government, private and community schools in Kupwara and Manipur.



WHAT ARE WE WORKING ON IMPROVING?

This is more than an improvement. **It is a challenge, and it is fundraising.**

Very limited institutional funders support our region and this kind of work. Even in mental health, more funding goes to pathology than to collective trauma. So a lot of our work is building the case for this kind of work, along with asking for support. This year is harder because we are raising for this year and the next at the same time.

What we need right now:

- Be an active champion for our crowdfunding campaign this festival season. Swap diwali or christmas gifts for donations! Rally your friends & family to donate through this website here: https://build-healing-centred-educators.netlify.app
- Connections to CSRs or foundations, who can support us with bridge funding of ₹3-6 lakhs to carry us through this difficult time until we land a bigger donor.

If any part of this report has sparked curiosity and excitement about the work we are building **together, we urge you, request you, to rally support**. We hope you can see this as your work, and invest in it not only with the money you give, but with the will to help us stay afloat.

