

CONFLICT IS RAMPANT. THE TRAUMA IT CAUSES IS REAL.

It disconnects us, constrains our agency and shapes how we learn to live with ourselves and each other. Learning to respond to this trauma is urgent. So is building the capacity to hope. **We believe hope is a muscle, strengthened by practice, and schools can be places where it is kept in action.**

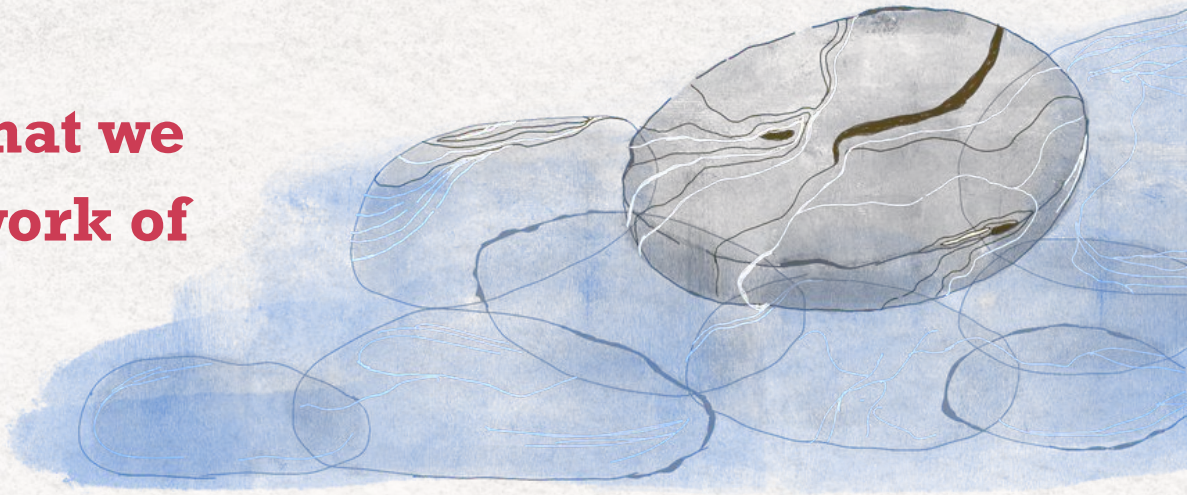
One of the most powerful places to begin is already in the room: ***the teacher.***

Teachers work through conflict while often carrying its weight themselves. They navigate challenges they were never trained for, learning as they go. They burn out, become reactive, and yet keep showing up.

For a decade, ELICIT has worked alongside teachers to turn these challenges into capacities: to pause, reflect, regulate, question, listen and respond with intention. To understand the worlds children bring into classrooms, recognise how trauma shapes learning, and create the conditions in which healing can begin. **Over the last three years, we have built this practice with a small cadre of educators,** deliberately and with rigour, investing in the people, curriculum and school conditions needed to sustain it.

Because what a teacher learns never stays with the teacher. It travels through classrooms, homes, staffrooms and communities. **Children grow in the conditions teachers create,** carrying new ways of relating and responding into their own lives. In time, they too can become allies in this work, carrying it into the next generation.

This is what we call the work of water.



Some of the hardest things we seek to change have hardened over generations: narratives shaped by conflict, colonisation, oppression and the persistent erosion of 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.

Now, the people we have invested in are ready to grow this cadre.
Together, we want to equip 30 more practitioners across Kashmir and Manipur to make trauma-responsive, context-sensitive and healing-oriented education part of how schools work.

We believe a cadre like this can do more than transform individual classrooms. Rooted in their local realities and connected by a shared practice, these teachers can influence school cultures, strengthen regional education ecosystems and contribute to a wider shift in how education systems respond to conflict and care for children.

This is how we intend to scale: by building people who can build people, and practices that can travel.

If you have been asking what you can do with all this conflict,
don't be a bystander.

Learn how this work happens.
Invest in the people who keep change moving.
Put water into the world.

Contact us to dive deeper into the work:
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