



Fellowship
Flow
2 years



“I deserve and I hope.
And I wish the same for you.”
- child



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About us



Teach to ELICIT fellowship is a two year long full time teaching opportunity for teaching enthusiasts interested in creating mindful educational systems in conflict impacted spaces. Alongside teaching a curated student curriculum focused on well-being, fellows facilitate building a community of teachers on campus and beyond toward stronger culture of dialogue on pedagogy for safety and constructive resilience in schools.

Who we are

We are a small team of educators, artists, thought builders and change enthusiasts, driven to address challenges and opportunities concerning education in regions impacted by conflict. Our faith in disruptive design brings us together. Our learning journeys keep us rooted. And the communities we work with keep us persistent.





LOPA SHAH
 Founder & Director

Lopa is our power prism, sharply making visible to us our shades amidst the grey of rains. She brings out a million laughs and has a way with words that melts the heart away. She engages, empathises, expresses through arts, along side leading her brainchild - ELICIT with her concentric leadership!



FAROOQ FAZLI
 Founding Director, Teach To ELICIT, Kashmir

Farooq Fazli is our solid sunlight! He is a vision when he leads by example, and when he talks education, compassion and spiritual growth. He climbs mountains of conflict and yet has strength to share with his people. He embodies resilience and solves relentlessly as our very own founding director of Teach to ELICIT in Kashmir.



MANAS DAXINI
 Program Manager

Manas is our meticulous madari! He is organised and artful as a spider, and youthful and swift as a squirrel. He dances, writes, dreams, journals, giggles, learns and giggles more, all while skilfully leading an eclectic cohort of fellows as ELICIT's newly introduced Program Manager!



MANASVINI S.
 Consultant-Impact Assessment

Manasvini is our wacky wizard, who creates magic with strokes of wit and grit in seconds! She illustrates, writes, learns and learns more, all as ELICIT's youngest designer!



ASHINI SHAH
 Communications Designer

Ashini is our tech-diva, draped in capes of experience and shapes of expertise! She breathes, dreams, loves, lives, illustrates, digitises, barbers, and speaks education, all while telling striking stories as ELICIT's communications designer!

Background

Context

Most schools in conflict-impacted regions are unaware of the density of the impact of conflict on children's emotional health, or/and have limited expertise to build their practices in response to the realities of conflict

Need

Children need skilled people and school systems that can create safe spaces, offer alternate perspectives, and provide resources for resilient growth.

Impact so far

Dolphin International school, Pulwama is the example of a system of education and care created on the vision of ELICIT over 5 years. [Click Here to read "The story of Pulwama"](#)

Current work

To engage more systems of schools in finding alternatives in goals, patterns, practices, and spaces, currently, through Teach to ELICIT, a teaching fellowship that equips mainstream teachers, school leaders, and children.

The change makers

Our fellows strive to be changemakers, through rigorous trainings and set newer definitions of education in conflict.

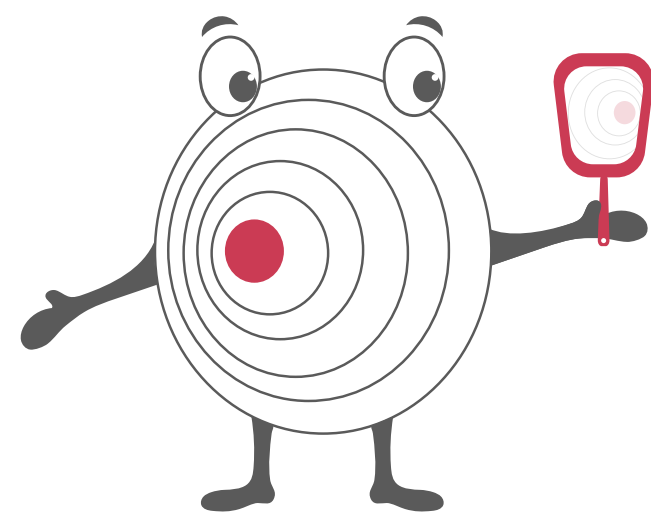
Curriculum as response

Social Emotional Learning is the most important part of Teach to ELICIT Curriculums. They are aimed towards two large goals of building mindsets for constructive resilience and well-being of self and surrounding.



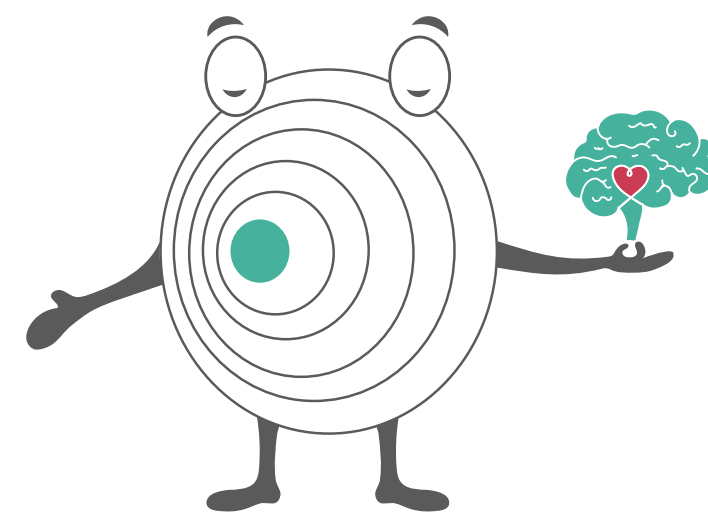
Our Core Habits

With Teach to ELICIT fellowship, school systems are on the journey of developing these core values in students and teachers to positively respond to the effect of conflict on the system.



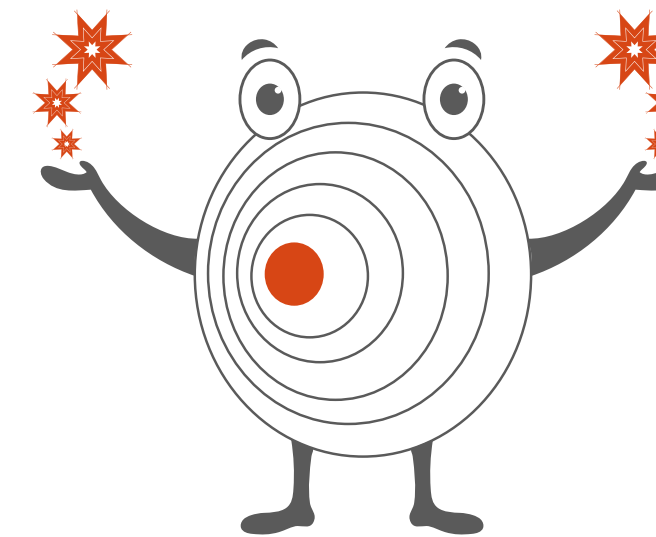
Identity

This core habit helps make strong-willed, informed, independent decisions while being heard.



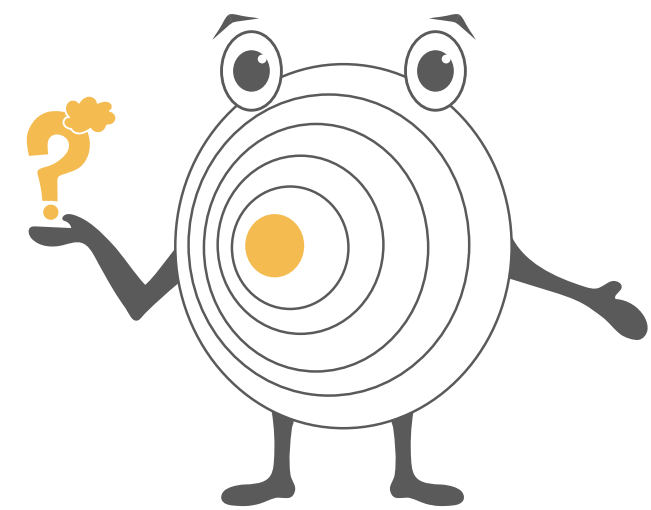
Mindfulness & well-being

This core habit drives compassion of self and surrounding, allowing freedom and comfort grow.



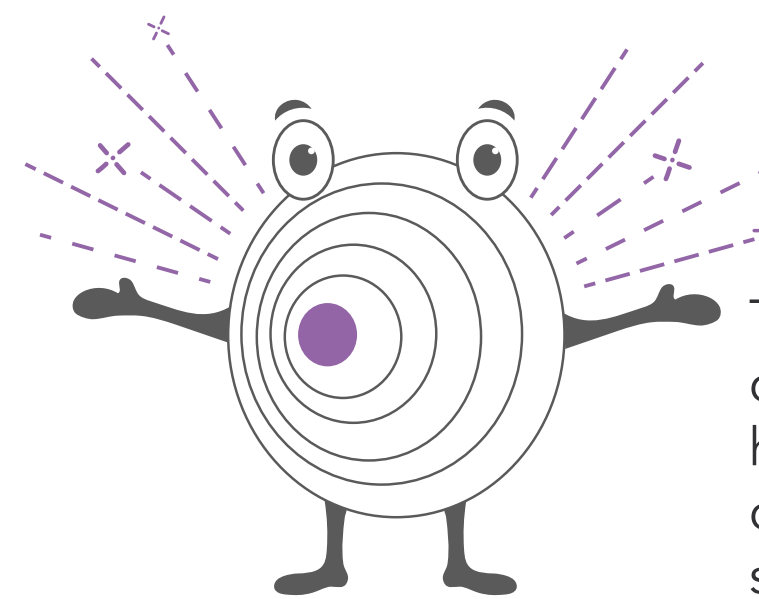
Courage & Growth

This core habit nurtures resilience - the process of taking charge, learning from experience and moving forth, persistently.



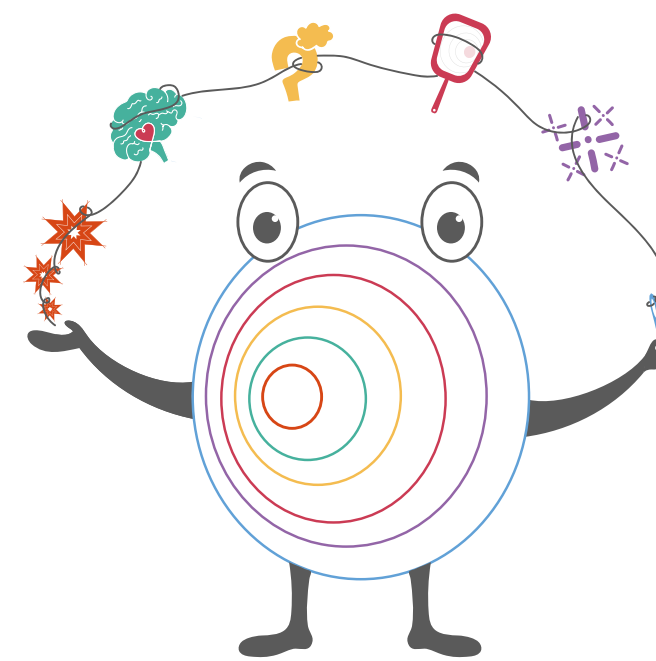
Inquiry

This core habit helps spark wonder - the sheer habit of wanting to know more!



Celebration

This core habit helps celebrate roots - of history, geography, community and sensibility!



Responsibility

This core habit says, "we learn from the world and the world grows through us. So engage with care."

On-ground work



Fellow and fellow curriculum

Our fellows are people who are creative, curious and compassionate to create stronger learning experiences for children at risk. Our fellows work on ground to build schools as drivers of social inclusion by leveraging everyday classroom teaching, equipping mainstream school teachers to be agents of well being, and helping school systems to envision and contain such practices is a tri-party framework. For this, we have specially designed curriculums for both students and teachers with a detailed focus on well-being of self and community. Built on the concept of disruptive design, these use curricular content to further larger goals of well-being and constructive resilience, moving textbooks from being the spine of education to being one of the tools for developing responsive life skills.

Our curriculum at Teach to ELICIT allows us contribute to global movements of growth in equity, well-being and education



- Environments of safety
- Wellbeing as part of pedagogy



- Modules for additional learning



- Exposure for teacher & students
- Teach to ELICIT assessments
- Teacher professional development



- Communities of practitioners
- Schools systems building for resilience

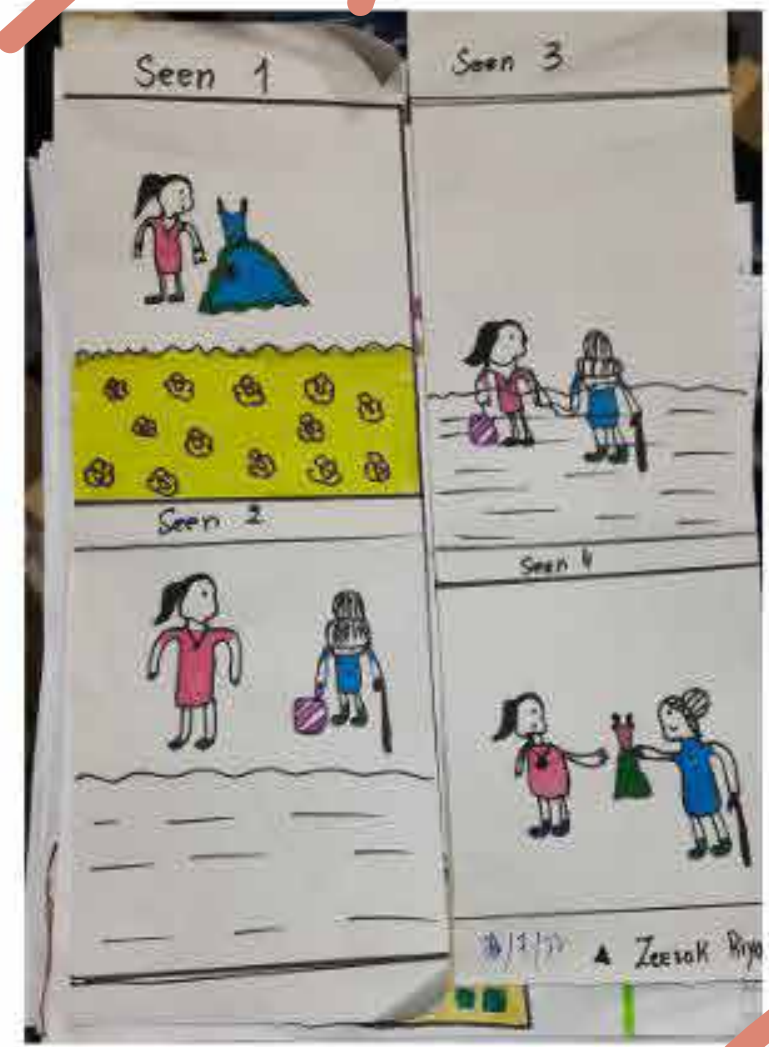
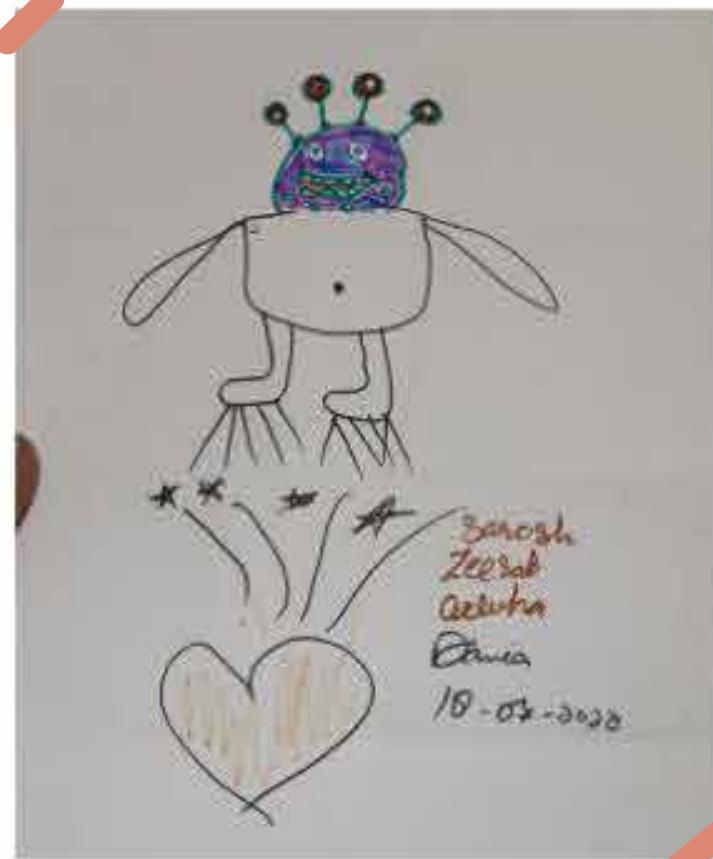
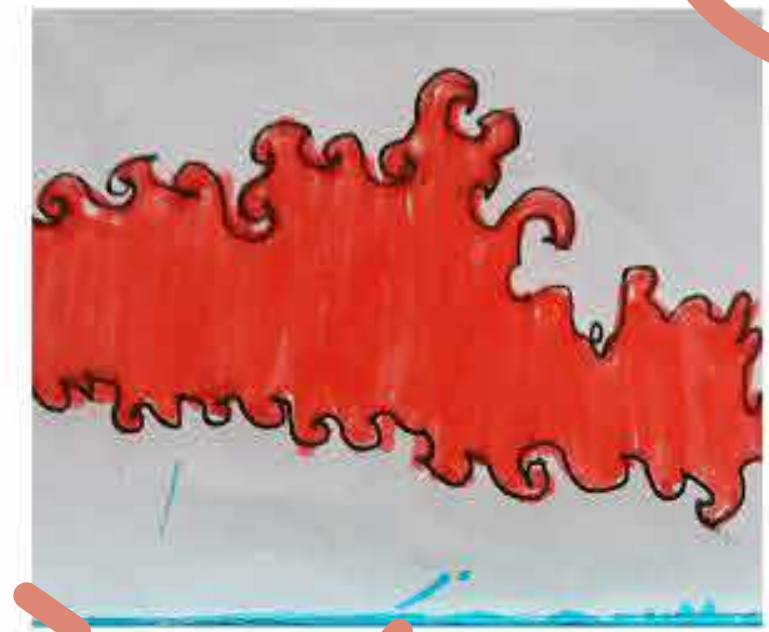
Student and student curriculum

Social Emotional Learning is the most important part of Teach to ELICIT Curriculum. Student curriculum, which the fellows follow for classroom teaching, involves student capacity building in three domains: self, peer community, and Kashmir (surroundings and life visions). The curriculum is aimed toward two large goals of building mindsets:

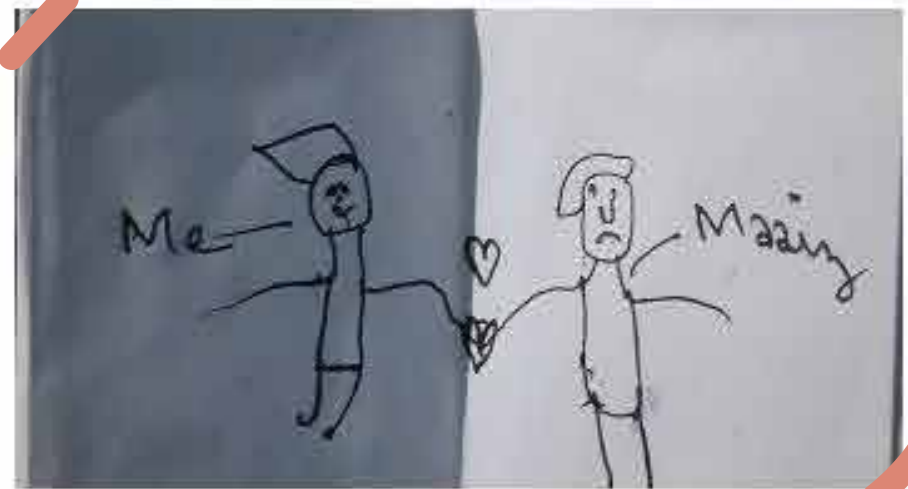
- 1) constructive resilience and
- 2) well-being of self and surrounding, through quarter-wise cognitive and affective skill goals over 2 years.

The student curriculum focuses on reflective practices to address the psychosocial needs of students, along with aspects of informed decision-making, building aspirations, making sense of experiences, and everyday habit-making.





Evidence of learning, growth, practice and expression can be found in multiple media and this gallery provides glimpses of some. On this journey of learning for well-being some impact has been met and more is aspired for.

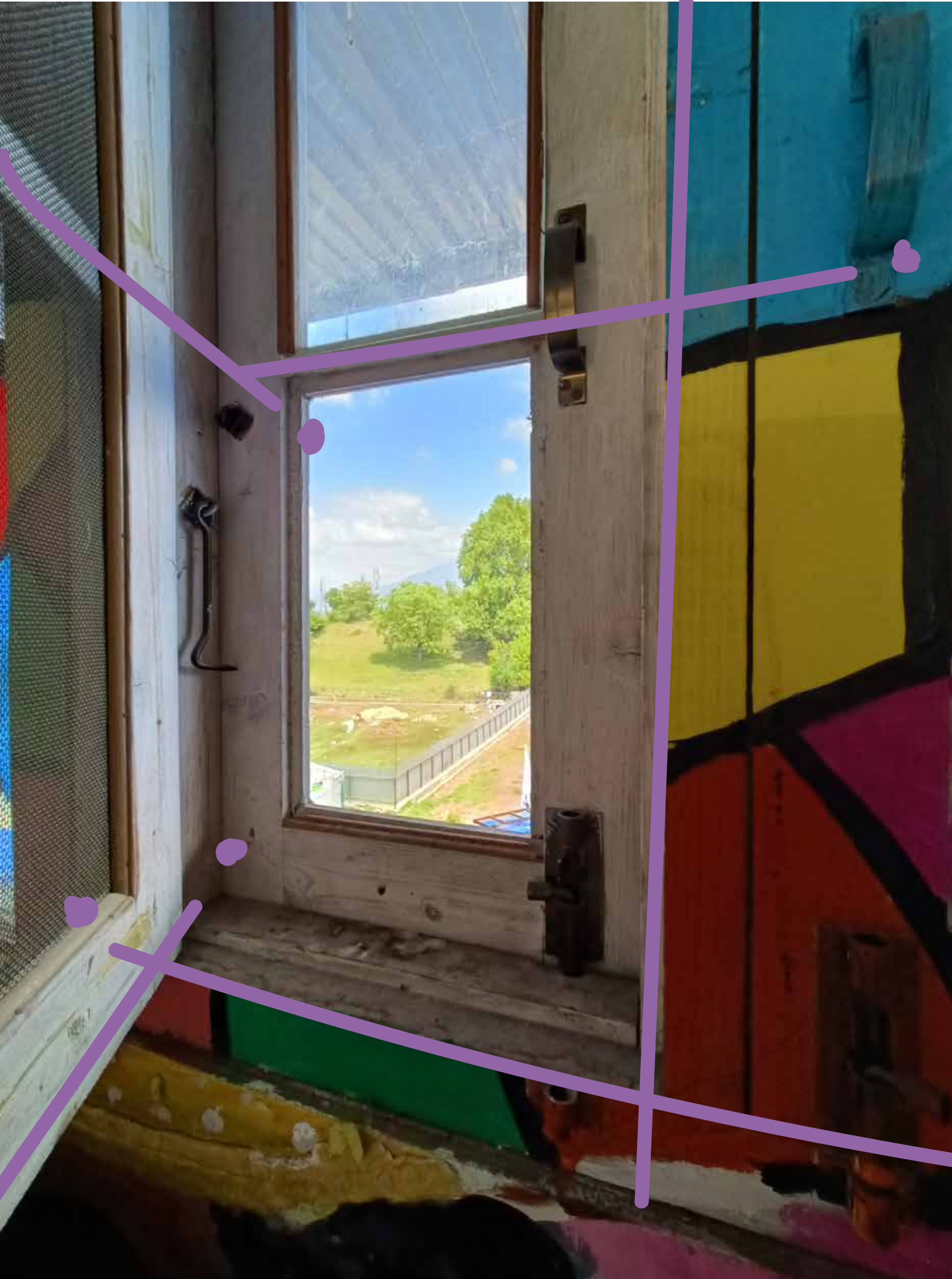


Equipping the system



We wish to build a community of teaching practitioners from local and global backgrounds, who recognize that children in conflict have unique experiences that they learn from, and in this learning lies the power of personal and social transformation. We envision co-building (with regional leaders) skillful and systematic responses to the impacts of conflict on children, teachers, and school systems towards inclusion, exposure, and alternatives.

The vision of Teach to ELICIT is to create sustainable education systems in conflict areas that can address well-being of students and teachers. To create such systems, working along with the co-teachers is one of the essential parts of the fellowship. As part of the fellow curriculum, fellows need to identify the areas of development for the school and teachers. Conversations around school routines, administrative structures, teacher development, well-being, best pedagogical practices, and student-teacher relationship are included as topics of Learning Circles with school teachers.



Story of Change

How students from Dolphin International school are describing their journey with learning for wellbeing in 5 years.

"Our dreams can come true, if we persist. What I learnt was not just for fun, but these skills can help me think about an alternative career. I feel that I can use my knowledge the way I like. And I want to help other people learn these skills too. That will be my way of contributing to Kashmiri society. Just like we spoke of our suffering through stories, there may be so many people out there who may have stories to be told too. I can do something about those stories too using the skills I learned here. I know that going forward I will be able to paint my emotions and decipher my discomforts."

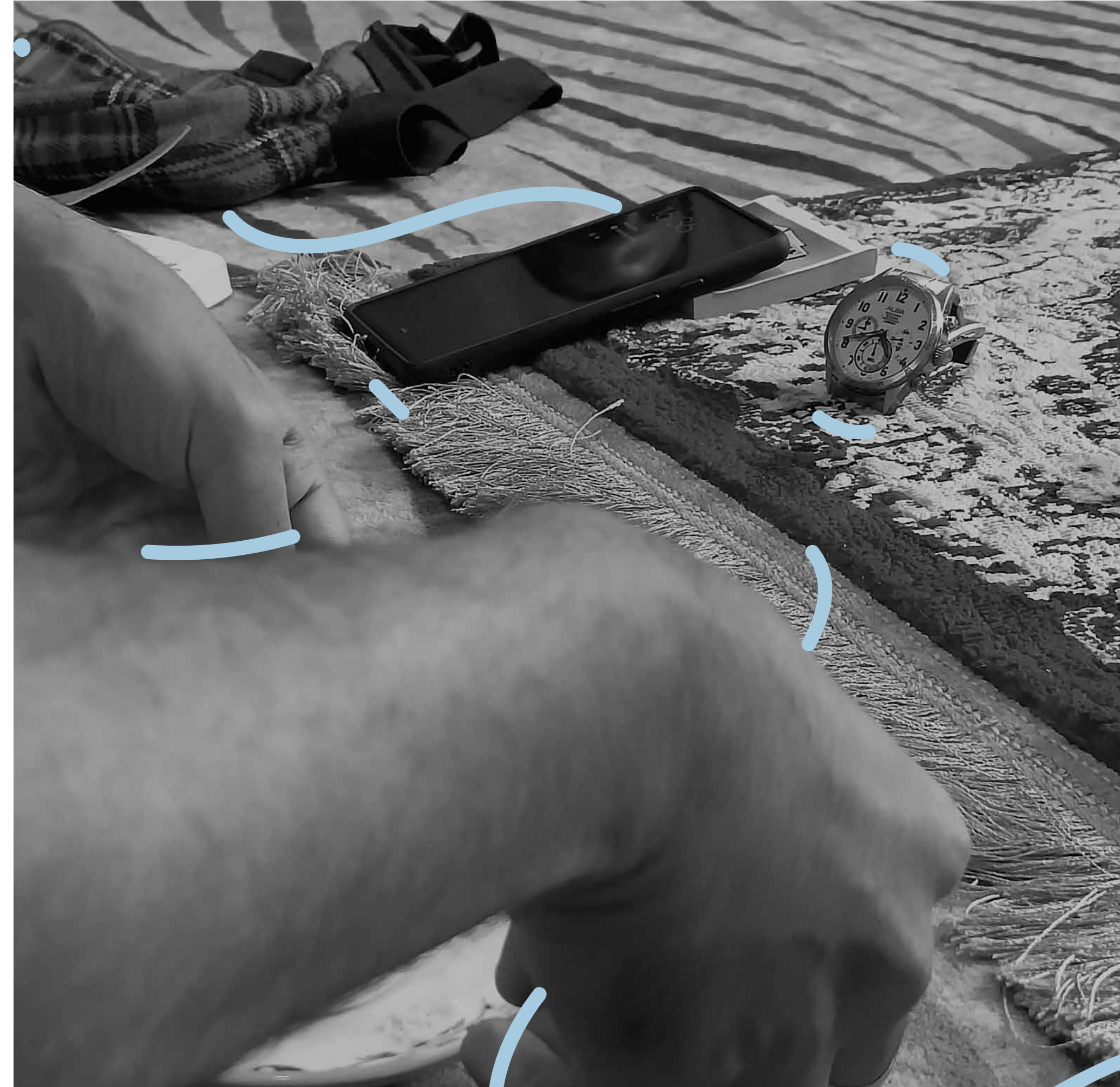
- Affan Meer, student (name changed for discretion)



• Way Forward •

To ensure scalability of our impact, we intend to take the deep-rooted way of research and development to ensure continuous learning and evolution of our systems. We have accounted for a researcher who would be working closely with our fellows, PM, School leaders, students and parents to mark the impacts of the project on capacities of resilience for all stakeholders. By doing so, we shall ensure a continuous inward lens focussing on our core purpose of upliftment for all involved.

Furthermore, Teach to ELICIT, by virtue of being a teaching fellowship in mainstream school system, offers scope for scalability in more schools in other conflict impacted spaces to contextualise and replicate. In view of this, ELICIT intends to empower a line of leadership locally to continue scaling and sustaining the project on ground by identifying fellows who can take up entrepreneurship.





Reach us at

lopa@elicitfoundation.com

Know more about us

instagram - teachtoelicit

website - www.elicitfoundation.com