

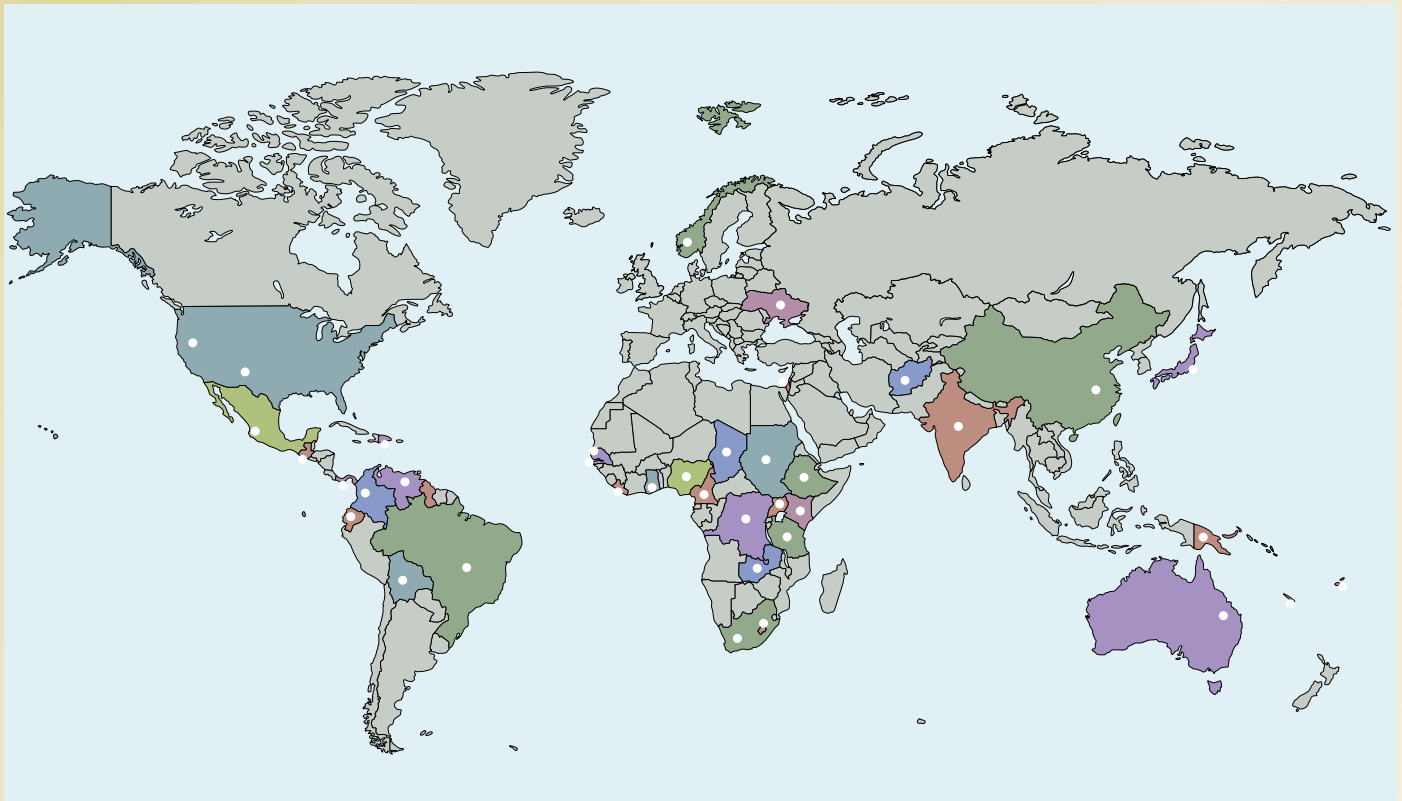
Full-Circle Learning

Celebrating Three Decades of New Humanitarians



Community Impact Report
May 2021 – July 2022





Nations Served by Full-Circle Learning Over Three Decades

Afghanistan, Australia, Bolivia, Brazil, Cameroon, Chad, China, Colombia, Congo, Ecuador, Ethiopia, the Gambia, Ghana, Guyana, Guatemala, Haiti, India, Israel, Japan, Kenya, Lesotho, Liberia, Mexico, Navajo Nation, Nigeria, Norway, Papua New Guinea, Panama, Senegal, South Africa, South Sudan, Tanzania, Tonga, Uganda, Ukraine, United States, Vanuatu, Zambia

Click on the map at www.fullcirclelearning.org
for stories of projects in these 36 countries.



Full-Circle Learning Celebrates Half a Million Served in 2021-2022 Our 30th Anniversary Year

Ten countries received direct support through:

Community Impact Grants
Global Wisdom Exchanges
Scholarships
Humanitarian Assistance
School Capacity Building

1. Students served: **144,094**
2. Teachers served: **14,615**
3. Schools mentored: **323**
4. Number of broader community members served: **200,980**
5. Community impact grants given: **15**
6. Project-based Wisdom Exchanges based on UN SD Goals: **28**
7. Scholarships funded (all countries combined): **26**
8. Schools or Groups who Received Humanitarian Assistance: **11**
9. Countries receiving direct assistance year-round: **10**
10. Lives transformed through wisdom exchange and direct service: **500,000**

Contents

1. Letter from the Board	5
2. How FCL Generates Global Impact	6
3. Community Impact Grants	7
4. Testimonials	24
5. Scholarships	26
6. Girls United Club	37
7. Capacity Building	40
8. Humanitarian Aid	45
9. Evaluation	47
10. Fiscal Accountability	49
11. Full-Circle Learning Family	51

Celebrating Three Decades of Full-Circle Learning

Please join our celebration! We applaud you all, the friends of Full-Circle Learning, who have contributed to three decades of transformative education. Since 1992, you've helped turn one community's civil unrest into a decades-long global movement. The learners also celebrated with action. Some schools conducted 30 service initiatives over 30 days, responding to the motto, To lead is to serve and to serve is to lead.

How do they lead? Full-Circle Learners regenerate hope. They heal disparate ills. They unite peoples across diverse landscapes and identities, and they seek wisdom from distant peers in pursuit of solutions to shared challenges. They seed and reseed the fallow fields of global transformation.

Full-Circle Learners practice restorative agriculture to feed the most vulnerable in their midst. They comfort the infants, empower the orphans and assist the elders. They bring equity to health services. They address the impacts of climate change, and they practice climate justice and gender equity. They create renewable energy for those who have none. They preserve forests and the right to clean air and water. They transform lives of loneliness or poverty or conflict into opportunities for collective service. They contextualize their talents and share their human connections as the motivation to learn.

These youth apply their convictions and habits-of-heart, integrating practical strengths, academic skills, and creative talents into projects aimed at the betterment of the world and the resilience of their family of living beings. Many of them know hardship. They may live in shanties and attend schools with dirt floors, or they may earn scholarships at universities, pursuing careers as changemakers. They come from varying religious backgrounds, or none at all, and they speak diverse languages and dialects. Their common vision invites them to find purpose in learning and to embrace their role as society's humanitarians.

One alumnus, nearing his own third decade, commented on the meaning of life: "Love! That's what we've learned through our years in Full-Circle Learning classrooms. Our experience taught us that to serve is to lead and to lead is to serve—always with love." After three decades, Full-Circle Learning continues to believe that we must nurture a new generation of humanitarians, to safeguard the ethical and altruistic norms that have always transformed society—not in a day, mind you, but over a lifetime, as these young scholars influence destinies and transcend challenges on the wings of love.

We thank you, our supporters, for helping to keep them aloft.

Loving Gratitude from the Board of Full-Circle Learning

How FCL Generates Global Impact

Full-Circle Learning exists to help young people embrace their role as society's humanitarians and change agents, through five lines of activity:

1. Capacity building for learners and professional development for learning leaders
2. Community impact grants for school projects that integrate habits-of-heart with academics to address community needs (based on the UN Sustainable Development Goals)
3. Scholarships, especially among vulnerable populations
4. Wisdom exchanges among schools across borders, whose local and global insights lend new perspectives on collaborative challenges
5. Humanitarian assistance for learning communities in times of crisis

Impact In Africa: Spring 2021 - Summer 2022

IMPACT	COUNTRIES									
DESCRIPTION	Chad	Liberia	Zambia	Cameron	Kenya	Ghana	Delta	Osun	Uganda	Gambia
Students Served	3,690	35,100	13,972	23,400	812	3,300	52,000	3,510	780	7,520
Teachers Served	93	1,638	623	237	70	58	12,000	175	70	188
Schools Mentored	15	78	64	93	17	15	48	10	7	45
Members of broader community served	3,813	109,500	2,000	4,500	0	9	195,000	5,678	1,980	4,000
Community Impact grants	1	3	2	1	0	0	3	1	0	3
Wisdom Exchanges based on SD goals	6	5	2	2	0	3	2	3	3	2
Scholarships funded	0	5	1	0	0	0	1	0	0	1
Recipients of Humanitarian Assistance (generally schools)	4	4	0	0	0	0	0	1	0	2
Lives transformed: [1+2+4+?]	7,596	146,238	16,595	28,137	1,962	3,367	259,000	6,364	2,830	11,708



Community Impact Grants

Grants for Community Change Agents



Full-Circle Learning (FCL) schools bookend their learning units with a habit-of-heart applied to a community transformation need (often a UN developmental goal), nurturing new humanitarians and change agents through purposeful learning units.

Families in many countries cannot pay the cost of tuition at a public school. To advance the goal of universal education, some parents and grandparents have started “community schools,” where teachers work without pay, borrowing the national syllabus from public schools to keep their learners working at grade level.

Full-Circle Learning’s model and mentorship are especially helpful in these learning communities, although any school or institution can receive capacity-building services, on request.

As teachers hone their vision and capacity, their schools often still require a boost to implement a needed service project. A school with a vital, exemplary unit project can apply for a community impact grant of \$250 to \$500 to complement the material needs that enhance the students’ efforts—materials such as malaria nets, glucose tests, gardening tools, building supplies, transportation or even, in one case, a canoe.

Countries Receiving 2021-2022 School Community Impact Grants and Capacity Building Programs:

Cameroon, Chad, the Gambia, Ghana, Liberia, Kenya, Nigeria (Osun), Nigeria (Delta), Uganda, and Zambia. This section highlights some of the exemplary school projects conducted in 2021-2022 with the help of FCL funds.



Preceding page: Full-Circle Learners from True Gospel School in Zambia;
Above: Children learn to tap their creativity at a Gambian school, to make gifts for elders and orphans in the Osun state of Nigeria, at right.

Cameroon: Building More than Unity

The unified act of giving adds a habit-of-heart to habits of the mind and hands. Fifth and sixth graders at St. Paul's School, in Cameroon, worked in teams this year, harvesting bamboo and turning it into chairs as a gift for elders.

St. Paul's school project advanced mathematical and wood working skills—and also taught the value of working together in unity.



Cameroonian FCL facilitator Sheila Tantoh wrote of the learners:

**"They learn today to share their chairs with the elderly,
and as they grow, they will certainly be able
to share many other things with those in need around them and,
through this, transform the community to one of selflessness."**



Earlier in the year, Cameroonian children sang and gave speeches about breast cancer, teaching local families as well as the international community about the disease, through wisdom exchange actions. Their videos went to countries with insufficient awareness of prevention practices.

With a separate grant, St. Mary's school applied the same habit, Unity, to improve agricultural techniques. They studied organic pesticides and fertilizer, held appreciation projects for farmers, and grew vegetables to raise money for chalk and needed school materials.

Chad: Choosing Oneness

Every class in a Full-Circle Learning school has a name to match its aspirations. The Class of True Oneness, pictured here, reflects the goal of many of the Chadian schools to reduce disparities and to create bonds of love.

The learners act on the conviction that everyone deserves good health and enough to eat. Brilliant Star School thus headed a three-school project to grow food for undernourished prison inmates. Leader Leila McBride, left, helped deliver the goods. Students and the community alike benefited from the blending of altruism and agriculture.



Training, curricula and supplies are offered in French, but Chad's facilitators meet with educators across the nations to exchange wisdom about effective project management and wisdom exchanges for their community impact grants.



Ghana: Open Hearts and an Open Table

The habit-of-heart? Empathy. The goal? To help the new generation combat hunger.

A tradition has emerged for the Full-Circle Learning students in Ghana to strengthen their knowledge of agriculture through their Full-Circle Learning units. This year's teaching team requested a community impact grant but asked each community partner to bring something to the table.

The Department of Agriculture would bring expert agriculturists to consult on best practices. Parents could provide seeds. Teachers brought tools. Students studied a valuable science lesson by learning to make and contribute fertilizer. The Full-Circle Learning grant provided supplementary tools and transportation to help the students deliver their goods.

The Gambia: A Fence and a Food Fair



A community garden project can help address food insecurity in the local community, but only if the plants grow to maturity, unimpeded by greedy goats!

The Jalanbang School, in the Gambia, applied for a community impact grant for supplies to complete a wall around the garden they had worked hard to create. The barrier protected their garden from local animals. The school's community impact grant helped with materials. The students then held a nutrition fair to teach the community about healthy foods and backyard gardening.

Student Muhammad, said, "I am happy to participate in the garden. When we harvest from here, it will be partly to cook for us, since our parents do not have money to give us bread every day. This garden will help us to eat healthy food. Last week we harvested our first tomatoes. We will also share with people in our community when all these plants are ready for harvest."

Meanwhile, the NGO MyFarm hosted a field trip for the Sanjuka School, focused on regenerative agricultural and environmental sustainability.

Learners and teachers gained firsthand knowledge they could share about innovative agricultural, aquaculture, hydroponics, and micro-gardening practices, along with solar cooking options.

A participating school leader called these skills "an excellent complement to their educational goals," along with the most important tools—the habits-of-heart.



The Gambia: Spreading Seeds of Love

Royal Seeds Academy, in the Gambia, created community impact by carrying out the Seed Ball project. Children learned to create compacted balls of organic soil and clay and toss them into bushes to grow food in public places, to reduce food insecurity. Their wisdom exchange partners at the Climate Change Camp in Northern California incorporated the practice into a study of organic systems that build resiliency in the face of climate change impacts.

Later, at their mastery ceremonies, Royal Seeds students sang "Beauty Is What You Do," a song that celebrates the sowing of love through kind deeds. The children then honored their parents who, as a group, bought the auditorium two ceiling fans.



"Beauty Is What You Do"

– sung by Royal Seeds students

Liberia: Throwing Students a Lifeline

Transportation adds greatly to the cost of education. In the lower Johnsonville Township, students of three schools must pay exorbitant rates to reach their campuses, which lie cross the Salty River. As a result, dropout rates soar, and students engage in activities that do not contribute to society.

Seeking to address this challenge, the schools appealed to FCL for a community impact grant. They hoped to help students learn to address crises that cripple livelihoods, to promote universal access to education.



The learning unit includes peer interviews and conflict bridge exercises about the impact of the dilemma on school dropout rates and also on canoe operators who must earn a livelihood. Student-written letters to public officials advocated for a new transportation route dedicated for student use. Full-Circle Learning's contribution included life jackets and expenses toward the canoe.

Keeping statistics on usage will help learners educate commuters on the science used to operate the boats. Their sketches and compositions will fill the pages of a monthly newsletter sent to local hubs to support their initiative.

Four hundred students stand to benefit over the long term by staying in school. Kenya, Zambia, and Chad will receive wisdom exchange invitations as the project, still in progress, invites smooth sailing ahead.

Liberia: Serving the Hearing Impaired



Students at Fountain of Christ School, pictured here, learned sign language in preparation to offer stories and copy books for children at the Center for the Deaf on World Disabilities Day.

Other schools in the area promoted creativity through music or working on a riparian pollution project as they studied the Salty River. A total of three community

impact grants were received in Liberia in 2021-22. While exploring the habit-of-heart of Open-mindedness, students at the Harvest Mission and Hill City schools recognized the struggles of their elders and vowed to help.

For example, in the Liberian village of Blacktom, children studied solar power and also 12-volt electricity, applying their science skills to help elderly citizens living without light.

The presence of dangerous animals, including snakes, meant risking their lives every time they got out of bed in the night. As part of a global wisdom exchange linking clean energy and the habit of compassion, the students first aimed to offer solar panels as affordable energy for the elders. While waiting for access to materials, the students learned to wire and install battery-powered light strips, electrifying five local homes.

On the first night after the installation, one man stepped out of bed and found his feet inches from a black cobra—the largest cobra species. Thanks to the light in his home, he could see to get rid of the snake before it could harm him with its deadly fangs.

Thrilled at their project's immediate impact, the group of students went on to restore and chlorinate the water supply in seven abandoned wells in town. Through an extension grant, students are working to make the village's new electrical systems solar and sustainable.

Liberia: Carrying a Torch for Babies

If people are innocent until proven guilty, how much more so a baby languishing alongside its mother in a dank prison, partitioned from the outside world?

So thought the learners at the Torchbearer School, who carried warmth and light to imprisoned infants. While researching government systems and social justice, they embarked on a six-month advocacy project to act on the habit-of-heart Awareness.

The prison mothers, teen victims of drug addiction without family support, lacked sufficient food, diapers, and counseling to provide for their newborns. After interviews with authorities and the prison's maternity ward, the Torchbearers visited the prison, cuddling the babies, committing to their care, and bringing comfort and understanding to isolated young souls, both mother and baby.

The project benefited 25 babies of imprisoned mothers. Here, a Torchbearer student stacks another pack of diapers on the pile. With the help of a community impact grant for fabric and travel, the students brought comfort to the community's most vulnerable.

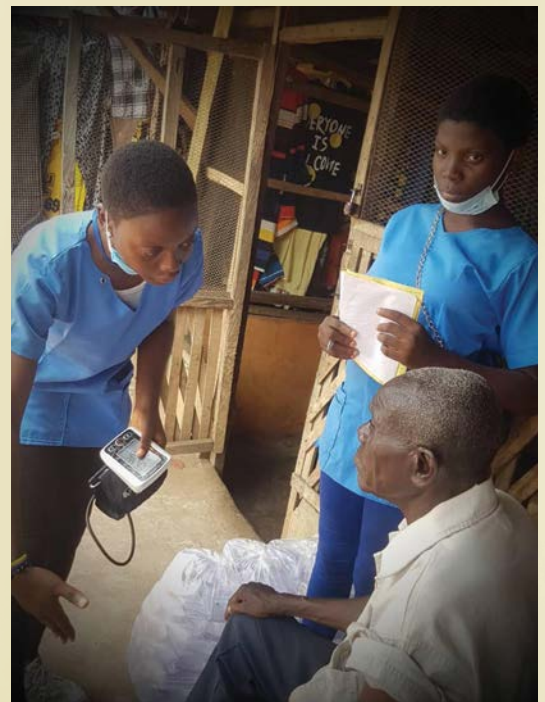


Nigeria: Humanitarian Heroes Reach Many Thousands



Secondary students at the Harvard International School, located in the Delta State of Nigeria, made a pact to reduce health disparities, with Awareness as their habit-of-heart unit theme. They studied prevention and treatments for predominant diseases at a local hospital, preparing to promote disease prevention using their own new knowledge. Thanks to their efforts, 190,000 people in two counties have benefited.

The students first learned about Lassa fever. They cleared rodent infestations around town and began to walk door-to-door and travel from school-to-school teaching prevention techniques.



Community Impact Grants

The project proved so successful that the government then asked the 20 members of the Health Disparities Team to address Nigeria's "silent killers"—diabetes and high blood pressure. This year-long project culminated in an 8-day field trip to commemorate the 30th anniversary of Full-Circle Learning through service. Over a week's time, the team (pictured in blue) tested and educated 8,000 people who would not otherwise have access to a clinic!



A Full-Circle Learning community impact grant helped purchase testing kits and transportation for some of the trips. The New Day School (pictured in plaid) received an additional community impact grant to expand the project. Mentors from the original Harvard International School team helped them carry out disease awareness, blood pressure and glucose testing, and presentations on how to modify lifestyle practices to adjust to a health condition.

Over time, the team has exchanged ideas with schools from other countries on the various preventive and curative measures for malaria, Lassa fever, typhoid, high blood pressure and diabetes.

Director Harry Kennedy wrote,

"Most Nigerians don't sow [expend effort] where they will not [personally] benefit, but for some time now, there has been a shift in the way our immediate community sees things ... All the parents of the health disparities team members now support the team by every means possible."

In Zambia, where partners spent time researching typhoid, the learners gained knowledge from the Nigerian students on how to identify environmental conditions rife for Lassa fever. They urged the Health Ministry to add Lassa fever to its studies, updating its own research priorities. By collaborating to compare challenges in the community and across borders, the children found they could influence global health priorities.



Harmonizing to Help Babies and Grandparents

"Let them stare. Let them see. We will show the world harmony," sang school children from the Osun State of Nigeria in a video for children in Los Angeles County, in response to a recent Full-Circle Learning wisdom exchange.

Earlier in the school year, Tarzana Elementary School's Habits-of-Heart students set out to plant seeds of kindness. Their teacher helped them integrate academic and arts projects and send a

wisdom exchange package, including hand-made gifts of tie-dyed shirts, to classmates across the ocean. Each child penned a list of inquiries to their new brothers and sisters, sharing their own upcoming plans to grow real seeds in a community garden.



Each grade level at the Redeemer's Godly Shepherd School, in the Osun state, raised a different vegetable to help feed the community. The children also shared food and songs with the local orphanage, to honor the workers there and to help them in their plight. The US and Nigerian schools shared creative gifts and questions about how to creatively address hunger.

Full-Circle Learning provided transportation funds for the learners, who visited the orphanage and a home for elders, bringing spinach, tomatoes and other plants grown at each grade level in their goal to alleviate poverty.

The Unity Class (grades 2-3) grew local plants as gifts for teachers. The Patience Class (Preschoolers) grew maize and cassava to feed the community. The first-grade Cooperation Class honored local orphanage founders for their cooperation and kindness.

Uganda: A Home with the Human Family

Imagine yourself as a young person, ready to begin college. A complicated web of conflicts prevents you from starting your adult life in your country. You seek out a community elsewhere. The suffering has already reached the next country, however, so you keep moving on in search of a place to call home.

All over the world, refugees are forced to reinvent their lives each day, often finding comfort among others forced to live far from home. Fiston Muganda fled his native Congo—site of some of the greatest human losses since WWII—under these circumstances. He lost his family in the process. At last, he entered Kampala, Uganda and was directed to the Nakivale Refugee camp, one of the world's largest camps. He did not have time to feel sorry for himself. Instead of seeking solutions only for his own challenges, he realized he needed the courage to create new solutions for everyone. Fiston galvanized children, teachers of 12 schools, and in-camp NGO workers in transformational Full-Circle Learning programs over the next year. He felt a new sense of ubuntu (oneness) as a result, which he has passed on to others. Amazingly, he helped FCL offer outreach to a dozen schools within his first year in Uganda.

The community felt the impact. Community workers inside the Nakivale Refugee Camp applied the habit-of-heart advocacy to help the children develop a permaculture project that fed the camp community. They also discovered how their art and journalism skills could enhance life in the camp. Beyond the in-camp services, the children now walk, hand in hand, to attend the surrounding schools outside the camp for the first time ever.



At last, Fiston has been accepted at a university in Canada, but he is not yet ready to go. He still has more work to do helping to reinvent the lives of fellow refugees, from the youngest ages up!

Zambia: Mitigating Malaria



Inspired by global wisdom exchanges, the Mildred Academy in Zambia designed a malaria awareness project, integrating the sciences and arts and culminating in a gift of mosquito nets for the Providence Home orphanage.

The project included wisdom exchange video calls with the Nigerian health disparities team, to explore all the avenues for building equity and knowledge into the project. FCL's community impact grant helped provide materials for the project.



Zambia: Relating Mental Health to Poverty

During a unit on the habit-of-heart Civic-mindedness, students at Zambia's inclusive Multisensory School evaluated the challenges taking place in their community. Drug abuse had increased the number of school dropouts and the crime rate. Addictions had driven some families into poverty.



The students created a health exhibit in the marketplace to encourage people to take medication responsibly or not at all.



They wrote letters to public officials, created posters, and planned for a wisdom exchange with a Liberian school conducting a similar project. FCL responded to the request for project funding.

Meanwhile, young change agents at the grandparent-founded John Howard School planted trees onsite, to reduce deforestation and create shady areas to retain moisture for a community garden. Teachers and students designed the John Howard project to help improve growing conditions and contribute to the goal of zero hunger in the area.



Zambia: Illuminating the Community



Mwibeth Academy students, such as the girl on the left, practiced the habit of Creativity by learning to make simple circuits as gifts for the families in unwired homes.

Zambian learners light up the community with their habits-of-heart, as also demonstrated by the students of the Wella School (bottom left) and the Vision Seekers' class at Gifteria (below right), along with the students who envisioned the future on Career Day at St. Vincent Palot (immediate right).



Teacher Testimonials

"The Full-Circle Learning model of education does not only improve the well-being of an individual, but it also raises the standard of the global community and that of the human family." (*Gift Libingi of St. Vincent Pallot*)



"Full-Circle Learning is the best and most important education concept which must be applied across all areas of learning, as the concept helps character and skills development and also helps ... learners explore their potential and become change agents of their communities and build a better generation." (*Chali Ezra Mwansa of Multisensory International School*)

"It has given me new tools to navigate through multiple way of teaching strategies, most especially the management of conflict by the using the concept of the conflict bridge." (*Aisha, teacher from Royal Seeds School in the Gambia*)

"The strategies FCL teaches have really helped me and my fellow teachers to easily manage their classrooms as well as [enhancing] the smooth delivery of lessons to students of diverse backgrounds." (*Susan Lishiu of Gifteria School, Zambia, a country with 75 tribal ethnicities*)

"If the FCL model of education can be applied across the learning world, a better tomorrow is possible." (*Dr. G Arave of Chisomo Hospital, collaborator in the malaria project spearheaded by the Mildred Academy*)

"Full-Circle learning's holistic approach to education has really helped teachers and learners find teaching and learning meaningful." (*Miriam Mulusa, a teacher at Hope Academy in Zambia's Mumbwa District*)

Student Testimonials

"I felt happy, fulfilled and important because when people need some medical help, to some extent, they come to me, and I am able to help them, so when I am not there, they feel my impact." (*Martha, student from Harvard International*)

I felt excited and fulfilled because it has always been my dream to help people feel good and make them happy, and I felt good while administering medicines to the people. (*Miracle, scholarship recipient, Harvard International*)

Leader Testimonials

"It has been a great honor for me to meet parents of the learners at the schools and talk about the work we are doing as stakeholders in the development of education, society and humanity."
(*Alagie NDow, Regional Facilitator, the Gambia*)

"With the help of the necessary means that FCL offers us, we will have a world without famine tomorrow." (*Pacifique NDouba, Regional Facilitator, Chad, commenting on community impact grants for school farms*)

"It's been amazing how teachers have been exploring the Full-Circle model (and) the use of the 13-S formula in teaching their various subjects at different educational levels ... some have been making great efforts towards capacity building within the school and have expressed so much joy as they learnt a lot from the trainings and workshops organized by the FCL."
(*Sheila Tantoh, Cameroonian Facilitator*)

"The newly appointed provost of the college of education at Mosugar ... gave an overview of Full Circle Learning and how it helped guide his school to becoming one of the best in the Ethiopia local government area...

... All the community leaders who visited ... were overjoyed seeing young Nigerians doing things freely and happily without expecting rewards from anybody. Schools now invite us to share all we have been doing with their students, so as to make others know that there is more joy in giving than receiving." (*Harry Kennedy, Principal, Harvard International School, Delta State, Nigeria*)

"The schools in Liberia and other parts of Africa have the opportunity to decide their own projects that they feel can address the huge challenges in their communities. As the result, schools gather to benefit from the Full-Circle Learning Community Impact Grant ... to network, and to build a team, to ensure no one school is left behind in implementing the projects and reporting after implementation." (*Christopher Swen, Africa Continental Training Coordinator*)

"After so many years of practice, FCL has become an important educational concept to guide our kindergarten teachers' work and study. Though the eruption and fighting against some certain COVID-19 cases affects the routine of daily off-line teaching, both the kindergarten teachers and we, the college staff, still try very hard to accomplish our educational mission."
(*Yang Congcong, School of Education, Zhejiang Normal University, China*)



Yang Congcong, right, School of Education, Zhejiang Normal University (pre-pandemic)



Scholarships

Partner-Funded Scholarships

2022 denotes the five-year mark for EDI/FCL's full high school scholarship initiative in Liberia. The candidates' acceptance has been based on character, academic merit, civic-mindedness, and need.

Other partners also assist in providing educational opportunities students could not otherwise afford, provided they show initiative by applying their learning in service to their communities.

Altogether, 30 scholarships have been funded in five countries in 2021-2022, through EDI Health Group, Mona Foundation, NC-CAN, the Mahjour Family, Maureen Mungai, and the Mahmoudi Trust.

The initiatives of various scholarship recipients appear on the following pages.

EDI-FCL Full-High School Scholarships

A Miracle for Rural Public Health



Miracle Ochuko comes from Nigeria. She has been trained in Full-Circle Learning since primary school and has two years remaining in her high school career. She has served at the forefront of all the activities at the Harvard International School, in the Delta State of Nigeria. She currently leads the school's renowned health disparities team. School director Harry Kennedy noted that she has inspired her parents to support the activities, who have, in turn engaged other parents. He wrote: "As the most confident member of the [health disparities] team, she is a perfect example of the transformative effects of FCL, as everything about her represents our goals and objectives."

Because of these changes, other parents now request in writing and over the phone for their children to be part of the team.

She has also gained experience in conducting trainings, as she is always present in all the workshops we conduct."

Miracle describes her favorite habit-of-heart as Humanitarianism. She tells about her new life's purpose, with a long-term commitment to community health. She dreams of becoming a medical doctor.

She says she applies science, art, and creativity to her role as leader of the health disparities team. She also plans to start a girls' club, to deter the trend toward teen pregnancy in her region.

When asked who has benefited from her work so far, Miracle commented, "The first beneficiary is me—and then, market men and women, school children, elderly men and women both in my community and other communities at large." As a result of the scholarship, she plans to "extend the opportunity given to me to others in any way I can."



A Rose Grows in the Mangroves

Destabilizing a mangrove forest can destabilize a community. The complex root systems of these trees filter out salinization. They protect a coastline from erosion due to wave action and the battering of storms. They create habitat for thousands of species, some of which provide food and livelihoods for riverside communities.

These communities line the mangrove forests along Liberia's Mesurado River, nicknamed the Salty River. To support their families, some of the people began mining salt. Over the past 20 years, the salt mining has deforested the mangrove ecosystem. With the natural habitats of fish species eroded and their nutritional balance hampered, fishermen could no longer make a living. They were forced to relocate, along with others fearing the depletion of salt as a natural resource.



Then, in stepped high school student Rose Kollie.

As a recipient of a four-year high school scholarship from EDI-Full-Circle Learning, Rose acted on the purpose of that learning—to serve her human family.

A year ago, Rose began to visit the villages, to educate the miners about environmental challenges, and to create peaceful solutions among the village dwellers, the fishermen, and those whose homes were destroyed. She taught them that sand mining in a mangrove forest erodes the quality of life both on the land and in the water.

Rose began the project near the City View Community. Pictured here in the early summer of 2022, Rose again crossed the river by canoe to talk to miners near the Chicken Soup Factory Community.

A current student of Kingdom Foundation International, Rose, now age 17, has benefited from the scholarships throughout high school. Her efforts to educate the salt mining communities has set the tone for more sustainable communities. Over just the past year, from 2021 to mid-2022, her previous sanitation projects and current community-solution projects have made a difference in the lives of more than 5,750 people. She added 10,000 more community dwellers with the new project.

Bendu Brings Hope

A Full-Circle Learning seminar brought together students the Robert Bruce School and the Millennium School to explore ways to bring hope to communities. Fourteen-year-old Bendu Johnson served as the featured presenter.

As a recipient of the EDI-Full-Circle Learning scholarship, Bendu's initiatives throughout the years of her scholarship have focused on approaching a community need with conviction, innovation, consultation and action.

Most recently, in mid-2022, she helped her community construct and clean drainage flows after a punishing storm. Not content with short-term solutions, she then visited the Public Works Ministry to advocate for improvements in storm drainage systems.

Bendu first began teaching others to construct hope when she helped her community reduce hunger with her crab-trap invention and became known as "Bendu the Crab Girl." As a student at Heart of Grace School, she continued to learn through the Full-Circle Learning model. Soon afterward, inspired by her classroom habit-of-heart, Acting on Convictions, she applied her engineering skills again. An unseasonably high storm launched a bout of dysentery, and the storms contaminated the drinking supply. After interviewing families about their challenges, Bendu invented a home water filtration system and taught each family to use it.

At least 1,095 people benefited from Bendu's service in 2021-2022—and she still has one more year of high school left, thanks to her scholarship!



Laura Longs to End Hunger



Laura Sackie has initiated two community gardens at the schools she has attended since she received her 4-year EDI-Full-Circle Learning high school scholarship. She expressed the goal to improve food security through agronomy, by engaging classmates in helping end hunger in the community. With one more year of high school to go, she demonstrates the dream by feeding the neighbors in her own backyard. She distributed a bumper crop of cucumbers to seven women in her community, each one raising at least four children or

grandchildren, with little food to spare. The women expressed amazement that a student had committed to the practice of “sharing what she has with the suffering masses.” They said they hoped to see her again soon, with a bucket in her hand.

Bennetta Helps the Helpless



Bennetta Yarkpawolo has spent her high school years as a Full-Circle Learning student, striving to show that “to serve is to lead,” especially with health campaigns such as a handwashing project to galvanize classrooms to teach the public how to prevent illness, early in the pandemic. Her most recent project came in response to a visit to the local hospital to help those who most need help—infant patients.

Bennetta hopes to address the sustainable development goal of poverty reduction, and also to comfort the many infants she observed. Health care providers at the Peace Home Medical Center treat mothers and babies. Often, they cannot afford diapers. The hospital tries to provide for them while they are ill, but they walk away empty-handed after their visit. Bennetta’s compassion impelled her to provide 300 diapers, which helped 60 infant patients whose mothers could not afford diapers. The nurses accepted the gift and promised to distribute these necessities.

Mahmoudi Social Justice Scholarship

Natasha Teaches Equity



Natasha Chan won a 2021 Mahmoudi Social Justice Scholarship for initiating a tribal unification project in Zambia, where she led her school to avert political unrest by creating cultural ties among 72 tribes. The project inspired similar work in the Gambia, through a wisdom exchange project. In her scholarship statement, she vowed to continue this important lifelong commitment to unity.

Currently pursuing gender equity, Natasha has extended her message. She has begun to teach fellow students, especially the girls, to resist violence, psychological abuse and physical abuse. Natasha cites the common abuses by strangers and acquaintances alike, even teachers and caregivers, that too often results in mental duress and a high incidence of HIV.

"Together," she hopes,
"we can end gender
violence in our schools
and communities!"



Erena Tackles Climate Justice and Drug Awareness



Drug abuse causes homelessness and poverty around the world and in the community around Gandoma School. The habit-of-heart Acting on Convictions has inspired leadership skills in Erena Doekpar, one of our FCL-EDI students whose community service has helped over 300 students from seven schools to address the issue of drug abuse among young people who call themselves "heroes of sacrifice."

Erena, a winner of the 2021 Mahmoudi Social Justice Scholarship, launched the campaign against drug abuse that has spread across continents through multi-school wisdom exchanges. She teaches her own community about the economic and health

outcomes of drug abuse, spreading understanding and prevention techniques among urban and rural schools.

Among her personal initiatives, Erena visited the Destiny Recovery Program, where she and classmates Bennetta, Esther and Naomi (below) worked with 22 adults to restore their relationships and livelihoods in response to their Ghetto to Greatness goals. The girls offered the center rice and oil for future use. In a separate initiative, Erena also developed a climate change awareness initiative with peers, pictured on the right.



Mona Foundation – FCL Scholarships

Tarzana Habits-of-Heart Club Reaches Across Continents



Scholarship students in the Tarzana, California Habits of-Heart Club applied their habits-of-heart in a semester-long effort, a community garden project to feed food-insecure families in the community. They raised tomatoes, peppers, pumpkins, sunflowers, and carnations. In a wisdom exchange with the Redeemer's Goodly Shepherd's School in Nigeria, they exchanged information about the cooperative practices needed to grow food, and they made tie-dyed shirts for their new "brothers and sisters," who sent songs and pointers in return. about their own grade-level gardening and orphanage projects.

Tarzana Elementary School is home to many immigrant families. Ukrainian refugee Viktoria

entered the class at the start of the war as a shy, non-English-speaking student. She overcame her trauma to receive a certificate for her service and creativity by the end of the year.

Identifying who would benefit from the project, the learners focused on the habit-of-heart Kindness. During the planting phase, they practiced the habit of Cooperation. The global aspects of the project came to fruition during the Aspiration unit. Consolidating their artistic designs for raised-bed boxes brought closure during the Creativity habit-of-heart unit.



The Tarzana students pictured above applied creativity by painting original designs on flower boxes, while at left, Nigerian students modeled their gifts of tie dye.

Ukrainian refugee Viktoria (above) displayed her habit-of-heart award as the student most transformed by her first six months in the Full-Circle Learning program.

Full-Circle Learning/Nevada County Climate Action Now Scholarships

Climate Change Agents Share Convictions

Ten scholarships (based on merit and need) are reserved for a weeklong overnight camp each year for youth who share their convictions. Kinship became the habit-of-heart theme for the 2021 Climate Change Agents camp in Northern California. Inspired by hopeful research and a sense of unity, the Change Agents considered the legacies they could make to forestall or adapt to the negative impacts of climate change. In 2022, as world climate conditions became even more intense, their vision turned to a new habit: Turning Concerns into Convictions.

The camp challenged Change Agents to teach what they gleaned from service-learning projects. To name just a few, they: 1) consulted with aeronautical engineers to replace jets with solar planes (naming their prototypes Hope, Conviction and Solar Dove); 2) hiked a preserve and created a biodiversity index and a cultural diversity index to submit to local leaders; 3) explored the relationship of belief systems, economic and ecological systems to write opinion pieces, letters and poetry encouraging habitat conservation; 4) witnessed prescribed burn strategies as a means to reduce climate-related wildfires; 5) created biodigesters for those without energy to generate natural gas; 6) enriched an experimental garden by irrigating it organic soil; 7) studied silvopasture as a permaculture practice and the use of seed balls to reduce food insecurity; 8) honored a citizen for voluntarily recycling more than 100 recreational vehicles as free homes for the unhoused; 9) conceived of a country based on convictions and introduced the public to their own constitution based on convictions.

Scholarship students from the wisdom exchange country that inspired several of the projects, the Gambia, sent videos of poetry. They had applied to participate onsite, had their visas been granted. The Change Agents, in turn, sent videos with greetings, performances and project news to enhance the cross-continental sharing among rural schools. Locally, they performed and taught new skills at their farmers' market exhibit. During the previous summer 2021, the youth shared their ideas with their Change Agent peers in three developing nations, to advance the global effort to quell climate impacts and contribute to climate justice.

This scholarship-based camp is co-sponsored by Full-Circle Learning, Nevada County Climate Action Now, Sierra Foothills Audubon and Nevada City Retreats.

(Pictured, Taj Daunch-Greenberg prepared for his role as a tour guide at the Farmers Market exhibit in 2021. On the following page, 2022 Change Agents prepared for their public exhibit and dance performance.)



Scholarships





Girls United Club

Girls United: Encouraging the Girl Child



Girls United Clubs form in Full-Circle Learning schools where girls decide to unite their voices and talents to encourage girls to stay in school and learn ways to improve their society. The countries of Nigeria and Chad launched their first FCL Girls United Clubs in 2021. Girls from the Nigerian Salvation Army School planned their goals (upper left). Newly elected officers from the five-school club in Chad met to plan (upper right). They joyously held their first gathering (below).



Meanwhile, below, a Liberian Girls United Club held the ribbon cutting of the country's first official Peace Garden, founded by Girls United.

The girls first found inspiration for their project by meeting with Nobel laureate Leymah Gbowee, one of two female Nobel laureates whose efforts helped end the nation's long civil wars. Community leaders spoke at the ceremony about the significance of the nation's first public garden created for the purpose of reflection, resolution of conflicts, and teaching peace nationwide.





Meanwhile, in rural Liberia, Girls United Montserrado continued its community benefit project, learning agriculture and entrepreneurialism to harvest eggs and grow sheep or goats in support of several widows and orphans in the community.

The girls had begun with 45 chickens and eight ruminants. They strived to maintain production even when animals did not always survive. Women caring for their grandchildren with the help of the project profusely thanked the Girls United team.



In a nearby West African country, the Gambia, FCL's Girls United and Young Inspiring Stars co-sponsored a three-schools project. They collaborated to teach the community about cooking methods based on renewable energy sources. The service-learning program helped youth teach ways to reduce carbon emissions and deforestation, also reinforcing their altruism as they provided sustainable solar ovens to the community.



Capacity Building

Teaching for Transformation

Teachers in many parts of the world have limited access to professional development. Schools seek out assistance from Full-Circle Learning (FCL) to improve their service to the community, and some educators feel so strongly about the benefits that they become FCL trainers. A free online course is now available upon request, but school staff in most countries prefer to meet onsite to build their capacity.

During this 18-month reporting period, approximately 15,000 educators at 325 schools attended workshops and received mentorship.

Full-Circle Learning's free capacity-building programs especially emphasize: **1)** interdisciplinary teaching strategies, **2)** aspirational classroom management, **3)** how to harness community resources to address local needs, and **4)** instructional design and assessment that infuse a habit-of-heart and a broader community service into the academic unit, the arts, global wisdom exchange and conflict resolution. Many educators now see the results of expanding educational goals beyond literacy, to instill an ever-wider sense of connection and a hope of achieving the UN's sustainable development goals.

Additional quarterly online global workshops now unify "Visionary Leaders" across ten countries, with varying topics based on input and need. The 2021-2022 sessions helped school principals embrace their own role as change agents by mentoring teachers, customizing their pacing

guides, including disabled and neurologically diverse students in transformation goals, and sharing solutions together across borders as they met challenges in both urban and rural learning communities.



Each region developed its own work plan for capacity building. Across the nations, bonds tightened as altruistic school leaders came together to implement their common vision of uplifting the human family through transformative education. Once trained, schools cultivated the exemplary school projects that appeared on the preceding pages.



Zambian participant Raphael Chilwana said:

"We just want to thank you ... for coming up with a program for school principals to help learners express love and unity in schools."

New Ways to Learn

Full-Circle Learning has introduced two new opportunities for current and incoming educators around the world. A new online course offers ten sessions that help teachers customize their discussions and apply strategies as they learn. Schools in need may take the course free of charge, or teachers may study individually.

FCL also initiated Visionary Leadership sessions in 2021-2022. School administrators from 10-12 nations gathered online quarterly to learn new information and skill sets on topics requested from within the group. FCL pays for Wi-Fi for those who need extra support to participate. This wisdom exchange among leaders has helped leaders strengthen and align their strategies and student service projects in ways that can best benefit their communities.

Above: Educators in Ndjamena Chad felt hopeful after learning together.

Scenes of Capacity Building



Demonstrations, breakout groups, and new strategies highlighted the Zambian educators' workshop pictured above. Below, directors of the Glory School expressed gratitude for their completion certificates (left). In the photo on the right, the Zambian government's vice president visited the Multicultural School to observe the impact of an Appreciating Differences unit on the inclusion of neurologically divergent learners.





FCL Facilitator Simadje Justin and colleagues (left) greeted teachers at a workshop in Chad.

Another FCL facilitator, Cameroon's Sheila Tantoh, was invited to expand her FCL training programs through a local broadcast station.

This year, Full-Circle Learning teams made a concerted effort to mentor schools on the waiting list from the most remote regions. In Marysville, Liberia, five schools came together, eager to adopt new transformational strategies from the team led by Christopher Swen (pictured below) to improve life in remote villages. The chief of one village became an advocate, inviting more schools into the process. Workshops brought positive outcomes for 678 students, advancing the potential of schools to reinforce the patterns that cultivate transcendent young humanitarians. Multiply this community impact times 78 schools in Liberia for a glimpse of FCL's influence there this year.





Humanitarian Aid



Humanitarian Aid for Learning Communities in Crises



Erratic weather patterns can disrupt learning while strengthening a sense of unity. In the town of Tunapu, Liberia, intense storms brought a gale that took the roof off the village school. The Full-Circle Learning team traveled to the region to help. They found undaunted young learners digging for clay to build more bricks for the walls.

Full-Circle Learning's Humanitarian Crisis Fund provided for roof repairs. After completion of the work, on the day of the school's reopening, other nearby Full-Circle Learning schools brought gifts to welcome the return of the children to their classrooms. Parents then began to volunteer, based on the impact of the vision, doubling the school's supporters.

In the past, outbreaks of Ebola and Covid-19 presented the greatest crises in learning communities. Now climate extremes and global food shortages add to the list of humanitarian needs met by Full-Circle Learning, in collaboration with the efforts of local schools to enhance the resilience of children and their families. The Tunapu story offers just one example of the influence of FCL's humanitarian aid, also received this year in Chad, the Gambia, Liberia, Nigeria and Ukraine.

Longitudinal Independent Assessment: Humanitarian Education Systems and Resilient Identities

An independent study by sociological researcher Jonah Platt reviewed the history of Full-Circle Learning in 15 countries over 15 of 30 years, based on secondary research materials, file data, and internal reports. The database compiled assessment results for each of eight indicators, per location, per year. The Assessment Summary states:

Reviewing the now organized datasheet, one may see countless qualitative stories of the high impact FCL has had on the lives of youth, educators, and their communities. Additionally, the programs connect classrooms from across the world, leading students to inspire, learn from, and feel connected with one another and with their global community.

In fact, connection and a holistic perspective of “one human family” seems to be at the center of the FCL curriculum. Students learn conflict resolution, which has led to relationships being repaired, and in extreme situations, entire communities and countries being repaired by the leadership of young FCL Learners. Students learn from those around them through truly listening and learn to work together to solve huge and small social issues.

Throughout the reports, there are countless accounts of educators and community members reporting the tremendous impact and changes they’ve seen in their students, classrooms, and community. Indicators show students more engaged and committed to their schooling, and classroom culture seems to peak in the highest models of what it means to be altruistic. This modeling offered experiences that influenced many students to develop healthy mental models of the world and perhaps to understand their place in the world through self-actualized action and community support.

The most noticed components found in the students’ holistic development is feeling connected with their community and full of hope. Students seem to take responsibility for their part to play in making the world a better place and to accept a sense of purpose in actualizing it. The transformation of vulnerable communities seems to come from these youth understanding the issues and taking steps to directly heal the harmed or neglected aspects of their communities ... Through helping heal and support their communities, it seems they embrace a sense of ownership, pride, and belonging.

Evaluation

Countless issues are solved by these FCL students through active learning and organizing, processes that teach them how to be altruistic changemakers in their communities. ... Not only are relationships and projects built locally, creating a nested community, but students connect across continents and across the world, supporting, learning, and inspiring one another. This seems to create understanding across cultural divides and helps students feel they belong to the human family.

FCL truly seems to develop communities from the bottom up, starting at the fostering of new life for young people, who inspire and help heal their communities and lead the way, as excellent models of holistically minded and highly moral individuals, who become connected with a strong sense of purpose to protect and support the communities to which they feel connected.

(Supporting online database: Tabulating the Relationship of Humanitarian Education Systems and Resilient Identities. Full study available upon request.)



Gambia's national facilitator, Alagie NDow, prepared for a training workshop. A feature article described the impact of FCL projects in the Gambia in The Outpost, a news publication, in the summer of 2022.

Fiscal Accountability

Full-Circle Learning, a 501-c-3 charitable organization, bears the Platinum seal at GuideStar (the highest rating for transparency and financial integrity). Contributions are tax-deductible under US law.

Total Budget

\$330,358

FCL Income Categories



In-Kind Contributions 33%
Corporate Grants 32%
Foundation Grants 21%
Private Donations 14%

2021 Income

In-Kind Contributions	\$107,976
Corporate Grants	\$105,000
Foundation Grants	\$69,322
Private Donations	\$48,060

FCL Expense Categories



Paid Program Expense 44%
In-Kind-Funded Expense 33%
Reserved for 2022 Programs 13%
Admin/Overhead 9%
Miscellaneous 1%

2021 Expense

Program Expense	\$146,399
In-Kind-Funded Expense	\$107,976
Reserved for 2022 Programs	\$44,203
Admin/Overhead	\$30,090
Miscellaneous Fees	\$470

Help Wanted

Please help ensure continued support for the children over the coming year, to ensure a next generation of visionary humanitarians.



\$100 can provide humanitarian aid

\$200 can contribute to a scholarship

\$500 can fund a school grant that improves life in the broader community

\$1,000 can strengthen online humanitarian wisdom exchanges across 10 nations

\$2,000 can remove a country from the waiting list for programs and ignite new ideas and altruistic aims

\$5,000 can fund an emerging country's needs for a year

\$10,000 - \$100,000 can help sustain all programs

Above, Hannah from the Wella Academy launches a new visionary project.

Full-Circle Learning welcomes tax-deductible contributions of any size, online, by check or by wire. Contact info@fullcirclelearning.org or donate at www.fullcirclelearning.org.



The Full-Circle Learning Family

Full-Circle Learning Leaders



Pictured: Continental Director Christopher Swen and the Liberia staff, Mathis Magnanimus, Joseph Adzoglo, and Matoma Swaray (above, left); Simadgi Justin, Pacifique NDouba and the Chadian team (above, right); Gambian Lead Facilitator Alagie NDow; (lower left); Zambian Lead Facilitator Eric Muleya on a Gifteria School visit (lower center); Climate Change Agents teachers Lily Ning and Jonah Platt (lower right).



FCL's Family of Supporters

Deepest thanks to the essential supporters of Full-Circle Learning, whose personal sacrifices expanded global impacts during our 30th anniversary year!

Special acknowledgments to the Templeton Foundation and Bregal Sagemount as new organizational contributors.

Corporate & Foundation Grants

John Templeton Foundation
EDI Health Group
Bregal Corporation
Sagemount Corporation
Mona Foundation
One Planet Ops Inc.
The Douglas Family Legacy Grant
Mahmoudi Family Trust
Nevada County Climate Action Now
455 Foundation
Sierra Foothills Audubon
Bessie Minor Swift Foundation
Amazon Smile Foundation
Network for Good

Friends of Full-Circle Learning

(IN ALPHABETICAL ORDER)

Alex Boysen
Barron D. & Nancy Harper
Bo Littig
Brian Gardner
Chara Goodings
Charles McNair & Adela Castro
Charles W. & Mary B. Brock
Christina Brennan
Christine Dobbins
Cindy Crockett
Cindy & Mark Dankberg
Claudia Bingham
Clinton J. & Barbara M. Jossey

Craig & Carmen Maronde
David & Teresa Langness
David J. Rhodes
Deanne LaRue
Deborah A. Posada Revocable Trust
Donald & Barbara Rivenes
Farhang & Mahbanoo Sabet-Peyman
Fariba & Farshad Mahjoor
Garlington, William & Clarissa
Gary Parks
Hamid & Mitra Rastegar
Jaine & Don Toth
Jeff Gold & Carol H. Nimick
Judith & Reed Hamilton
Kambiz & Kimberley Akhavan
Karen Sharp
Katherine Bennett
Kathryn dePlanque, Ph.D.
Katy L. Anis
Laksmi Greenberg
Laura Rohrsen
Lea Ann King
Leslie Barron Johnson
Lily Ning
Luisa Ramirez & K. Manuuchehri
Mahin Mashhood, M.D.
Marilyn & Tony Mociun
Marisol Rexach
Marjorie & Paul Smith
Maxwell & Danielle Henkle

May Khadem &
Richard T. Czerniejewski
Merry Lynn Byles & John M. Daly
Mojgan Hashemi
Nancy S. Baglietto Rev Trust
Ophelia & LaMonte Douglas
Ramna M. Sana
Reid & Susan Luhman
Rene Sprattling
Robert (Bob) Ballenger
Vicki Quan Lee
Rondal Snodgrass
Roya & Artin Mahmoudi
Sands Hall
Sarah Robarts
Shirley Stamen Trust
Sima & Kambiz Mobini
Soheil & Noura Samimi
Steven & Barbara Campbell
Susan A. Steinbarth
Taraneh & Frank Darabi
The David & Shiva Reader Trust
The Ho Family Trust
The Porter Family Trust
The Wilson/Reinhorn
Family Trust
Tiffany Darabi
William & Christine Newsom

The Full-Circle Learning Family



Global Staff of Facilitators 2021-22

AFRICA

Christopher Swen
(Lead Coordinator)
(IN ALPHABETICAL ORDER)

Alagie NDow
Carlton Kruah
Daniel R. Johnson
Deelesa Wetell
Eric Muleya
Fiston Muganda
Fon Desmond
Funmilayo Aberejesu
Grace Mwansa
Harry Kennedy
Henry Quarshie
Joseph Adzaglo
Joshua Sumo
Julia Obila
Mabel Kandongwe
Mathis Magnanimus
Matoma Swaray
Matthew Chea
Mervis Lwatila
Mori Sanyang

Sheila Tantoh
Nora Okiri
Pacific Ndouba
Patrick Boakai
Raphael Chilewa
Samuel Smith
Simadji Justin
Sheila Tantoh
Theresa Crawford

US SITE LEADERS/TEACHERS

Maya Weider (Tarzana)
Stephanie Ochoa (Piru)
Sugey Lopez (Piru)
Luz Rodriguez (Piru)
Leticia Abrego (Piru)
Celia Bejar (Piru)

CHINA FCL LEADERS

Meijun Gan
Congcong Yang

SUPPORT SERVICES

Webmaster: Johnny Cornyn
Financial Advisor: Debbie Posada
Accounting: Alma Santillan
Graphic Design: Dahna Solar

Board of Directors

Teresa Langness, President
Fariba Mahjour, Vice-President
Marisol Rexach, Secretary
Rene Sprattling, Treasurer
Lily T. Ning, Programs
Henry Lake, Donor Relations
Sana Moussavi, Human Resources
Taraneh Darabi, Global Outreach
Rodney Hume-Dawson, Programs
Lindsey Shurman, Outreach
Maureen Mungai, Outreach
Board Financial Officer: Debbie Posada

Board Advisors

Kavian Maghzy
Farzin Rahmani
Soheil and Noura Samimi
Kathryn de Planque
Hamid Rastegar
Kambiz Mobini

2021 Educator Training Programs and Community Impact Grants Funded in:

Cameroon, Chad, the Gambia, Ghana,
Liberia, Kenya, Nigeria (Osun), Nigeria
(Delta), Uganda, and Zambia

The Full-Circle Learning Family

Girls United Chapters Served

Bong Mines
Careysburg
Banjul
Kakata
Ndamena
Paynesville

Scholarship Recipients

FCL-EDI

Bennetta Yarkpawolo
Bendu Johnson
Laura Sackie
Miracle Ochudi
Rose Kollie

Mahmoudi Social Justice Scholarships

Natasha Chan
Erena Dokpar

Mona Foundation Scholarships/Grants

Tarzana Habits-of-Heart Club
Full-Circle Learning
Summer School at Piru

FCL/NC-CAN/Audubon Scholarships

Shaela Applegate
Eryn Miller
Jessica Rivenes

Lian Trowbridge

Logan House

Savannah Delgado

Taj Greenberg

Tanner Delgado

Wisdom Exchange Scholarships

Behrad Behboudi

Daisy Ruiz

Oumie Cham

Mariana Jadama

Tairy Mendez

Humanitarian Aid

Tunapu School

Family Services

Wood & Hearts - Ukrainian Children



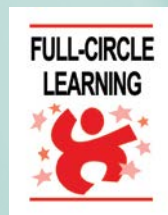
Left: Full-Circle Learners at Bright Bridges School created their first humanitarian action by sharing their pencils; Back cover: Two students joined hands to create a clay sculpture representing unity among change agents who turn concerns into convictions.

To Become a Friend of Full-Circle Learning

To contribute or to join the mailing list, please visit us online at www.fullcirclelearning.org. Contributions may also be made via check to Full-Circle Learning at 17512 Brewer Road, Grass Valley, CA 95949. Refer questions to info@fullcirclelearning.org or to +530-575-4500.

Full-Circle Learning 2022





www.fullcirclelearning.org