

Beauty Is What We Do

2023 Community Impact Report





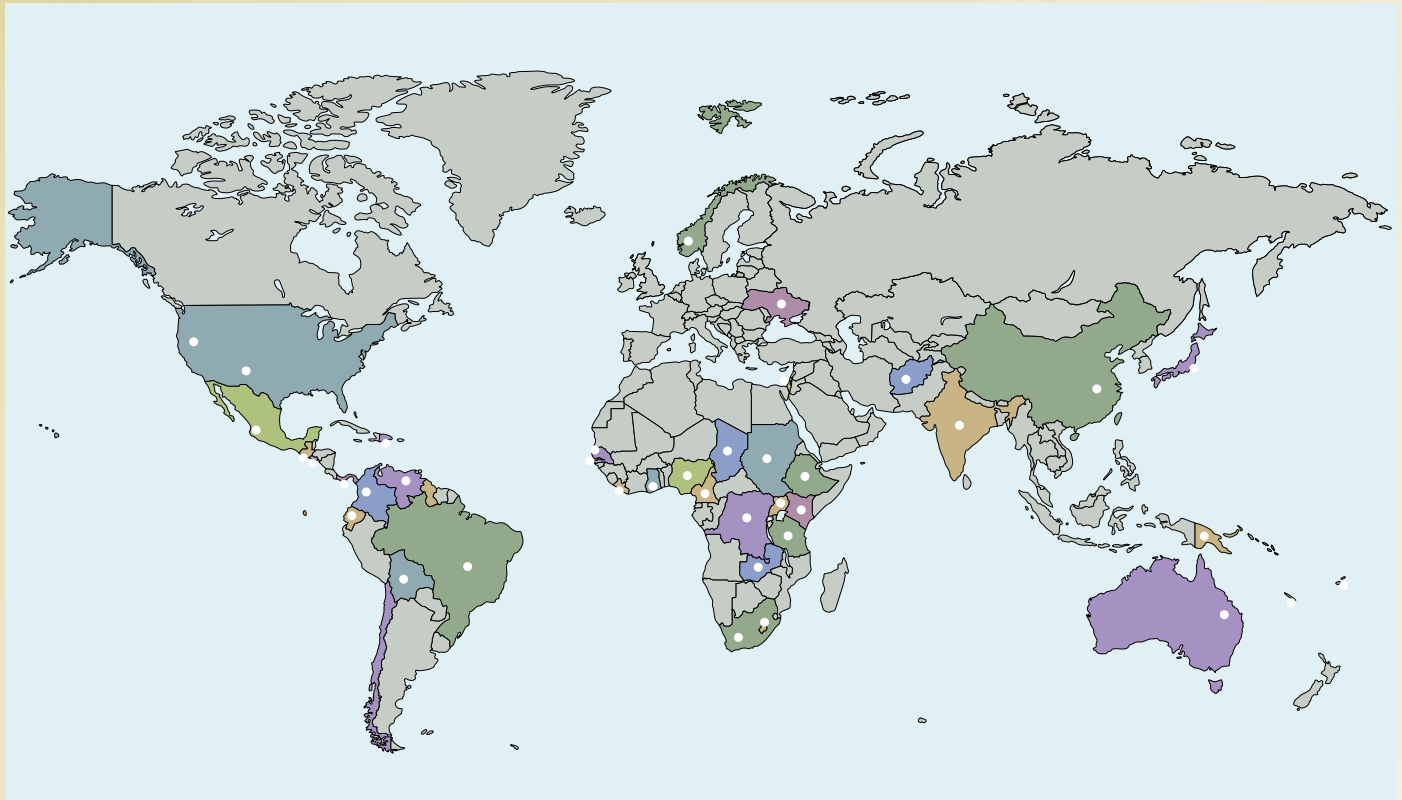
Ugandan refugee children consult about their project.



The Zambian training team conducted many a successful workshop in 2022-23.

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Nations Served by Full-Circle Learning Over Three Decades

Afghanistan, Australia, Bolivia, Brazil, Cameroon, Chad, China, Colombia, Congo, Ecuador, El Salvador, Ethiopia, the Gambia, Ghana, Guyana, Guatemala, Haiti, India, Israel, Japan, Kenya, Lesotho, Liberia, Mexico, Navajo Nation, Nigeria, Norway, Papua New Guinea, Panama, Peru, Rwanda, 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 40 countries.

More than a million served this year! April 2022 - April 2023 Global Impact

Students served: 201,156

Teachers served: 8,408

Schools served: 519

Broader community members served: 964,937

Total Served: 1,176,819



Cameroonian teachers gathered after completing a training workshop in Lume.

Mission

Full-Circle Learning exists to help young people embrace their role as society's humanitarians and change agents.

The Full-Circle Learning model offers a systematic approach to imbuing habits of heart into curriculum development, classroom management, service-learning, and the process of change.

The Full-Circle Learning nonprofit organization empowers local communities to adapt their education requirements to a common vision of transformation, action toward sustainable development goals, and commitment to the human family and the family of living beings.

Motto

To lead is to serve and to serve is to lead.

Lines of Activity

(Listed in Order of Priority, with Country Work Plan Budget Allocations)

Capacity building

(Direct service to communities and free training for educators working among under-resourced populations)

59% of budget allocated for this line item

Community impact grants

(Small matching grants to complete FCL projects that transform the broader community)

29% of budget allocated

Wisdom exchange projects

(Connecting schools across borders, to generate empathic solutions to local and global challenges)

2% of budget, applied to school exchanges across borders and connecting learning leaders

Scholarships

(Selected needs-and-merit based scholarships for students serving as change agents in their countries)

3% of budget allocated

Capacity Building

Full-Circle Learning (FCL) trains, mentors and supports learning leaders worldwide who seek assistance implementing its vision of transformation, based on the nobility of the human spirit and the oneness of the human family.

Trainers encourage the cultivation of unique projects developed in each region. In addition, within a given year, FCL also provides monetary assistance, funding based on customized work plans (trainings, grants and scholarships) of ten to twelve countries.

Each country director assists from four to forty learning communities who request participation, in various provinces or counties. More than 500 schools received assistance in 2022-2023. Photo highlights follow.



Above: Rwandan educators completed their inaugural training as part of a study on peace and altruistic identities.

Training Highlights

Thirty-one Rwandan teachers gathered for the first Full-Circle Learning training in their country, as part of a study to see how altruistic life experience can help reduce trauma. Pictured on the previous page, FCL's Sana Moussavi and Eric Muleya helped distribute certificates, in collaboration with Eric Ndoushabandi, representing CRHRD-4 PEACE and UNM, the two local organizations building peace and enhancing school attendance in a community which has struggled with conflict since the country's 1994 genocide.



Right: Chadean teachers gathered for a training co-hosted by Brilliant Star School.



Across three school districts, 31 teachers from 13 schools received training. A total of 1,978 students in the country now enjoy Full-Circle Learning in their classrooms.

Lead trainer Eric Muleya believes great things are ahead for the country's programs. "With many children and community members struggling with inherited trauma as a result of the conflicts, the Full-Circle Learning model of education is a perfect fit to complement and improve the national learning curriculum," he says. "It provides more strategies to use education as a tool to transform and address community needs."

Left: Two Erics consult (Zambia's country director, Eric Muleya and Rwandan liaison Eric Ndoushabandi, founder of the Centre for Research on Human Rights and Democracy CRHRD).

Capacity Building



Above: Rwandan teachers earned certificates after their inaugural training. Sana Moussavi, center, helped distribute them.



Left: The Ridvan School hosted the first Full-Circle Learning training in El Salvador. Serving families in a neighborhood marked by low socio-economic opportunity and former gang violence, the teaching staff felt elated about their renewed vision for nurturing humanitarian change agents.

Right: Teachers gathered at this training in 2022. Workshops can cater to groups large or small.

For example, a team of facilitators—Raphael Seta, Mabel Kandongwe, and Mervis Lwatila, working with Eric Muleya—trained more than 500 teachers over the course of the year, in rural and urban counties.



Capacity Building



Above: Nigeria's Osun State leader Funmiyalo Aberejesu (in pink) enthused teachers in the Osun State of Nigeria at her training workshops. She also trained a new facilitator, Enoch Oguntumbwe, to serve in the Ogun State.

FCL's Country Directors bring many collective years of experience watching the Full-Circle Learning model change lives.

They organize integrated education workshops, demonstrate a vast array of effective strategies, and offer tools for designing and implementing relevant and transformational community projects. They also share regional management responsibilities. Their commitment enhances the success of the change agents and humanitarians throughout and across regions.

The Country Directors below, from left to right include: The Gambia's Alagie NDow and Cameroon's Sheila Tantoh.



Capacity Building



Left: Mathis Nagbe and Carlton Kruah, the new co-country directors of Liberia, traveled with colleagues to a training at a remote rural site.

Center: Uganda’s Fiston Muganda trains partner organizations in Uganda; Bottom Right: Harry Kennedy not only serves as country director for Nigeria’s Delta State, but often accompanies his health disparities team on their long quests.



Above Right and Below Left: The co-country directors for Chad, Simadji Justin and Pacificue NDouba.



Encouraging Learners as Leaders



Children and youth around the world now associate learning preparation for lives of altruists.

Each year, their projects and skills reinforce the habits-of-heart units and the related aspirational identity.

At this Full-Circle Learning workshop in northern Nigeria, teachers learned the strategy by seeing how the pilot school had named its grade levels.

The demonstration included artwork from three classes: The class of Peacemaking, the class of Unity and the class of Creativity.



In the same month, teachers gathered in multiple nations to plan projects.

Here, Cameroon's Country Director, Sheila Tantoh (center), met with young teachers and learners after a training workshop.





The Power of Example Expands Purposeful Learning

In Full-Circle Learning programs around the world, intergenerational learning has been a staple for many years. Learners teach their communities, and community members expand their understanding of academics and life skills. We call these “nested communities.”

In the photo above, ten community servants appeared before the children of the Piru FCL Summer School. They shared insights into the fulfillment of sacrificial service, and they received songs and honors for sharing those services with the community.

Below, learners at El Salvador’s Ridvan School welcomed firefighters when they studied the habit-of-heart Sacrifice. This project has long been a favorite of the Piru students, so the two schools have been invited into a wisdom exchange, to expand local to global service.





Higher Goals in Higher Education

The Full-Circle Learning model influenced higher education students in 2022-23. Zambian instructor Mabel Kandongwe (center) applied the strategies in her nursing school lectures, incorporating the nurturing of altruistic identities, evaluating competition versus collaboration, and practicing reflection. The new nurses passed their exams with “excellent” results, she reported. Two students posed with her after passing the course.

Mabel wrote:

“I had named this class as a class of ‘Respect’ because I believe, as a nurse, you need to have respect not only in school but to have respect that will extend as far as the hospitals and the community. And respect is one of the core values in society ... Thank you for such a beautiful teaching model, because a lot (of people) are benefiting.”



Planting Seeds in Global Soil

Capacity building occurred in the United States during the year for learning leaders at three locations. Site leaders trained newly added teachers and interns to lead pilot projects in nearby cities, based on prior request, and to strengthen succession plans for local site leaders.

Here, the Piru FCL Summer School staff celebrated its course completion with hand-made certificates from its leaders.

Online trainings for new practitioners linked staff in the US with newly FCL-trained educators in South America, Africa, and the Middle East.

Global Wisdom Exchange Workshops for FCL School Leaders

Full-Circle Learning countries engaged in numerous student wisdom exchanges this year, as you'll see on the following pages. As learners share their ideas and problem-solving processes, school principals also compare notes with peers across the borders of a dozen nations each quarter. Their "Visionary Leadership" sessions help strengthen their skills, as Full-Circle Learning leaders who hold the vision and support their teachers and students in implementing it.

Visionary Leadership topics from Spring 2021- Spring 2023 included the following:

- Teaching for Transformation
- Strengthening Rural FCL Inspired Schools
- Wisdom Exchanges for Sustainable Development
- Do Resources Come from Within or Without? (Capacity building with a school; capacity building school to school; and capacity building outside school walls)
- Supporting Diverse Learning Styles while Meeting Achievement Standards
- Meeting for Meaning (How school leaders can plan a year-round calendar for staff development)
- Appreciating Students with Special Needs and Capacities



Cameroonian students gathered, ready for a new day of Full-Circle Learning.

Project Highlights

Full-Circle Learning projects arise as teachers and learners plan transformational curriculum units, bookended by a habit-of-heart and a community transformation goal. Thirteen steps guide the learner to deeply absorb the academic concepts and creative options, as well as the process for mastering the character trait and its corollary social cohesion practices.

Project themes vary according to the needs and resources of the local community, the grade level standards, and the capacity of the learners and leaders. (Pictured, learners in the Nakivale refugee camp designed their own experiment with the process of raising ducks to benefit the community.)

A school can apply for a Full-Circle Learning community impact grant to match local efforts with funding for specific items needed to complete the project. However, sometimes a project needs only strong convictions and a wealth of imagination to succeed!

As schools begin an upcoming learning unit, they often align with a school in another country conducting likeminded work, possibly with a similar habit-of-heart. Each global partner school exchanges ideas, processes, and problem-solving tools that broaden the lens and enhance the change agents' perspective from local to global. The more the students learn, serving one human family becomes not just a concept but a lifestyle.



Highlighted Projects: Health Disparities



Five members of the Harvard International School's "health disparities team" successively trained 81 students from three schools on how to conduct CPR techniques in the autumn of 2022. Since 2021, the team has inspired wisdom exchanges with schools abroad and has wrought many successes at home.

Nigerian Youth Reduce Health Disparities for 620,000

Picture how living conditions can change when children become the center of communities, not as mere recipients of service but as those who apply their character and skills in service to others.

For the past two years, 13-to-15-year-olds on the Nigerian “Health Disparities Team,” have not only extended the potential life expectancy of their own people but also inspired wisdom exchanges across multiple regions. By early 2023, a total of 620,000 people had received the services of these young health advocates.



Initially, the team of Harvard International School students studied the habit-of-heart Awareness. They embarked on a plan to increase access to prevention and treatment, based on the region’s top health priorities. Over time, they traveled hundreds of miles, conducting blood pressure checks, glucose tests, CPR training, and Lassa fever prevention services. Their legendary service brought requests for service from trade associations, schools, conferences, and marketplaces, responding to requests from the Education and Health Ministries. The state broadcasting station also enlisted them to make videos on topics such as diabetes, high blood pressure, and the health impacts of high sodium.

Full-Circle Learning provided community impact grants, but the bulk of the project has come through community support. When five members of the Harvard International School team successively trained 81 students from three schools, one of the school principals offered the team a financial token of appreciation. They quickly refused the offer, explained student leader Miracle Ochuko, “because FCL has helped us to embrace our role as society’s humanitarians and has also helped us to see that it is not by how much you have but it is by how many lives you have been able to touch with the little you have.”



The life-changing work of the Harvard International School’s health disparities team led to wisdom exchanges across eight countries from 2021 - early 2023. Examples appear on the following pages.

Health Disparities in Zambia: Kindness and Cholera

Health advocates in Zambian secondary schools strived to mitigate typhoid and malaria. They also put Lassa Fever on the research docket in their own country after observing the similar environmental factors of Nigeria and Zambia that contribute to the disease. Then in 2023, applying the habits-of-heart of kindness, Zambia's Little Tone and Gifteria Schools joined together to educate their community on the dangers of cholera and the need for good hygiene, especially during the rainy season. Students researched cholera and other waterborne diseases, collaborating with medical personnel to learn how to share the facts. They reached out to offer training at four schools. Little Tone students then embarked on a cleanup campaign to improve health outcomes in a community of 20,000. Meanwhile, the Gifteria School learners shared their knowledge with the city's Muslim community, where a young boy, Abdul, told facilitators how he appreciated the gestures of love and care exhibited by the children. Regardless of the cultural or religious differences, Abdul said, the Gifteria learners embraced everyone.



Health Disparities in The Gambia: Covid Awareness

Storytelling served as the tool for Gambian Full-Circle Learning teachers to help children process the unfolding impact of Covid-19 on socioeconomic life and public health. At the Sajuka Lower Basic School in the North Bank Region, learners, educators, and parents staged an evening forum on the topic. Children shared personal stories of the pandemic and lockdown period experiences, while educators gave highlights on the impact of the pandemic.



Health Disparities in Ogun State: Empathy for Elders

Students adopted a health disparities project, to provide health services at a local church in the Ogun State of Nigeria. The Prime Academy students reached out to teach nutrition and to check blood pressure and glucose. They presented a short play they'd written on the subject of empathy for elders. Students from the Ogun State of Nigeria exchanged video presentations of their work with a school in the Gambia as part of a wisdom exchange.



Health Disparities in Ghana: Cardiovascular Challenge

Students in Ghana took up the challenge of testing blood pressure and glucose and teaching cardiovascular disease prevention through nutrition and health checks. Volunteer health providers came to the classroom to equip students with the information to become the teachers of their families. In the Ghanaian village of Otinibi, female students founded the Otinibi Girls' Group to promote wellness and healthy living in the area. The girls asked the help of Belinda, a Full-Circle Learning volunteer who works as a nurse. She pledged to help adolescents under the Full-Circle Learning program to acquire functional health knowledge and to strengthen attitudes,

beliefs, and skills in order to adopt and maintain healthy behaviors throughout their lives. Belinda's students learned how to check the pulse, blood pressure, and body temperature of the elderly citizens in their community. The group has become such a success that the village boys have joined in with the project as well.



Health Disparities in Cameroon: Comforting Cancer Patients

Cameroonian children in one school strived to reduce cholera. In another school, they tackled cancer. At St. Paul Nursery & Primary School in Akum, Cameroon, the children partnered with the local clinic to learn and share facts. They connected personally with cancer patients, presenting songs and fruit baskets as gifts of comfort. Sadly, a few weeks after the ceremony, one patient passed away. At her funeral, her daughter acknowledged the kindness of the Full-Circle Learning students, who put a smile on the woman's face in her final days.

Health Disparities in the United States: The Role of Sacrifice

Saving the lives of others requires sacrifice, whether the numbers add up or the life saved is that of an individual loved one. The San Salvador Church, in Piru, California, provides space for Full-Circle Learning educational programs such as the FCL Summer School, funded with the assistance of the Mona Foundation. In 2022, when the habit-of-heart unit was based on the theme of Sacrifice, the students learned from a profound real-life example. Two twin sisters (pictured at about age 10) offered a special presentation on sacrifice. They had come to the program and to the country about four years prior. Over the past year, one sister had surgery for cancer. The other sister donated bone marrow because of their genetic similarities.

Their teacher wrote:

"Their elaborate story showed a girl's willingness to save her sister's life, despite the challenges she faced in the process. Touched by the story, all age levels studied applications of sacrifice in their own schools, homes, and community."



Health Disparities in El Salvador: Combining School and Clinic

Ever since the Ridvan School staff began to study Full-Circle Learning in early 2023, teachers wrapped their integrated education projects around community development. Each class owns a part of the plan. The fourth graders now prepare for an in-school community health center. The eighth graders designed an outdoor mural bursting with fields of flowers. Some classes beautify the courtyard with plants and fill the halls with song. Even the kindergarteners splashed the walls with painted roses. Parents rushed in to help as never before, inspired by the common vision now growing in their midst. The youth feel excited to prepare their building space to double as a community health center. The Ridvan School is creating a community hub—a center of learning, culture and caring—with children leading the way.

Health Disparities in Liberia: Sanitation

Children of God School, one of the newly trained schools located in the Peace Island community, learned about Full-Circle Learning on social media. They began conducting project-based learning activities and eventually received the training to extend project-based to process-based learning. They took ownership of the vision. One of the many actions based on the habit-of-heart Collaboration included a visit to their community leader based on their

3rd-4th grade level Social Studies lesson. They discussed how government leaders can collaborate for the betterment of society. They also spoke with health care workers at the local clinic about public health. One learner, inspired by the nurses at the clinic about the effects of unhygienic practices, started her own initiative to dissuade families from washing dishes on the floor, an unsanitary surface. She built mini tables at three homes to educate neighborhoods about public health.



Above: The students visited the community clinic. They first met with the community chairperson.



Above: The students visited the community clinic. They first met with the community chairperson.

Highlighted Project: Peace and Reconciliation

Controversies over land, language, resources, and identity deeply affected community life in at least one third of the countries we served this year. Community impact grants and capacity building programs help Full-Circle Learners strive toward long-term transformation as changemakers. They cultivate widespread unity and replace their own trauma with tenderness. These stories offer a small sampling of their progress.



Learners at Rwanda's Gisozi School made paper neckties to show their diverse class identities. These boys are in the class of Friendship.

Rwanda as a Platform for Peacebuilding

An old adage states that thoughts lead to actions, which influence destiny and ultimately define character, but solutions become complex when tales of trauma invade those thoughts. Researchers now ask, What new life experiences might reduce epigenetic trauma?

Sociologists theorize that trauma leaves its residue not only through experience but through ancestral memories, spoken and unspoken. Few modern civilizations present such a case study for this phenomenon as the generation of those who survived the Rwandan genocide.

Full-Circle Learning (FCL) and the Center for Research on Human Rights and Democracy (CRHRD) in Rwanda have set out to explore the extent to which new life experiences can reduce intergenerational trauma as the altruistic identities of young people emerge. Over a period of 100 days in 1994, identity-based ethnic conflicts in Rwanda carved a dent in the public trust and in the national sense of personal safety. At least 800,000 people (18% of the population) perished in the genocide. Few families remained untouched by the horror of witnessing violence against loved ones, perpetrated by people they had known as neighbors.

A new Full-Circle Learning research project offers schools a chance to make sure it never happens again, by reducing trauma, increasing trust, and preparing the next generation to treasure and to transmit peace. In February 2023, an FCL intensive workshop occurred in Kigali, Rwanda. Thirty-one teachers representing 13 schools in three districts are participating in the study. A total of 1,978 Rwandan students now enjoy access to Full-Circle Learning programs. They have set out to build a common vision after uncommon trauma.

The senior teacher at one of the participating schools, the Gisozi Primary and Secondary School, echoed the praise of many, reporting that the training helped him refine his vision as a teacher and build “a big human family” with his learners, to embrace the ideal of positive change.



Cameroon's Children Empathize

Political conflict has made life dangerous in Cameroon. In 2016, English speaking regions began to clash with the country's majority French-speaking regions. Protests flared into armed conflict, with Anglophone separatists seeking independence. According to the United Nations, more than 1 million people have already lost their homes in this ongoing crisis. Thousands more have lost their lives.

Among the survivors, children in Full-Circle Learning schools benefit from the tools for healing and reconciliation. In the city of Bafoussam, the Godhands Evening School gathered an open group where children could speak their truth and find community support. Many students had suffered physical and sexual abuse or had seen loved ones tortured and killed.

In this program, "they became comfortable sharing their stories, knowing that they will not be victimized or judged by the teacher or their peers, as they all share their pain," reported Sheila Tantoh, Country Director for FCL Cameroon. The Full-Circle Learning team continues to offer tools that expand the resiliency and purpose of these children, helping them establish a common vision after uncommon trauma, in pursuit of the goal that all young people have an opportunity to grow up with peace in their hearts.



Liberian Learners Use Storytelling as a Tool

One Liberian school, the Feed Liberia Academy, saw peacemaking as such a great need that the entire school decided to promote this habit-of-heart. Their local inhabitants could not find common ground. Living in a remote area, neighbors could not even agree on who would allow a power pole on their land. "That is why electricity has not reached us yet", one resident told the students.



The students decided to use storytelling as a tool to encourage unity. On storytelling day, they went from door to door telling stories of oneness and teaching people about the beauty of unity. They will monitor the impact before determining which strategy to pull out of their toolkit next.

Californian Children Plant Seeds of Respect

The Piru Full-Circle Learning summer school offers the chance for students from preschool through secondary school to spend a month intensely embracing four consecutive habits-of-heart and performing altruistic service each week. When the featured habit was Respect, the Peacemaker class, pictured here, created materials to teach others what they had learned.



Learners from preschool through secondary school completed a range of projects and conducted role plays. They practiced responding to conflict with respect and kindness. They also wrote tributes to one another to deepen their respect for classmates. They demonstrated respect for nature with water conservation awareness presentations and planting experiments. The plants became gifts for parents, who learned from their children new ways to share love for the human family.

Appreciation of Diversity Wins Out in the Gambia

The Gambia's Full-Circle Learning programs have set new trends in tribal unification in recent years, through community projects and wisdom exchanges. In early 2023, the trend continued when the Masroor Senior Secondary School presented the habit-of-heart Appreciation of Diversity. Girls United student leaders Mariama Jadama and Ana Y. Njie initiated an "enreachment" challenge, prompting their peers to tap their diverse creative skills to develop their own projects that serve the community. They collaborated with students from the Nusrat Senior Secondary School.



Mariama demonstrated how to make homemade sanitary pads for girls, who risk missing school during their menstrual periods. Another student made an elaborate handbag using recycled plastic bottle tops. Another made a table using old car tires.



Students also used the event as an opportunity to demonstrate the solar ovens they made to help community members bake bread easily using the sun's renewable energy. They shared their creations with hundreds of other young people, educators, and parents. Although they received medals, their best reward was the capacity to recognize and appreciate the society-building talents of others.

Project- and process-based learning come together in the Humanity Circle, where each student introduces themselves by their human identity and the group seeks humanitarian solutions to dilemmas.

Climate Change Agents Honor Diversity

The Climate Change Agents in Northern California honored diversity in both human communities and communities of plant and animal species. Organic gardening presented just one topic of study at the scholarship-based, weeklong overnight camp.

The youth conducted a number of 2022 projects that turned into wisdom exchanges. They assessed the resilience of the region through biodiversity counts in the local landscape as well as in the multicultural landscape.

Through a series of research steps and service-learning field trips, they shared organic gardening experiments, celebrated indigenous wisdom, explored improvements to forest management, and experimented with solar travel. They taught these concepts at the local farmers' market, through

exhibits, demonstrations and performing arts. At last, they sent wisdom exchange videos to peers in the Gambia. Pictured on this page, the Climate Change Agents displayed some of the biodigesters they made to demonstrate DIY renewable energy sources.



Project Highlights: Food Security

Teachers and learners design a wide range of projects to transform the community, but with hunger on the rise in many regions, they often prioritize food security. Below, a girl from Southern Chad helped tend the school's bountiful vegetable growing operation. Through this year's community impact grants, schools also grew crops to feed hungry people in Ghana, Kenya, Zambia, and the Gambia.

Around the world, Full-Circle Learning schools applied new skills to abate hunger in their communities, through food preparation, agricultural or distribution practices. We have highlighted just a few initiatives here.



Vulnerable Children Feed a Ugandan Refugee Camp

Full-Circle Learners focus not on what they lack but on what they can give, to help others. At Arise School in Uganda's Nakivale refugee camp, 50 children, many of them orphaned and/or disabled, learned baking skills to feed their community. While baking, the children combined science and art, improving their reading comprehension and developing motor and communication skills. They made pancakes, yeasted and quick breads, and cookies.

The best recipe of all, however, was their recipe for service. Using the habit-of-heart Giving, the students sought to promote love and compassion in a community where all members have had to flee their homes, many seeking refuge from war and other traumatic situations. For the community's Easter celebration, the team of Full-Circle Learners baked cookies for 200 disadvantaged children in the refugee camp, celebrating a holiday party together.



Ethiopian Youth Help Launch Six Experimental Gardens

In FCL's Ethiopian partner organization, Hope for Tomorrow, community activist groups at the Hibret and Abiyot-Frie schools conducted field assessments to evaluate food security. They found that a lack of funds had contributed to malnutrition and widespread illness among many families. The



students created model gardens and taught families based on their own emergent understanding of small-scale farming. FCL partner organization Hope for Tomorrow launched the experimental gardens in six shelters and student food centers, raising awareness among 74 people in five different neighborhoods of Gondar City.

Cameroonian and Ghanaian Resources, from Mushrooms to Fertilizer

Across the world, the climate crisis brings new risks to agriculture and food security as weather patterns change. In Cameroon, students applied their habit-of-heart to the challenge by converting the school's vegetable garden to a mushroom farm.

In the dry season, mushrooms have proven more resistant to water shortages than other crops. In addition, mushrooms sell for more at market, in demand as a healthy food high in protein and other essential nutrients.

At the same time, the students collaborated with Liberian counterparts in their first wisdom exchange, learning about vermicomposting to create inexpensive fertilizer and to grow organic foods.

Another student group from Otinibi, Ghana, won the Best Student Farmers' Award some time ago, but due to lack of equipment, their farms were at the verge of collapse. This year, the students were able to plant only maize and feared they would not be able to fertilize what they grew. They asked for help from Henry Quarshie, the Full-Circle Learning Country Director, who partnered with the students to prepare organic fertilizer to help their crops survive and thrive.



Gambian Wisdom Exchange Helps Everyone Eat

You're never too young to learn the science of growing food – especially in the Gambia. In late 2022, 85 students from Jalanbang School spent a sunny day planting an agricultural garden. The 5th- and 6th-grade students had help from five teachers and FCL's country director for The Gambia, Alagie NDow (pictured with Girls United students). Inspired by the girls' past projects, the Jalanbang students practiced horticultural gardening, demarcation beds, soil preparation, composting, watering, planting seedlings, and sowing seeds to add a community food source.



A Feast of Compassion from Kenyan Learners



Hunger flares with food shortages and rising prices. The Russia-Ukraine war has now destroyed crops across Europe's breadbasket, cutting off grain exports and leaving many Africans without enough to eat. At Chebilat Primary School in Kenya, a discussion of the challenges and the importance of peace prompted one student to suggest putting compassion on the plate—in the form of a project to grow and distribute student lunches to more remote schools in the region.

The Chebilat team of students worked together to grow vegetables in raised beds made with repurposed burlap sacks.

The Chebilat students planned to feed six new schools in the coming months. Full-Circle Learning-funded Kenya programs continue to grow based on popular demand, opening the door to more wisdom exchanges among the world's children.

Liberian Youth Use Farsighted Research as a Farming Tool

The Johnsonville, Liberia region has only two geographical seasons, rainy and dry. Farmers plant and harvest in the dry season. During the rainy season, life becomes difficult.

Students from the newly trained Kabzel Academy began to study the habit of humanitarianism. They started a garden project intended to store food, to help families survive when the rainy season arrives. The learners investigated farming challenges and determined that they had the means to grow greens. They designed a garden above the swampland rather than try to store enough to sustain neighbors through the rainy season. The learners mastered the habit-of-heart Humanitarianism by working toward farsighted outcomes.

Earlier in the year, Liberian FCL trainers traveled to the remote town of Tunapu to demonstrate projects for local teachers and learners. Here, the children honored a local woman who taught them how to use culinary and soapmaking skills to serve others.



Honoring the Right to Eat



The Full Circle learning students and some of their educators at Bymyra, on the 11th of May paid a visit to a psychiatric center called Tanka Tanka. The youth brought gifts to contribute to the food security of the mentally ill patients. With the rate of mental illness rising in the region, the FCL team aimed to educate learners not only on the need for empathy but on the causes and consequences of mental health issues, including the impacts of drug abuse. In the process, the young people welcomed a chance to recognize that everyone has a right to eat.

Experiencing the Right to Feed

Cameroon's FCL Country Director encouraged children to appreciate their opportunity to ameliorate hunger in their community. When she visited St. Paul's Nursery and Primary School in the spring, she was amazed to see that an idea had quickly become a reality. The children had cleared the land in March, planted in April and transplanted in May. Ms. Tantoh congratulated them and helped them make a video to share as a global wisdom exchange.



A Gambian Quest for Cooperation



In just one hour, enough sunlight strikes the Earth to fuel all human energy needs for a year. In the same amount of time, a young person in the Gambia can now use a hand-built solar-powered oven to pasteurize water and cook a healthy meal to share. Students from three secondary schools, along with members of the local Girls United Club, created a project to build solar ovens, feeding their communities with the renewable energy of the sun.

With grants from Full-Circle Learning and the Inspiring Young Stars, students learned the geoscience of energy use, the engineering and carpentry to build the ovens, and the nutrition behind home-cooked meals.

Addressing four different United Nations Sustainable Development Goals, the students centered their project around the habit-of-heart Cooperation, with students from diverse backgrounds working together. They shared their knowledge with new groups and also trained local prison inmates in the useful skill of solar cooker construction, preparing them to rejoin the community.



Highlighted Projects: Equity

The current UN Sustainable Development Goals set targets to decrease suffering and increase equity. Full-Circle Learners integrate the mastery of a habit-of-heart into each project they design as they uplift the elders, the orphans, and the vulnerable. They discover new ways to apply their creativity and problem-solving skills to enhance the human right to not only safety and sustainability, but beauty and general wellbeing. Community impact grants and capacity-building programs help them serve as the voices of justice.



Ethiopian Learners Safeguard Happiness

Tesfa Integrated Development Humanitarian Organization inspired these learners, in 2022, to use their time and knowledge to act on the right to happiness.

The Humanitarian Club at Fasiledes Higher Education Preparatory School reached out to overcome a multi-agency shortage of volunteers who serve the elderly. At two care centers, 332 elders, mentally ill residents and orphans benefited from the students' service. The increase in volunteers came as a relief to residents such as Ato (Uncle) Abera Mengistu, an elder who confirmed that over the 13 weeks of consecutive service, happiness and cleanliness became "the profile" for those living at the center.



The same school acted on a five-year study of traffic accidents in Gondar City, which illuminated the extent of the deaths, injuries and property damage caused by accidents each year, even in areas with few cars. Thirty students of all ages received training to educate the community on traffic safety. (Here, participants discuss traffic safety strategies.)

Girls Unite for the Vulnerable

Young Liberian women who built their leadership skills at Full-Circle Learning (FCL) schools have now stepped into an organizing role. They recently requested FCL funds for a Girls United conference. One-hundred and six (106) girls traveled by bus for hours to participate in the conference, held in the country's troubled Bong Mines County. Those who had just graduated from high school inspired younger girls through stories of past projects, urging them to fulfill their potential to create change.

The girls then divided into smaller teams to pursue projects that would offer hope and help to the residents. One group tested 100 people for malaria, including babies and elders. They distributed mosquito nets and offered malaria medication to the 68 people who tested positive. Other girls conducted interviews at pharmacies or provided clean water for elderly women rejected by their families.

Another team focused on food security. The Bong Mines region offers prime conditions for farming, but the farmers never smile. Two teams sought to find out why. They discovered that in addition to dealing with the rising costs of transporting agricultural goods, these farmers also depend on an NGO to give them seeds for planting rice, corn, peppers, and other crops. In return, the NGO takes three-quarters of the harvest, leaving the farmers with only the remnants—too little to feed

their communities or even their families. The girls realized that food prices will remain high until the policies of the NGOs change, sparking conversations about next steps to educate the would-be humanitarians.



When they reconvened, the girls filled three large workbooks with ideas for projects to help the Bong Mines region. As their first act of service, they gave thank you cards and chickens they'd raised to their conference hosts in a gesture of thanks.

The girls now understood that today's world depends on them for its tomorrow.

The Road to Safety for All



Schools in two more countries took part in road safety projects. The transformation goal—to improve conditions for walking and driving—came in response to a rise in the number of traffic accidents and an increase in the loss of life.

The sixth-grade Peacemakers class at the Perkas School, in Zambia, acted on the habit-of-heart Awareness to promote road safety in an area where so many lives have been lost. They spread awareness of safety measures among both motorists and pedestrians.

Meanwhile, concern for life also motivated the schoolchildren from St Mary's, in Cameroon. They felt concerned that cars had to drop students halfway down the hill from the school just because they are afraid of damaging their tires. They decided to fill in the potholes and level the road that leads to the school. They carried earth and stones and filled up the holes with their spades and hoes. The community joyfully welcomed the children's efforts, praising the fact that they "took responsibility at such tender ages, and it was amazing how they collaborated with their teachers to make this a reality."



Zambian Learners Offer Unconditional Love as a Tool for Equity

In a country where 22 schools participate in Full-Circle Learning each month, this story stood out. Zambian students of Thabita Primary School's Grade 5 class (the class of Love) took a step towards unconditional love when they visited prisoners at Kalikiliki Police Post. The students encouraged the prisoners to reflect on their lives and actions in a positive way and expressed that regardless of being convicted, they are loved and still belong to the one human family. The students donated toiletries, providing a way for the prisoners to keep the facility clean and preserve their health during their rehabilitation.



The project's student leader, Nelia Phiri (pictured in the front row) delivered an inspiring speech of encouragement. One prisoner expressed appreciation and urged learners to concentrate on their studies and to continue being good people, warning them that the police cell is never a good place to end up. After their visit to the prison, the students wrote to the area councilor informing him of their initiative and seeking a partnership for community development. The students have since opened the project to neighboring schools for potential collaboration.

Climate Change Awareness

Urgent Need Prompts Global Action

Nora Okiri, FCL's Kenya Country Director, reported that her Full Circle Learning programs have engaged 893 students at nine schools during spring quarter alone.

The most important community impact projects in the region come in response to the need for climate change awareness. The effects of desertification on harvests and the impact of global war on supply chains have greatly affected food security in Kenya. Some families are living off carcasses and wild fruits.

Primary schools in Vihiga County are urgently creating awareness of needs and solutions. Their

"Share It" step includes working with local government leaders. Their "Send It" step includes letters to land management boards, seeking regulation of mining and other practices that exacerbate the impacts of climate change. They have expanded their conservation and tree planting work and local agricultural wisdom exchanges.

Youth who participate in this year's Climate Change Retreat 2023, in Nevada County, California, will respond to the Kenyan project with wisdom exchange videos about their own efforts to protect the earth and create global "creature comforts" for living species, human and otherwise.



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Collaborations Link Academics, Arts and Action

Change agents at the Full Circle Learning Royal Seed School, in the Gambia, were invited to partner with an organization called Waste Aid, to campaign for climate change solutions.

Through their class work and their field work, the children taught the public greater awareness of environmental care, waste management practices, and reduction of climate change impacts. Their demonstrations, direct action, and persuasion of societal leaders were enhanced by a touching rendition of the FCL song Harmony. During their spring awareness campaign, they shared insights and inspiration with more than 100 people, including government officials, local civic leaders.

Full-Circle Learner Outreach Mitigates Climate Change



Students of the Charles Jaw Secondary School explored the concept of purposeful learning through service. They made sturdy solar cookers and practiced cooking with renewable energy. They made cakes and other foods to demonstrate how to make the change to solar. They followed up with micro-gardening activities, including experimenting with recycled materials to

make pots for starter plants. Their advocacy and academics helped them understand the relationship between energy, climate change, and food security. The project arose from a collaboration between Full-Circle Learning and MyFarm.



Humanitarian Aid

For Learning Communities in Crisis

Climate change ramped up the pace of weather emergencies around the world in 2022, spurring displacements, new health risks and disruptions in school and community life. Full-Circle Learning granted humanitarian aid, between April 2022 and April 2023, to learning communities in Liberia, Chad, and El Salvador. Funds assisted schools in providing community service. In several regions, Full-Circle Learners applied their training to reach out to helped flood or storm-damaged communities without seeking the benefit of extra funding, serving out of compassion for their human family.

Below, boat rescues occurred in N'Djamena, Chad. On the following pages, we offer here a few stories of local crises addressed by Full-Circle Learning this year.



A Ballast of Hope and Soap in Chad

When floods buried the region in water, Full-Circle Learners in Chad conducted projects to help families recover, extending caring, clothing, supplies, and housing to those communities. They traveled by boat to the most devastated areas due to the high water. Pacifique Ndouba, a co-country director in Chad, explained the response to the crisis on the part of the young humanitarians:



"...We were able to bring the students to an act of community service coming from our teachings of the habits-of-heart carried out exactly through the 13 steps (the heart of FCL curriculum design). This flooding disaster has done enormous moral damage to the minds of the victims, because today thousands of families have left the neighborhoods that have become lakes to settle in open-air places, in nature and also along the

roads. We have collapsed schools as well. Now, by grace, many children of school age have been able to save their current school year (by attending) other schools, including the SOS school. And in recent days many families are beginning to catch their breath because the water level is decreasing very quickly in our Sahelian climate. Our students managed to visit one of the sites of the disaster victims to share by giving detergents and soaps."

Even in high waters, FCL students worked hard to embrace their role as society's helpers and change agents.

From Hurricanes to High Spirits in El Salvador

The weather extremes crossed continents in the fall of 2022, when a hurricane in El Salvador destroyed a school's restrooms and courtyard.

Teachers at the Ridvan School were already on a mission to expand the students' potential to transform their community when the storm arose. The learners applied new skills to play a major role in the facelift, and Full-Circle Learning contributed to restroom repairs to reduce the length of the school closure. Meanwhile, the staff incorporated a remodel of the school to include a health clinic, to help their learners provide comfort in the community, teach disease prevention, and provide a hub for vaccinations.

Humanitarian Aid

In the photo on the left, students applied their math skills to participate in the beautification of the school. On the right, they added paint. Families started the school year with high spirits, with the help of the grant and the changes planned by directors Beatriz and René Lemus, who reported the galvanization of parents and the high marks on government evaluations in the months after the training.



Friends in Tarzana California Compares Crises

Full-Circle Learning's Habits-of-Heart Club operates in an immigrant-rich community in Los Angeles County. The young humanitarians have conducted many projects over the year to expand their connection with global peers. In the fall of 2022, the class launched a study of the meaning and value of friendship. The learning unit culminated in creating friendship bracelets for a school in El Salvador whose buildings were affected by the October hurricane.

Before writing letters to their new friends, the children learned the effects of hurricanes and compared needed preparedness plans with their own plans for fire and earthquakes in California.

They also diagrammed earthquake-proof structures, and many joined the student council, so they could assist with fire and earthquake drills at school. They applied the value of compassionate service in inviting deeper friendships.



Scholarships

Gender disparity still exists worldwide. UN statistics state that just 30% of rural girls and 59% of urban girls attend—let alone graduate from—secondary school. Girls participating in Full-Circle Learning programs are chipping away at those statistics.

Full-Circle Learning (FCL) offers select scholarships based on a combination of transformational community service, character-based leadership, academic motivation, and need. In 2022, ten girls graduated from a four-year high school scholarship program co-sponsored by Full-Circle Learning and EDI Dental Exchange.

FCL also serves as the US fiscal agent for the Mahmoudi Trust's Social Justice Grant, established to honor human rights martyrs and offered for initiatives that increase justice in the community.

Four new FCL scholarships and four Mahmoudi scholarships were granted in Africa in 2022, along with the scholarships offered for US programs. Students hailing from Nigeria, Zambia, the Gambia, Liberia, Ukraine, and the US received scholarships in 2022. Meet some of the young scholars including Erena Doekpar, pictured below.





Miracle Ochuko, Delta State, Nigeria

Thirteen-year-old FCL scholarship recipient Miracle Ochuko had been trained in Full-Circle Learning since primary school, with two years remaining in her high school career when she earned global accolades. She has served at the forefront of all the activities at the Harvard International School in the Delta State of Nigeria and 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 represent 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 present in all the workshops we conduct."

Miracle described her favorite habit-of-heart as Humanitarianism and her life's purpose as a long-term role in community health. Her dream is to become 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 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, schoolchildren, elderly men and women both in my community and other communities at large." As a result of the scholarship, she planned to "extend the opportunity given to me to others in any way I can."



Tenna Agagha, Delta State, Nigeria

Tenna Agagha, age 13, received both the Full-Circle Learning and Social Justice scholarships in 2022 for her scholarship and for her service as a leader on the health disparities project team at Harvard International School. Tenna heads her household, as her parents live in a rural village with no school. She and her younger siblings set up their new home in Sapele, Delta State to attend school.

"Life was tough for me as the first child," Tenna confessed in her scholarship application letter, "but joining the health disparities team, I became encouraged to never see my situation as a limitation in my path." As Tenna looks to the future, she seeks to build a health system based on both quality and equality. She wrote, "It is my belief that every human, no matter their financial status, should have free or equal

access to free healthcare and I want to become a medical doctor in order to bridge this gap. Giving me this scholarship will help my word turn into action."



Fathia Kalmadeen, Osun State, Nigeria

Pictured here, Fathia Kalmadeen rendered a speech to her Girls United Club about the war on the molestation of girls. In her later scholarship application, she wrote:

"I have mastered the habit-of-heart Advocacy. As the leader of the Girls' United club at my former school, Salvation Army Grammar School, I have spoken effectively on caring for homeless children through the topic, 'War against children's molestation and the Importance of educating the girl child.' Through my speeches, I have influenced the girls in my club and community positively.

My life's purpose is to become a medical doctor and help sick and depressed people in my world find happiness and love. I have special interest in the welfare of girls and children, especially abandoned and homeless children. I hope to create awareness of the needs of girls and to promote children's welfare."



Bendu Johnson, Liberia

Bendu Johnson helps her mother collect firewood for a living, selling charcoal to pay the bills. Still, she finds time to act on her convictions. She wrote, "My community with 3,000 inhabitants got flooded with over 700 victims by the result of a tragic rainfall, with many losing their homes, clothes and other essential materials. Some got injured and encountered sickness like diarrhea, dysentery, and pneumonia. As I listened to the people's stories, it motivated me to play my heroic role. My concentration was to help with safe drinking water for victims during the crisis (first through a water filter designed with recycled parts and later by helping dig channels for a new flood plain.) Currently, the water filtration method is being used in many parts of the region to keep water from increasing disease."

Bendu's teacher added, "We believe that Bendu's social work was born from the classroom after being taught the habits-of-heart. By creating this kind of classroom environment, teachers enable students to see one another as one human family in conversation and in action. As the school remains a strong partner in Bendu's activism, the classroom is used as the training center." Bendu, a past FCL scholarship recipient, received the Mahmoudi Social Justice Scholarship in 2022.

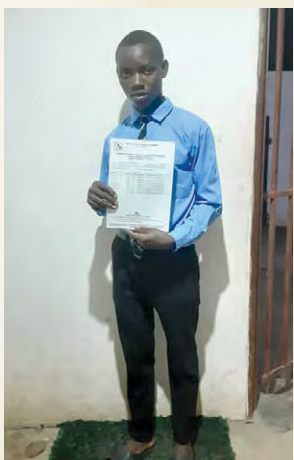


Anna Njie, The Gambia

Anna Njie's school leadership exhibits her conscientiousness and comprehensive knowledge, which she applies to community projects.

She helped to organize a social justice forum in The Gambia with her cohorts in the Inspiring Young Stars club, while also spearheading environmental projects. The scholarship will help her expand her tree planting program.

When she received a 2022 Mahmoudi Social Justice Scholarship, she showed her leadership with an eloquent speech.



Wasamunu Matakala, Zambia

Social justice scholarship Wamunu Matakala attends the John Howard School, in a community school founded by grandmothers to help street children a number of years ago. He has helped his school spread information among families about deadly diseases including malaria, typhoid, and cholera, as many community members remain illiterate and uninformed about prevention and diagnosis. Despite his own family's economic and health challenges, Wasamunu stated:

"I come from a community where health is compromised due to the poor setup of the residential area: poor water supply, poor drainage system.

As a result, there are so many different disease outbreaks. My thanks to

Full-Circle Learning's teaching methodology, which did not only shape my character but also challenged me to take my learning to my community, finding solutions to problems affecting us. Full-Circle Learning gave me hope and helped me realize my potential to be of service to my community—that if we all embrace love and togetherness, then we can be stronger than an individual, to combat the disease outbreaks and other problems we are facing in our community. After all, we are all equal and unique and belong to one human family."

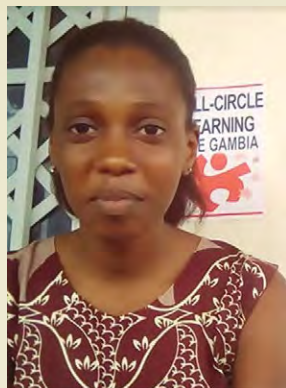


Erena Doekpar, Liberia

Erena Doekpar has grown from learner to leader. She earned the Mahmoudi Scholarship and has continued the work even as she enters university with the help of an additional Full-Circle Learning scholarship. As the lead organizer of the Girls United Conference open to multiple Liberian counties in 2022, she applied her organizational skills to demonstrate ways to assess community needs and design initiatives that meet those needs.

continued >>

Throughout the year, she also maintained her advocacy against drug abuse, working with those in rehabilitation centers, offering food and counsel, and leading her peers on a prevention campaign. She led young ambassadors to present the benefits of a drug-free society as they marched from their local marketplaces to the major highway, a hotspot for drug abuse. Erena has become a cultivator of fellow change agents.



Janaiba Jallow, The Gambia

As a Girls United student who received a Full-Circle Learning Scholarship in 2022, Janaiba wrote: "I was among the young girls who participated in the FCL tribal unification campaign in Gambia. I learnt so much during that moment and mastered the habit of heart unity. As a student I was going from one community to the other with my student friends calling for unity and tribes to see each other as one family." I was encouraged through the Full-Circle Learning programs to be a change maker and be a peaceful child for a better global community, not only me but for all people."



US Scholarships

Scholarship programs exist for all Full-Circle Learning programs in the US. Some programs are tuition-free. Others require scholarships based on a combination of need, character, and merit. 20 scholarships were granted in 2022. Among them, Viktoria, from the Tarzana Habits-of-Heart Club, earned special recognition for the progress she made over the year as a recent refugee from Ukraine.



Advocacy Scholarships

The Climate Change Agents of Northern California all received scholarships for their agency, initiative, talent and character. This California intensive retreat was sponsored in 2022 by Full-Circle Learning with Nevada County Climate Action Now (NC-CAN), and Sierra Foothills Audubon.

Testimonials



Vulnerable populations worldwide receive free capacity building for schools. Exuberant praise in 2022 earned FCL the highest ratings on Great Nonprofits and Guide Star. Please visit the Great Nonprofits website for extensive 2022 testimonials, in addition to these comments from participants:

"I am sincerely grateful to (my Full-Circle Learning leaders and teachers) for opening my eyes and that of my family, that their joy is in helping others."

Martha Okoro, student leader from Harvard International, Nigeria

"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."

Mr. Gift Libingi of St. Vincent Pallot School, Zambia

"This will have a huge positive impact on the teachers, learners, and the community towards peacebuilding, especially with Rwanda's history of the genocide."

Madam Alphonsine, lead teacher of Rwanda's Gatsata School

"Sharing their projects (through wisdom exchanges) helped learners realize that they were not alone on this journey of being positive change agents."

FCL Cameroon Country Director Sheila Tantoh

"I am overwhelmed with this training workshop. The resources shared and the knowledge gained today will enhance our capacities in effectively delivering purposeful teaching with our students."

Gambian teacher, Mr. Kolley

Testimonials



"We follow the Full-Circle Learning framework in a way that the skills acquired cultivate sustainable communities and create a generation of responsible world citizens."

Ugandan school principal Ishara Ghislain

"(I see) the FCL model of education as a true reflection of true and meaningful education. If this way of teaching and learning were applied world-wide, then a better tomorrow is very possible."

Madam Eneless, the principal at Petkas Academy, Lusaka, Zambia

"The model helps create a purposeful teaching and learning environment, not only for teachers and students but also for the community at large."

Tanzanian teacher Ms. Redempta Mallya

"This approach is exactly what the Rwandan community needs. We promise to champion the FCL program to nurture a generation of society-healers."

Uwera Gakumba, deputy principal at Kariyeri Primary and Secondary School, Rwanda

"The community impact made by young students [of Mildred Academy], and that of the FCL model of education, can be applied across the learning world. A better tomorrow is possible."

Dr. G Arave, Chisomo Hospital, Zambia



"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." (Class of Love pictured)

Mr. Gift Libingi of St. Vincent Pallot School, Zambia

The Back Story

What is a Full-Circle Learner?

A Full-Circle Learner may capture your heart. More than their lovely faces or their academic growth or their worthiness, however, their actions will speak loudest, for you will recognize a true Full-Circle Learner as a doer.

Picture yourself as a child growing up in a region vulnerable to health disparities, poverty, food insecurity, conflict, or climate change. You ponder not only your destiny but your potential to change the destinies of others. This vision emerges as your teachers help you magnify your sense of purpose—and teach you to uplift life for others in the process.

With the help of your global family, you will write new stories as a Full-Circle Learner, a student whose every learning unit fuses one habit-of-heart with the chance to serve community needs at the local and global level. In the process, you will surely take part in UN sustainable development goals over the academic year, helping to reduce poverty, hunger, illness, climate change impacts, inequity, disunity, or human loneliness.

The tools you hone will ignite your motivation to learn. You will strive to master not only habits-of-heart but national education standards, creative talents, and the art of diplomacy. You will begin to unleash your potential in the sciences and arts, in conflict resolution and problem solving. Most of all, you will humbly draw from the deep well of your love of humanity to transform the quality of life for others. As a result, global schools want to exchange wisdom with you. They ask how you solve a likeminded community transformation goal through character strengths, practical skills, and group processes. Epiphanies result as you see the wisdom of their methods for doing the same. As you share ideas across borders, lives literally transform through your efforts.



Students of the Ridvan School integrate habits-of-heart, the arts, and academics into group service projects. Still, they find time for a mind-expanding game of chess!

Who are the Full-Circle Learning educators?

Learning leaders who embrace Full-Circle Learning come from many countries, cultures, traditions, and creeds, bound by a common vision. They strive to live by the motto, To lead is to serve and to serve is to lead. They pass this perspective on to youth. They develop their own capacity, learning new skills and strategies that nurture altruistic identities through relevant action. Members of the broader community soon recognize their students as change agents or humanitarians who safeguard the future for everyone. A purpose becomes a plan.



A learning community in Southern Chad cares for an expansive community garden.

What Makes Full-Circle Learning Unique?



Some educational models incorporate character or emphasize socio-emotional development or conflict resolution or service learning as stand-alone topics. Others do well to integrate the arts into academics. Very few models systematically incorporate all these features into every learning unit, through teachers trained to customize the concepts for their community needs and national education standards. These educators receive requests from peers throughout their own regions for help in learning how they too can challenge students to transform not only their local but their global community through character-based, shared problem solving.

The Back Story

Full-Circle Learning schools choose their own relevant community impact projects. Regional facilitators help connect them with peers in distant regions addressing a similar challenge. The resulting “wisdom exchange” projects bring student groups together online, in print or by mail to expand their strategies and processes for applying their current habit-of-heart to the community and global transformation need.

For example, they might reach out to health authorities to discover the national priorities for public health then learn to teach prevention and treatment options and launch a community impact project to apply their skills. Or they adapt the process to grow a community gardening, build climate resilience or cultivate community harmony and peace.

The learning leaders, as well, conduct wisdom exchanges across regions. Each quarter, up to 160 school principals from 10 to 12 countries unite to strengthen their capacity to serve teachers and learners. The Country Directors meet separately to strengthen the FCL facilitators’ capacity, serving together on the Africa Continental Committee. Students acknowledge one another as family members from day one, and their motivation and academic progress grow as they add exponentially to those human family connections.

How Many Does Full-Circle Learning Serve?

In the past year alone, at this writing, Full Circle Learning has served more than a million people, responding to new requests from post- or current conflict-affected regions such as El Salvador, Rwanda, Ethiopia and Peru, in addition to mentoring existing FCL programs in the US and across Sub-Saharan Africa. (These currently include Cameroon, Chad, the Gambia, Ghana, Kenya, Liberia, Uganda and Zambia). Over the past 31 years, we have served in 40 countries, building the capacity of educators to nurture a generation of benevolent leaders and thoughtful citizens whose efforts can

enhance the peace, security, and resilience of nations over time.

For these farsighted reasons, and to reduce current suffering, many communities each year request training programs. They also call for matching community impact grants or scholarships or humanitarian aid to address regional crises, especially the impacts of climate change.



Students from Arise Primary School learned new skills to feed their community. This learning environment, with a high percentage of orphans and disabled refugees, serves Uganda’s Nakivale Refugee Camp.

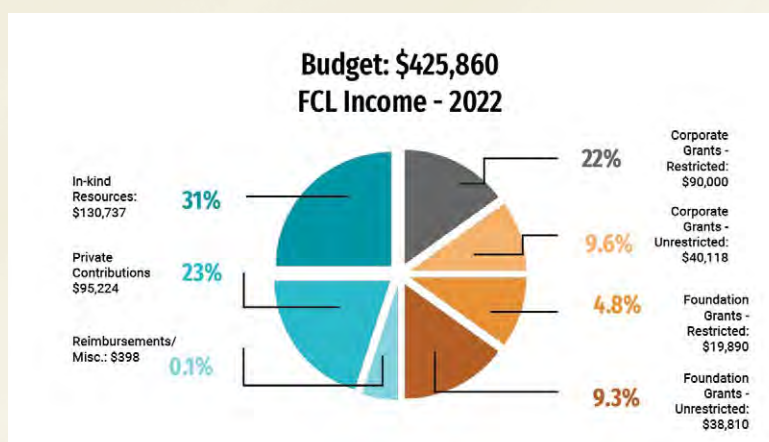
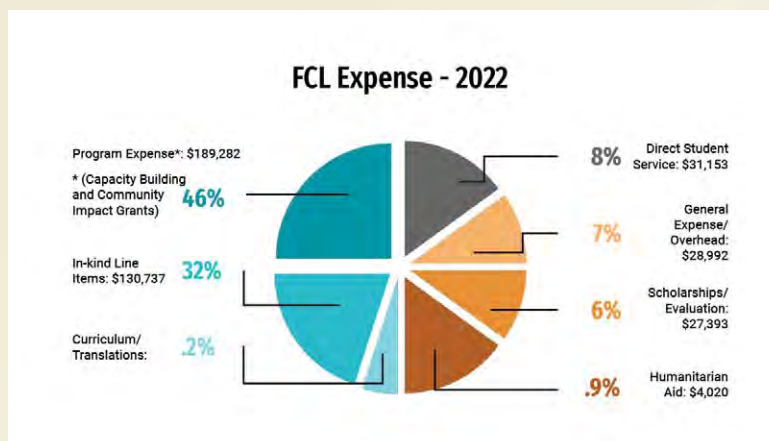
Who Helps—and Why?

A team of Full-Circle Learning leaders, indigenous to each region, works to serve these global communities. Contributors and volunteers help them do so. Headquartered in California, the board routes tax-deductible contributions to address greatest needs. Rather than simply providing basic literacy, we believe we can best enhance global wellbeing by supporting an enduring transformation in human lives.

With your help, we can raise a generation that aspires to what no one person can do alone: to weld the bonds of love and learning; to reduce inequity and suffering; to secure a brighter future for the human family and for all living beings.

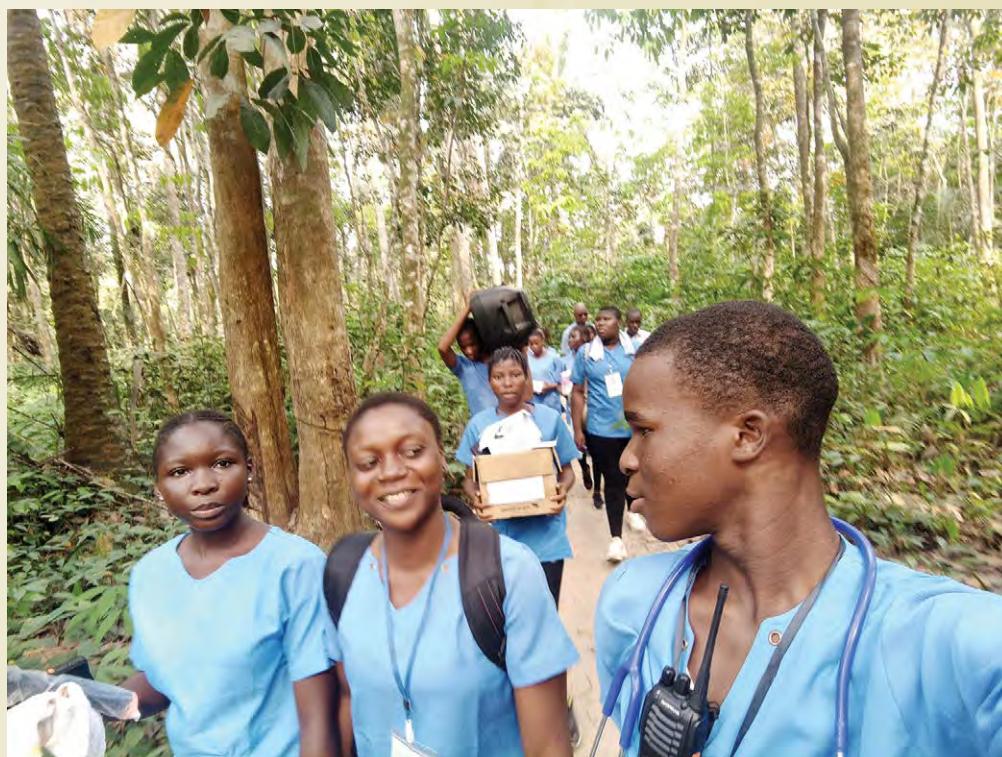
Thank you for investing in this vision, as a member of that same human family. Your help makes a deep difference. As an altruist, your example will inspire youth of every creed toward a noble purpose. We hope you will sense and celebrate your own deep sense of purpose.

Please visit www.fullcirclelearning.org to learn more, to sign up for the newsletter, or to make a contribution. Meanwhile, we hope you enjoyed the stories in this community impact report!



Transformation Across the Nations

| Number of Newly Served | The Gambia | Nigeria - Delta | Nigeria - Osun/Ogun |
|--|---------------|-----------------|---------------------|
| Students | 11,900 | 60,000 | 800 |
| Teachers | 255 | 1,040 | 80 |
| Schools | 49 | 52 | 8 |
| Broader community members served by students | 4,600 | 620,000 | 60 |
| Total Constituents Served in 2022 | 16,804 | 681,092 | 940 |



Transformation Across the Nations

| Number of Newly Served | Zambia | Liberia | Cameron |
|--|----------------|----------------|---------------|
| Students | 16,200 | 70,400 | 22,846 |
| Teachers | 502 | 2,560 | 175 |
| Schools | 54 | 128 | 74 |
| Broader community members served by students | 121,934 | 307,200 | 1,130 |
| Total Constituents Served in 2022 | 138,636 | 380,160 | 24,151 |



Transformation Across the Nations

| Number of Newly Served | Ghana | Kenya |
|--|-------|-------|
| Students | 5,760 | 1,652 |
| Teachers | 180 | 91 |
| Schools | 58 | 23 |
| Broader community members served by students | 2,100 | 4,500 |
| Total Constituents Served in 2022 | 8,040 | 3,843 |



Transformation Across the Nations

| Number of Newly Served | Uganda | Chad |
|--|--------|--------|
| Students | 4,500 | 3,690 |
| Teachers | 1,100 | 93 |
| Schools | 32 | 15 |
| Broader community members served by students | 2,700 | 3, 813 |
| Total Constituents Served in 2022 | 2,700 | 7,596 |



Transformation Across the Nations

| Number of Newly Served | America & Asia | Ethiopia |
|--|----------------|----------|
| Students | 3,000 | 30 |
| Teachers | 100 | 2,190 |
| Schools | 8 | 4 |
| Broader community members served by students | 3,000 | 18,000 |
| Total Constituents Served in 2022 | 32,000 | 2,029 |



Transformation Across the Nations

| Number of Newly Served | Rwanda | El Salvador | Total |
|--|--------|-------------|-----------|
| Students | 1,978 | 200 | 204,748 |
| Teachers | 31 | 11 | 8,408 |
| Schools | 13 | 1 | 518 |
| Broader community members served by students | 100 | 400 | 964,937 |
| Total Constituents Served in 2022 | 2,029 | 400 | 1,176,819 |



Thank You to the Full-Circle Learning Family!



At the Karama School in Rwanda, learners embraced the habit of unity.

FRIENDS OF FULL-CIRCLE LEARNING

Abraham Zerihun
Aimee & K.C. Porter
Baktash Aazami
Barry & Nancy Harper
Beverly Marks
Camelia Imani
Chitra Golestani
Christiana Kalawa
Christine Johnson
Cindy & Mark Dankberg
Claudia & Alan Bingham
Consuelo Banderas
Craig & Carmen Maronde
Cris & Bill Garlington
David & Teresa Langness
Deanne LaRue
Deborah Posada
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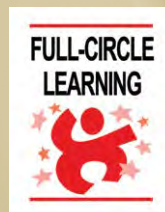
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Girls United participants offered performing arts on their "Appreciation of Diversity" theme, to extend their goal of tribal unification into 2023.



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