

# From Resilience to Brilliance



Full-Circle Learning Report  
January 2020 - March 2021





## Contents

|  |       |
|--|-------|
| Letter from the Board: From Resilience to Brilliance | 2     |
| Spotlight on the Full-Circle Learning Model          | 3     |
| Testimonials   | 4     |
| Communities Served                                   | 5-6   |
| Wisdom Exchange Highlights                           | 7-12  |
| Exemplary School Project Samples                     | 13-24 |
| Girls United Projects                                | 25-32 |
| Scholarship Profiles                                 | 33-43 |
| Educator Capacity Building                           | 44-51 |
| The Pandemic Connects Global Families                | 52-54 |
| Friends of Full-Circle Learning                      | 55-58 |
| Financials   | 59    |

*Below: Change Agents rallied to prepare for their service-learning event.*





# From Resilience to Brilliance

Dear Friends of Full-Circle Learning,

Prepare to be delighted as you read the pages that follow. Journalists reported dire numbers throughout the pandemic year of 2020-2021, and it became too easy for all systems in civil society to quote their losses: lost lives, lost schooldays, lost income. Tales of trauma painted the backdrop for almost every discussion.

On the following pages, we will engage you in an alternate story in which numbers represent progress. We will share the unanticipated, awe-inspiring version of the narrative in which children transcend high-stakes challenges as they rise to the call to serve their human family with renewed vigor.

Full-Circle Learning, as an educational research model, has touched lives in 35 countries over almost 30 years. Our research has always confirmed that hardship paired with opportunities for altruism impels learners to develop new strengths and that wider-scale problems launch the search for integrative solutions. This year's Full-Circle Learning experience reinforces this pattern. Learners turned acts of creativity and compassion into increasingly complex community transformation projects and collaborations for the common good.

Rather than fearing personal loss, students applied habits of heart, mind and soul to prevent it. In economies threatened by food insecurity, they stepped up their efforts to feed their most vulnerable. Rather than lament days out of school, they overcame technological barriers to practice distance learning.

They eased back into classrooms with a stepped-up commitment to academic projects based on a world-embracing vision, engaging in wisdom exchanges across national borders, to mend health disparities, to unify tribes, to bring clean energy to communities, to reduce poverty among elders and to tenderly assist malnourished mothers and babies.

We hoped for the collaboration that lends to sustainability and resilience. This generation of teachers and learners rewarded us with something even brighter—with shining demonstrations of new strength, ingenuity and love.

We hope you will sense the luminous spirit of these students who moved beyond resilience to brilliance, as the lessons learned in a pandemic year replaced shadows with light and fear with love.

Sincere Gratitude to All the Friends of Full-Circle Learning  
From the Full-Circle Learning Board



# Spotlight on the Full-Circle Learning Model

Full-Circle Learning (FCL) is both an educational model and a nonprofit 501-c-3 organization.

## Full-Circle Learning's Mission:

To help each generation embrace its role as society's humanitarians and change agents.

## Vision

Learning motivation increases when teachers and learners honor the nobility of all those within a system, applying their evolving strengths to improve and uplift the wellbeing of others.

## Organizational Lines of Activity

1) Educator Capacity Building; 2) Wisdom Exchanges; 3) Project Grants and Service to Schools; 4) Scholarships; and 5) Humanitarian Fund (as needed).

## Description of the Full-Circle Learning Educational Model



The Full-Circle Learning model pivots on the concept that humans respond to their elemental belonging to one another. Research suggests that cognition improves, creativity flourishes and compassion finds its mark when these processes interlock in one coherent system, which tethers curriculum design, assessment and classroom management.

Teachers transform communities by threading a habit-of-heart through all learning to achieve unit outcome on community needs, sustainable development goals, and academic standards, giving birth to a higher sense of purpose for both teachers and learners.

## During the pandemic year:

- FCL offered project grants, scholarships, teacher training and humanitarian aid in a dozen countries.
- More than 700 schools participated in FCL distance-learning programs, with or without technology.
- As students returned to class, schools initiated unit-based habit-of-heart service projects. Their efforts affected sustainable development goals ranging from community resiliency, disease prevention, nonviolence, pest management, sanitation, eldercare, food security, gender equity, energy and agriculture and climate change awareness.
- Students learned anew the value of their role as community caregivers. Many took specific courses on coronaviruses.
- Teachers, parents and student teachers gained access to new online as well as onsite education courses.
- Habits-of-heart guided the path of service for learners from preschool through high school and inspired new wisdom exchanges between multiple countries.

*Right: Teachers each contemplated a range of potential habits-of-heart to choose a theme for an upcoming academic lesson plan unit.*



# Testimonials

## Quotes from Educators

"64...model and approach to education does more than concentrate on academic brilliance. It also focuses on character development of learners for them to be peacemakers, self-reliant as well as giving back to their community through service projects."

- Mrs. , *Zambian School principal*

"Our aim is... to change people's mindset to love one another, because through love we can accept each other. No matter which background you come from we are one."

- *Morris Sanyan, FCL school coordinator, Wellingara School*

The integration of FCL into our national curriculum is so essential because it provides huge benefits to those subjects and our young generation.

- *A practicing school principal*

## Write-ins from Student Surveys and Interviews

"I now see myself as a solution to many people in my community."

"This project helped me to apply some of my skills practically, which will help improve my academic performance."

"This is a life-changing moment for me to be a part of those solving the problems of tribal and political malpractice."

"I learnt that the habit of heart UNITY is more than a skill. [It can] change a lot of things and bring the human family together."

"I am extremely happy to unify the people of my country through my voice, and I am confident many people will unify."

## Comments from Community Members

"After all they have now learned, my kids asked me to put up the word 'resilience' at home, to remind them throughout the new school year that no matter what comes their way, they need to stay calm, push through and not give up."

- *A parent from Piru, California*

"This project has given me an idea on what I can initiate and do with other schools on a long-term basis. This way the young can avoid the pitfalls of the old."

- *Mr. Jallow, presenter from the local hospital striving to eradicate malnutrition*

"I will continue to educate and advocate to other parents in my community."

- *A beneficiary of a community transformation project*

*Right: Gambian students involved in a wisdom exchange worked toward tribal unity during their unit on Appreciation of Diversity. The project was designed so the eight Gambian tribes and the 72 Zambian tribes would feel the impact of their heartfelt actions.*







*Right: Students of Gandoma High jumped at the chance to help their classmate Erena educate the community about the dangers of substance abuse. She taught two schools about the scientific aspects of the topic, giving talks and arranging research trips to the local hospital.*

## Communities Served

**Total Constituents: 363,368**

(Through training programs, projects, grants, scholarships and humanitarian aid)

### Locations of Practitioners Directly Served, 2020-2021

#### Liberia

Total schools: 736

Total students: 220,800

Total teachers: 14,720

#### Zambia

Total schools: 36

Total students: 6,328

Total teachers: 203

#### Ghana

Total schools: 35

Total students: 16,500

Total teachers: 304

#### Nigeria

Total schools: 33

Total students: 7,000

Total teachers: 640

#### The Gambia

Total schools: 22

Total students: 2,600

Total teachers: 109

#### Chad

Total schools: 21

Total students: 8,400

Total teachers: 168

#### Lesotho

Total schools: 10

Total students: 5,000

Total educational leaders: 80

#### Kenya

Total schools: 1

Total students: 450

Total teachers: 10

#### US

Total schools: 3

Total students: 100

Total teachers: 6

**Subtotal served in Onsite Capacity Building: 283,418**



## Humanitarian Aid Rendered During the Pandemic:

Learners benefiting from FCL Distance Learning aid: 36,400

Food-insecure people benefiting from food aid: 43,550



*Above: Many communities locked down early in the pandemic. Families who depended on the school lunch for food security began to starve, as did others who could not leave home and teachers who lost their income. Contributors helped Full-Circle Learning distribute rice and oil to the most vulnerable.*



*Above: Food aid went to school leaders, who distributed it through teachers familiar with the needs of the families. This delivery fed an extended family of twelve, identified by Lorpu, the teacher on the right.*



*Above: Full-Circle Learning (FCL) teachers in various countries developed distance learning lesson plans. FCL helped them share the lessons across borders. Learners soon took health care courses and taught others about the virus.*

## Wisdom Exchange Highlights

Full-Circle Learners apply a habit-of-heart, along with practical academic and artistic strengths, to turn a community hardship into transformation. Their motivation, skills, and effectiveness expand when they have the chance to view that habit-of-heart and locally relevant challenge from the perspective of a wisdom exchange partner beyond borders. As groups of students from different countries apply a habit-of-heart to tackle a community transformation goal common to their communities, they begin to share processes, ideas and knowledge to find more effective solutions for both local and global issues. The projects on these pages represent a few of the global wisdom exchange pairings from spring 2021.



*Above: Full-Circle Learning facilitator Mabel Kandongwe gathered students from John Howard School to celebrate the results of their typhoid awareness wisdom exchange project.*

In the words of Zambian fifth graders hosting an exchange,  
**“There are no problems beyond solutions.  
Every problem can be resolved  
if we work together.”**



## 1. Community Transformation Goal: *Remedy Health Disparities* **Habit-of-Heart: Awareness** **Wisdom Exchange Countries: *Nigeria, Zambia***



*Above: Students go door to door to educate the people across ten communities about Lassa fever. (They have now conducted health checks on more than 3,000.)*

Communities in Nigeria currently confront the dangers of the highly infectious Lassa fever, a highly infectious vector-borne disease spread by rodents. Harvard International School students toured a hospital to study the virus.

Students learned that the number of Lassa cases is predicted to double by 2070 due to complex aspects of climate change, such as temperature, habitat loss, shifts in human population and vector migration. Like Ebola virus, Lassa virus causes haemorrhagic fever and can be fatal.

After learning all they could about the disease, students visited homes, schools and streets to educate their fellow

citizens about prevention, ultimately reaching ten communities. They aimed to take their educational program to 3,000 people focusing not only on treatment but also on keeping towns and homes clean to discourage rodent infestations. Inspired by their model for Lassa fever prevention, students from nine schools in three council areas are already researching the causes, preventive, curative and management methods of high blood pressure and diabetes, the number one killer of people over forty years of age in Nigeria.



*Above: Harvard International students traveled far beyond their school to spread awareness and to share their process with their wisdom exchange partners.*

Meanwhile, wisdom exchange partners in Zambia applied the habit-of-heart awareness to reduce the incidence of typhoid fever, a disease spread by carriers exposed to contaminated water.



*Right: In faraway Zambia, learners shared progress reports and process reports about creating awareness of typhoid versus Lassa fever.*





Above: Drawings helped spread awareness.

Typhoid fever has claimed lives and shut down schools, especially in villages where contaminated water makes sanitation a challenge. The Zambian students carried out their project at John Howard and Lushomo communities, working with community officials to get permission to pursue the project. They disseminated information, passed out chlorine to clean the water, and conducted a community sanitation project. They conducted interviews with television journalists. They demonstrated ways to transcend the debate around cultural taboos against putting additives such as chlorine in the water.



Above: Students met with residents and looked at homes.

Although the mechanisms of disease transmission differ for Lassa and typhoid, a clean environment can prevent both illnesses. Expanding on the quality of their local solutions, the two teams agreed to emphasize public health campaigns to conquer these pathogens.



Above: Local women started a shareholder farm to support a school for street children, but the school now hosts these change agents who keep the community healthy.

Students from John Howard and Lushomo school students visited a hospital to learn more about their microscopic enemy. To appeal to their community, students wrote poems and songs to raise awareness about typhoid. They demonstrated that when the public that when one cultural group was opposed to water chlorination because of cultural beliefs, the conflict bridge could help move the community toward safety with respect and understanding. Students in both countries cleaned common spaces and taught their communities to keep the water, land and living spaces clean.

When the Zambian and Nigerian students had a chance to compare the various tools and processes for reducing health disparities and saving lives, both groups felt rewarded as contributors and as learners.

The work has been so successful that local health officials in both countries have requested that the students continue their efforts in public health. Inspired by their model for Lassa fever prevention, students from nine schools in three council areas in Nigeria are already researching the causes, preventive, curative and management methods of high blood pressure and diabetes— both leading health threats to people over 40 years of age in the region. Students are learning how to use monitoring devices for blood pressure and blood sugar, with the aim of spreading this knowledge to the community as well.

Right: Students role played tribal conflicts about taboos on additives (chlorine) in water. This helped them sensitively talk to community members.





## 2. Community Transformation Goal: *Tribal Unification* Habit-of-Heart: Appreciation of Diversity Countries: *The Gambia, Zambia*

The nation of Zambia hosts 72 different tribal ethnic groups. In the past, the ethnicities have coexisted harmoniously, but today, five tribes rule, and the rest feel left behind. Increasingly, leaders use tribal language as a political and ideological tool, dividing people and instilling hatred. Students at the St. Thomas School sought to mediate conflict and create a more unified, appreciative society. With elections on the horizon in August 2021, the children took urgent action. They marched on the streets to advocate stronger appreciation of one cultural group toward another, offering bold speeches and conducting private conversations with passersby. One man who vowed to take the message back to his village said: "For any people to progress and to achieve peace and prosperity, there must be unity and appreciation of diversity in all aspects of life."



Above: Marchers in both countries spread the message of unity. Passersby took the message back to their villages.



Simultaneously, in the Gambia, the Inspiring Young Stars launched a project aimed to ease rising tensions among their nation's own seven tribes. The students took to the streets and also sent letters and back and forth with the Zambian group, brainstorming strategies to foster appreciation of diversity.

Both wisdom exchange partners organized public festivals to celebrate the positive traditions of their nations' diverse tribes. The crowd was thrilled when students performed cultural dances, songs, drama, and poetry, educating the audience about the unique beauty of each culture's traditions. Students and guests alike expressed that they finally felt they had a place where they belonged – together.



Fifty Zambian students, including those on the right, performed for an audience of more than 200—not including the much wider TV and radio audience. Meanwhile, 85 Gambian students hosted open-mic events in town marketplaces as well as performances at the Abuko Satellite Event Show's Multicultural Talent Show.

Mrs. Museteka, a grandmother in Zambia, encouraged the youth to advocate for peace and unity, regardless of which tribe they represent, saying,  
**"We are one people, one nation.  
One human family."**

A distant Gambian man echoed the plea:  
**"Listen to these children advocating  
for national unity. We all pray together  
in the church and mosque.  
We are all one human family."**



Above: Groups in both nations performed at the cultural festivals. Gambia's Inspiring Stars, above, truly did inspire the crowds to appreciate diversity!



### 3. Community Transformation Goal: *Clean Energy for a Sustainable Community* Habit-of-heart: Open-mindedness Countries: *Liberia, The Gambia*

Open flames present constant fire hazards for families who rely on charcoal or gas cookstoves. Students collaborating across borders recognized the triple benefits of combating climate change and air pollution while helping their communities convert to safer fuel sources.

Knowing it may not be easy to overturn familiar cooking methods, Liberia's Central Academy and the Gambia's ABC Secondary School centered their project on the habit-of-heart of open-mindedness. After touring home kitchens and commercial bakeries, they used Zoom to discuss potential solutions and finally determined they would construct solar ovens from wood, glass, and foil.

The ovens proved successful in baking bread, so the students took their knowledge to other schools, helping to install solar ovens in cafeterias and teaching other students how to build solar ovens for use at home. They created posters and songs about the importance of solar energy, encouraging their global community to replace harmful charcoal fuels with the inexhaustible power of the sun.



*Above: Learners in various locations are studying clean energy approaches. A Girls United student, on a trip to EnDev, learned about the new sustainable and durable oven.*





#### 4. Community Transformation Goal: *Reduce Poverty among the Aged* Habit-of-Heart: Kindness Countries: Zambia, Liberia

In some regions, citizens who contribute to their communities over a lifetime do not always have a safety net when they can no longer afford their own food, clothing, shelter and medication. Students in two countries teamed up to correct this issue through kindness. They sought societal change by writing letters to local and national authorities in church and government, advocating for stronger support for aging citizens. In their dealings with government officials, they demonstrated conflict resolution strategies and modeled peaceful community change.



Liberian students imagined how they would want to be treated in their later years. In one school, they recycled clothing and cotton thread to make doormats to sell in the local market. With the funds earned, they bought foods such as oil, rice, and peppers to serve the community's elders.



Simultaneously, students from Zambia's Cry Community School led a project to demonstrate the habit-of-heart of kindness by knitting doormats as gifts. They also cleaned homes and washed clothes for their elders. The students offered songs and artwork to communicate their message of caring.





## Exemplary School Projects

Full-Circle Learning (FCL) learning units integrate a range of scaffolded steps, presenting a habit-of-heart as the impetus for academic and artistic subjects relevant to a transformational community service goal. Sustainable development objectives and conflict resolution applications occur organically as teachers and learners respond to the needs of communities.



Above: Eric Muleya demonstrates the intersection of character, academics, the arts and service.

“When a school or group of schools brings community and local resources to an exemplary unit project and needs extra resources to complete the process, FCL matches their commitment with a project grant under \$500. Approximately 12 project grants are given in a six-month period. Even a small contribution can make a big difference when FCL responds to a request for a project grant.”

On the following pages, discover a few examples of funded projects that shift resilience toward brilliance in the process of transforming both the learning and the community.



Left: Twenty-six Liberian schools celebrated the chance to work together on an exemplary school project grant.

## Liberia: Students Give Light and Life



*Above: Service to the elderly inspired a class to wire five homes with no access to electricity. Currently, the class is collecting data to see how many more Careysville homes they should wire.*

Five senior citizens now enjoy electrified homes, thanks to students of Harvest Mission, with help from FCL facilitator Matthew Chea. The seniors felt abandoned living in darkness, with no access to an affordable energy source. The learners studied the options and then introduced the habit of open-mindedness to the community. They could not access solar panels, so they improvised a battery-operated system for each of the homes.

On the night that they first installed the gift of light, one of the elders got up in the dark and almost stepped on a black cobra. The new light fixture had saved his life! Now, through an extension grant, the students are creating a longer-term solar solution.



*Above: An elderly man looks on during the wiring of his home with electricity. That same night, the electric light saved him from stepping on a deadly cobra snake.*

This was not the first nor the last act of compassion. The students have joined forces with Hill City School to chlorinate seven abandoned wells and to teach the community how to maintain the wells for human use.



## Liberia: Students Offer Tools for Resiliency

Four schools brought their science and agriculture lessons to life with a School Agriculture Initiative to promote the habit of Resiliency throughout the community.

Redeemed Christian Academy led the project. Its impact reached 100 community members who formerly could not supply their own daily provisions. The grant would provide more than seeds and farming tools. It would expand capacities.



Together, the students and teacher cultivated the soil and continually weeded the grasses, with parents joining in to helping to tend the farm. Their lessons learned in class came to life in the form of new crops.

The learners sang traditional songs in the village to raise awareness of community dwellers and motivate them to come to the event at the school farm. The residents were especially amazed to see the conflict bridge demonstrations. Those who gathered felt they were on their way to learning new tools to sustain their families and build a resilient community.



*Above: Children and parents gathered to harvest crops for 100 neighbors as part of their Resiliency project.*





## The Gambia: Health as the Fruit of Love

Mothers and children served by a convent in the Gambia suffered from starvation, malnutrition, and kwashiorkor. A lifetime of malnutrition leads to a sickly old age, and elders in the community bore these scars of poverty since childhood due to poor nutritional education.

Teachers at Royal Seeds Academy began Operation Every Stage of Life Matters with their elementary students, practicing the habit-of-heart love to improve life for malnourished children. The students expanded their own learning about nutrition and then trained the convent's young mothers. They provided food directly to struggling families—groundnuts, sorghum, millet, and fish. In addition, they offered training in conflict resolution, to help mothers make the case to their spouses for the importance of nutrient-rich food.

Mr. Manjang Jammeh, from the malnutrition ward at the local hospital, came to the school and coached the children to integrate math percentages, art, and biology as they made nutrition charts. The students brought food supplies, soap and toys to the mothers and babies, singing songs of harmony and love. Participants included 92 children, teachers and community members.



FCL Facilitator Alagie NDow commented, "The malnourished children are doing great, and the mothers are very overwhelmed and full of gratitude for the cache of food and information they have received from the project." The hospital representative, Mr. Jallow, took on the project with vigor, appealing to the PTA for help and training the students as nutritional experts on how to provide balanced meals. One mother exclaimed that at last she would know how to improve the health of her baby.

*Above: The school, the hospital, and the convent worked together to teach nutrition and gather food.*

*Left: SMr. Jallow brought the children to the hospital to demonstrate the effects of nutrition on health.*

*Bottom left: Grateful mothers saw their toddlers thrive.*

*Center: Students raised awareness of good nutrition.*

*Right: Learning about balanced diets and pie charts, learners made their own tools for teaching the mothers.*





## Ghana: Cultivating Leaders

An understanding of agronomy serves as a good tool for tackling food insecurity, especially when paired with patience and compassion. The Full-Circle Learning program in Ghana has cultivated students who learn both the science and the habits-of-heart to become leaders in feeding the hungry.

The students collaborated with experienced farmers to cultivate their skills. On National Farmers' Day, special youth farmer awards went to four Full-Circle Learning students, who received cutlasses and seedlings to help their farms thrive. When Nii Afutu Brimpong, the chief of the Danfa district in Accra, saw the humanitarian purpose behind the students' work, he declared his belief that their agricultural success will inspire other young people to improve their communities as well. Award winners posed here on National Farmers Day.



*Above: Full-Circle Learning students won awards on National Farmers Day, as the leading agronomists in their age group.*

## Tanzania: Heart Bags and the Cycle of Giving

Many years ago, a mother in Tanzania took in orphans until her caring resulted in the opening of the Sion Center, an oasis for orphaned girls. Today her son, Frank Mollel, operates a new 501(c)(3) organization, Heart of Africa, to house the girls and to help them develop the skills to become self-sufficient adults.



*Above: A mother in the community receives a creative bag sewn by one of the girls.*

In December 2020, the girls welcomed the chance to advance their sewing skills to honor elderly women whose lives had enriched the society. To express love and empathy, they sewed heart bags and delivered them as gifts for the widows of the community.



*Right: The orphans served by the project pose with the bags they will give away. Their sewing projects also benefit the services provided by the orphanage.*



## Zambia: Appreciation of Diversity includes Autism Awareness



Nine schools in Zambia participated in a program to help learners and teachers appreciate diversity, focusing on awareness of the needs and capacities of autistic and altered children as well as albinos, tuberculosis survivors and other stigmatized groups.

The FCL facilitators worked with the university's medical school students to help teachers understand the signs of autism. *Zambian Gems* helped design the curriculum. Next, the students at each school engaged in science, art and drama to encourage their communities to lovingly accept those who learn, look or think differently. The Mildred Academy made a video, available on FCL's YouTube channel.

Even the albino boy at the School of Love took the spotlight. Leaders described the program as a huge success in expanding awareness among teachers, community members and children, who learned to embrace both the obvious and the less perceptible differences among themselves.



*Left: The class honored uniqueness and discussed the injustice of stigmas against albino and special needs children.*

*Below Left: At a village school founded in a tent, the class of Love strives to live up to its name.*

*Below Right: Evelyn Mikandawire and fellow medical school students taught teachers and learners in ten schools about inclusivity and autism.*

*Top Left: Mabel Kandongwe assisted the *Zambian Gems* medical school scholarship students with their Autism presentations.*

*Bottom Left: Facilitator Eric Muleya wheeled these learners to the presentation on Appreciation of Diversity at True Gospel School.*





## Liberia: Sustainable Farms and the Fruits of Patience

Full-Circle Learners know it takes time and hard work to change the world, and orphans know that food doesn't always come through an open refrigerator door. An exemplary school project grant at a school catering to orphans helped students turn a dry seed bed into an abundant harvest, with patience.

At the United Christian Mission Academy in Kollieman Town, Liberia, students take their classes outside. Learners from 6 to 16 studied plant biology by sprouting seedlings of cabbage, eggplant, garden egg, and more, then transplanting and cultivating them and struggling to manage pests. The students not only supplied their own school community with food but then fed the elderly of Kollieman Town, in Bensonville. Now that students have seen how their patience can bear literal fruit, they've strengthened their resolve to tackle hunger throughout the community by making the farm more sustainable.



*Learners at all levels participated in the planting, the transplanting, the tending and the garnering and distribution of this first harvest, a reward for their habit of patience.*





## Liberia: A Grain of Kindness

Liberia offers a humid climate, ideal for growing rice. During the period of distance learning early during the pandemic, Liberian educators developed an empathy unit. Based on its references to rice, the students could study botany at home.



*Above: Elders in the community each carry home a crown of honor - a bag of rice.*

Later in the year, back in school, the students at Grace International School took their rice-growing lessons to heart. They discussed who most needed kindness in the community. They interviewed the widows and elderly ladies in the village to see what wisdom they could glean. Next, they gave the rice they had grown, with bottles of oil. Simple but symbolic, this lesson brought joy to the children, the teachers, the parents and the elders who felt venerated for their own many years of kindness.



## Liberia: Some Climate Change Impacts Have Legs

Rising temperatures in a warm, wet climate can increase pest infestations and the health risks they bring. Disease-carrying insects menaced the Lower Red Hill Community in Liberia. Cockroaches, mosquitoes, fleas, and other pests spread illness and destroyed crops. Residents complained about these vermin entering their homes and biting them. Malaria was a common affliction.



Students in Full-Circle Learning programs at four local schools put their heads and hearts together to solve this public health problem. With their teachers, they created a project to promote the spraying of the community with insecticides. They used songs, posters, dramatizations, and carried out conflict resolution exercises to educate community members on how to keep their town clean and free of pests. In each neighborhood where they conducted their demonstrations, officials acclaimed the project for the difference it made in public health benefits. As a result of the efforts, the community adopted an ongoing practice of spraying, the insect population declined, allowing the human population to thrive.



Above: Mr. Dargu Suma, thanked the youth of Lower Red Hill.

*Right: Students demonstrated family and community conflicts about waste disposal and water storage, showing ways to prevent infestations.*





## Chad: Chalk it up to Unity

“Work in Unity” was the theme of a project for classes of all ages, at the community school called Nouveau Jardin, in the south of Chad, in a community called Moyo.

The children took on the challenge of selling vegetables in order to buy the chalk for class sessions. The students assist vulnerable people without distinction by offering their well-tended vegetables, and now, they will be selling some of the food to benefit their teachers as well.

*Right: Work in Unity project at Nouveau Jardin in S. Chad.*



## Cleaning Beaches, Opening Minds



Someone in the UK tossed away an empty water bottle. The next week, the Change Agents in Liberia intercepted it during their beach cleanup. For these young leaders, every discarded bottle holds a message in it: “One Ocean, One Climate, One Future.”

Two schools organized a field trip to a key fishing port on the Atlantic coast. In many Liberian homes, fish is the main protein source, so these students know firsthand the importance of the health of the oceans for human health. To the students of the Climate Change Agents club, a beach covered in plastic is a sign of a planet in trouble. They faced the global plastics crisis head-on, collecting a mountain of bottles and other refuse. They filled two enormous bags, recycling all they could. More importantly, they educated the world community about the importance of keeping beaches and oceans clean.



**“One Ocean,  
One Climate,  
One Future.”**



## Preventing Malaria Among the Vulnerable



Health disparities concern Full-Circle Learners in the age of climate change, as hot, humid weather favors the mosquito population. In 2020, the Harvard International school, in Nigeria, led a malaria campaign. Students made mosquito nets available for those who could not afford them, advocating for supplies by writing to health officials and even helping to peacefully resolve conflicts among those who did or did not have nets.

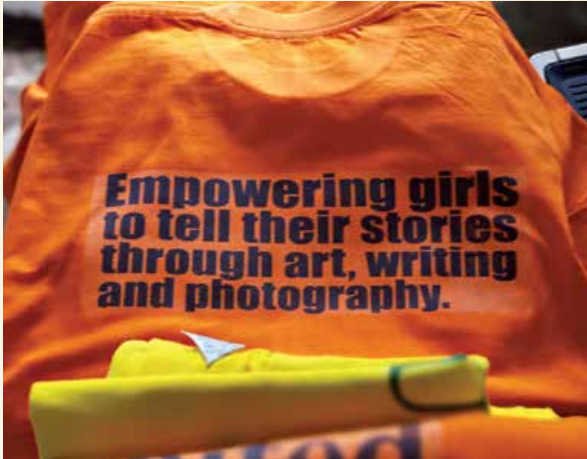
Schools in other countries followed suit. Liberia's Vonyee G. Dahn School distributed nets to its elderly residents and trained people in ways to prevent or treat malaria. Zambian schools have now requested a similar program, to conduct a multi-country wisdom exchange about how to address health disparities to prevent outbreaks of malaria and other diseases exacerbated by extreme weather associated with climate change.



*Above: Adults expressed amazement that children from Vonyee G. Dahn School had solutions for the health disparities they had struggled with for so long.*



## Girls United Clubs



Full-Circle Learning has hosted Girls United Clubs as complementary learning programs since 2010. The first club began as a collaborative project to assist traumatized girls living in refugee camps after the 2010 earthquake in Haiti. When the girls' anthology reached the other schools, the clubs quickly mushroomed, as girls in other countries embraced the idea of telling their own stories through the arts. Initially, through peer counseling, they encouraged one another to stay in school, to

avoid forced childhood marriage, and to use their voices to improve society. Today, the girls design wide-ranging projects to uplift society, championed by mentors and Full-Circle Learning facilitators.

Changing the world lies within reach, based on the vision of Girls United Club members living in urban Liberia. They met with their Full-Circle Learning mentors in 2020 to discuss the challenges facing their communities and, first and foremost, agreed on climate change as a pressing issue already affecting local agriculture and water access.

*Right: Girls in Bong Mines County raise livestock to support vulnerable community members.*



## Chicks for Charity

Girls United members from ten public schools in the rural Bong Mines Community began raising livestock in spring 2021. Each girl adopted at least one animal to care initially for 41 chickens and 5 sheep. They aimed to bring about greater economic equity in their community. They identified a plan to feed ten widows, ten elders, and to help with school materials for ten children without the means to attend school for lack of supplies.

Each girl will care for a chicken for three to four months and then report the chicks they harvest. Their calculation indicates that, by the end of the year, the 41 chickens will produce 205 other chickens. They will sell 150 of the chickens at \$4.7. The remaining will be kept and cared for to produce another harvest. The same will also apply to raising the sheep. They are optimistic that by the end of this year, the five sheep will produce another ten sheep. They plan to sell the older ones and use the funds to address the needs of their adopted family.

A YES (Young Entrepreneur Scheme) training will help them turn their agricultural skills and marketing into social entrepreneurial skills. The schools conceived the project on their own without a visit from a trainer for many months!





## "To See How We Can Serve"



Girls United members gathered to read the poetry of Amanda Gorman, the young poet featured soon afterward at the US presidential inauguration, who had written about protecting "this riddled blue marble, this little true marvel, to muster the verve and the nerve, to see how we can serve."

Inspired by Gorman's poetry, by the engineering genius of the young windmill maker William Kamkwamba, and by the powerful State of the Planet speech from UN Secretary-General António Guterres, the girls resolved to learn as much as possible about the climate crisis and about potential clean energy solutions.



With their mentors, they approached the management of EnDev Liberia, a renewable energy company. EnDev invited them on an extensive field trip through the facility to learn how its specialists generate electricity and reduce carbon emissions in the fight against climate change. They explored clean energy solutions for lighting, cooking, and transportation. The girls rode in electric vehicles and studied rooftop solar panel installation. They evaluated the technology of new cookstove options. After studying the engineering aspects of clean energy options, they entered a partnership with EnDev's Women in Renewable Energy initiative. They are now carrying their public advocacy forward to a broader audience.



Top: Students Favour and Faith sitting in the E-bike.

Middle: Students Benetta and Faith had climbed up the roof for lectures.

Bottom: Staff explains to students how the 'institutional stove' works to reduce emission.



Right: L-R, Nancy, Laura, Masu, and Erica joined hands and celebrated after the day's excursion at EnDev, Liberia.

Bottom Left: Student Faith is heading for the top while student Masu and EnDev staff help with the ladder.

Bottom Right: Girls United members and mentors posing after site visit at EnDev.





## Girls Paint Portrait to Honor Nobel Prize Winner



International Women's Day, on March 8th, 2021, raised conversations among the Girls United Clubs about how they could honor women making history. Three clubs met and planned to honor one of Liberia's most beloved figures – Madame Leymah Gbowee, the vanguard of the women's nonviolence movement, whose work helped bring about an end to Liberia's bloody civil wars. Gbowee won the Nobel Peace Prize (2011) and Gruber Prize for Women's Rights. One of Liberia's finest artists helped the girls paint a portrait of Gbowee, who graciously received the girls when they came to present poems and songs along with the painting. She then engaged them in an inspiring consultation about peace initiatives they could pursue.





## May Peace Flower in Montserrado County

Liberia still remembers the impact of two civil wars. The Girls United Club of Montserrado decided to build a center where peace would replace those memories.



The girls felt their dream had come true when they received grant funding from FCL for their Peace Garden, according to country director and Girls United leader Christopher Swen. They hoped to provide perpetual reminders of the habits that would ensure a peaceful Liberia. People will use the Peace Garden to meditate, to conduct ceremonies, to rest, to celebrate, to educate, and to hold conflict resolution exercises. The walls will be constructed of plant life, and guests will be welcomed in under a canopy of hanging flowerpots made from recycled bottles.



The girls gathered carpets, flowers, soil, and brick and broke ground on the project in these photos. After completing the project, they will hold an opening ceremony for the general public.

Here the girls, along with Liberian facilitators Matthew, Daniel, Matoma, and Theresa, participated in the early work phases of the project.



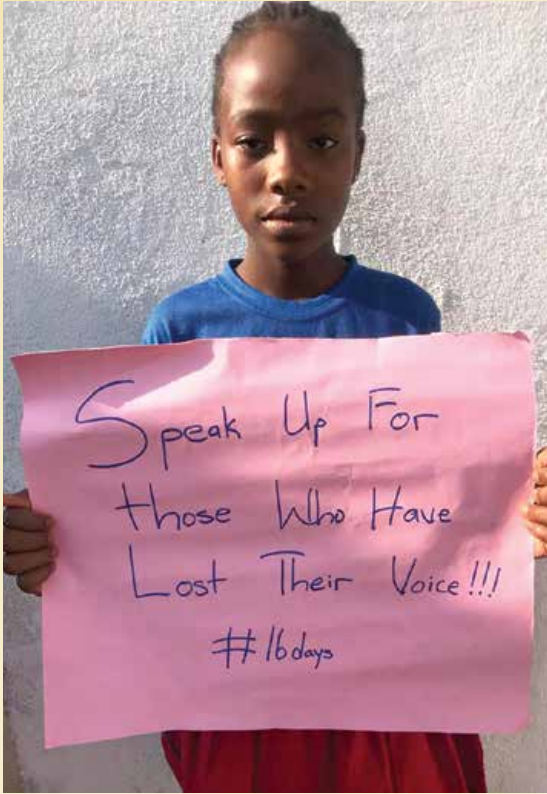
One mentor said,

**"Community dwellers are already saluting the girls for the initiative."**





## Girls Speak Up for Others



At the Deborah K. Moore school in Liberia, students in the Girls United program used the United Nations' 16 Days of Activism as an opportunity to speak out against gender-based violence. Using the habit-of-heart of Collaboration, the girls worked together in their communities to spread awareness of different forms of abuse and to spark empathy for the women and children who suffer.

For the closing ceremony at the end of the 16 Days program, the girls gave a performance and created posters about gender-based violence, such as the one Mapee held in the photo. Each girl had a unique message and story to tell. After their presentation, the government Minister of Gender, Children, and Social Protection leapt from her seat to embrace the girls, saying, "This action shows that through collective effort, all forms of sexual abuse against young girls and women will be eradicated for good."





## Making a Metaphor for Climate Change

Climate change has left its imprint almost everywhere. Korto, Liberia proves no exception. By early 2020, a season of drought put the water table at a dangerous fifteen-year low, forcing locals to travel long distances for water and to use contaminated wells. Members of the JP Vagar School System's Girls United student group learned that this drought was a direct result of anthropogenic climate change.

Responding to their Full-Circle Learning training, the children developed a project to motivate their community to tackle this global emergency. They gathered everyone to watch a drama featuring a large toy parachute as a prop. The players then demonstrated the greenhouse effect and the circulation of oxygen and CO<sub>2</sub> in the Earth's biosphere. The students painted the parachute with poetic wishes for a better world for children in the age of climate change.

This demonstration stirred the hearts of the people in the community, and motivated requests from boys to join the club of change agents.





## Ten Schools Unite



Girls from ten primary and secondary schools gathered after a long absence, grateful that new FCL grant funding allowed them to finally come together and gather the materials for a creative gardening project, designed to benefit food security in the county. FCL helped the girls transcend transportation- and resource-related challenges, in addition to planning budgets aligned with their group's altruistic goals. Expect great things from Margibi County.





# Scholarship Student Initiatives

## Teaching Peers to Lead



*Above: Erena determined the need to design a course on substance abuse for her classmates.*

*Center: Gandoma High School students took the campaign into the community.*

*Below: The Ministry of Health and Social Welfare assigned its assistant director to work with the youth on the project.*

Erena Doekpar, a new scholarship student at Liberia's Gandoma School, has taken to Full-Circle Learning with enthusiasm, throwing herself into community service initiatives from the first day her school adopted the program. Facilitator Christopher Swen described her as "one of FCL's proudest students."

Among her projects, Erena created a presentation, "Drug Abuse Among Youth."

Erena engaged classmates from four schools, encouraging her peers to join her in the fight against drug abuse. Her friends from the four schools welcomed the initiative, and they have taken the message to their communities.



A few weeks later, with the help of FCL facilitators and her teacher, Erena led classmates from Gandoma School on a fact-finding excursion to the Ministry of Health and Social Welfare, specifically, the department of mental health, to research the effectiveness of their substance abuse programs for young people. The

assistant director of the department and her staff held "a wonderful talk" with the students, answering all of their questions and concerns. Erena led the interview at the Ministry of Health. She also serves as vice-president of Girls United for Montserrado County.



Facilitator Christopher Swen described Erena as  
**"one of FCL's proudest students."**



## Adding Habits-of-Heart to the Toolbox

Foday Reeves had to leave school in the fifth grade, as he could not afford the tuition and uniform. He had the brilliant instincts of a builder and engineer, so he helped build a home for his mother and sisters. Other people in the neighborhood began to contract him for their building projects and, at age 11, he began to support his family and now teaches neighborhood boys to build homes. Foday is currently designing a prototype for a 5-story Full-Circle Learning regional headquarters.

Finally, a Full-Circle Learning facilitator noticed that he was not in school and advocated on his behalf. Today he attends Heart of Grace School through a Full-Circle Learning scholarship. He stated his gratitude and commitment to gaining a formal education that will help him magnify his potential to transform the economically vulnerable neighborhood in which he lives.





## Sewing Equity

Saldayah, an original EDI/ FCL scholarship winner, has served her community continuously, thanks to her opportunity to go to school. She currently attends 10th grade at the O’Nance Academy.

According to Saldayah, 2020-21 was difficult for students in Liberia and other countries, as the COVID-19 precautions have caused many students to miss school due to lack of masks. She and her friends plan to make more than 50 masks to distribute among students who can’t afford to buy them, in addition to teaching kindergarteners to also serve in this way. Saldayah is asking prominent community members for assistance with materials.

Saldayah stimulated the consciousness of younger students, going into their classrooms and challenging each one to learn mask-making in a campaign she calls “One Student Gives Five Nose Masks to the Challenged.”



**“I am breeding heroes  
in these little ones who will  
see themselves in every situation  
and want to help.”**

- Long-term scholarship student  
Saldyah Blamah

## Helping Hunger Turn a New Leaf during the Pandemic

Laura has used her high school scholarship over the years to initiate and manage school farms, offering practical help to teach classmates agronomy. Early in the pandemic, she galvanized her team to start selling a portion of the harvest in order to raise taxi fare, to deliver food to the elders and shut-ins dying not from Covid but from starvation due to the lockdown.

Laura is now organizing a training for younger girls and boys, to encourage them to join school farming projects and to start gardens of their own, to keep the community food-sufficient. She continues to apply to her scholarship funds to mitigate hunger, harvesting new commitments by teaching others.



## Helping a Community Find a New Food Source

To practice the habit of altruism, scholarship student Bendu wanted to reduce hunger in her community. The surrounding landscape was a swamp unfit for agriculture, but full of crustaceans and fish. Bendu taught her classmates and community the art of crabbing, helping them to build traps from recycled materials. The group's reward was a crab feed to celebrate their access to a new source of food and potential marketplace income. The sequence of pictures on the next page tells the story.



*Left: Bendu teaching her classmates and the community.*







## A Flood of Creativity

Bendu is a powerhouse of creative altruism. Soon after her crabbing project, another community challenge arose: too much water—and not enough to drink. A rainstorm flooded her village, with rainfall levels amplified due to global anthropogenic climate change. The floodwaters contaminated town wells, introducing mud and pathogens into the water used for cooking and drinking.

Unsafe water destroys the health and deepens the poverty of the most vulnerable people. Wealthier citizens can purchase purified water, but for low-income people, clean water costs too much. When children and elderly people come down with dysentery, treatment costs even more.



Enter Bendu. The Full-Circle Learning scholarship student initiated a community-wide effort to solve this growing public health problem. First she interviewed the families about their needs. Then, applying conviction and creativity, Bendu resolved to teach her community in Paynesville how to purify water with recycled supplies available for free. She demonstrated how to fill an empty rice bag with a mixture of sand and salt and hang it in a tree beside each home. When water passes through the bag, the bacteria remain behind. The filtered water is safer to drink. Like many FCL students, Bendu works hard to lead her community in adapting to the effects of the climate crisis.

In these photos, Bendu showed the polluted well where the community fetches water. She designed and taught a water filtration system and, finally, helped deliver potable water to all.





## Sending Love Across Distant Horizons

Full-Circle Learning's scholarship initiatives make an impact far beyond the lives of the students who receive them. Joana was among the EDI/EHG Scholarship recipients who brought two schools together to lead children in demonstrating the habit-of-heart of appreciation of diversity.



Students at Liberia's Faith Academy and O'Nance International Christian School folded sheets of colorful paper into origami boats. In each boat, the children placed a handwritten message of love for the people of the world. Then, students set the boats afloat in a pool, symbolically sending the boats and their messages to every part of the globe.



## Schooling a Community on the Need for Sanitation

Rose Kollie (center), another long-term recipient of the EGH scholarship, led an initiative to improve community sanitation. She believes that poor waste disposal has contributed to poor health. Mastering habits-of-heart has helped Rose and her peers from the Kingdom Foundation Institute gently guide citizens to understand the importance of a clean environment. The students lead by example, especially Rose.



## Shouldering the Weight

During the dry season, water in Liberia is scarce. The elderly widows of the community found it hard to carry enough clean drinking water to meet basic needs. Masu Vowal, a Madame Dorbor Scholarship recipient, felt compassion for the women who did not have family members to help them find and fetch water. She gathered her friends, Erena and Bendu, to create a system for bringing water to the widows and helping them with domestic chores. The trio of girls planned to ensure water for their whole community. When floods later contaminated the water table and caused widespread dysentery, Bendu devised and trained the community in a hand-made water filtration system.





## Saving a Village with a Simple Gesture



In 2020-21, the world saw the importance of informing people as a means of ensuring public health. Many children around the world lose their lives to infectious disease that could have been prevented with the habit of hand washing. Liberian student Benetta led a hand-washing workshop for the local children and vowed to keep spreading the word until the habit might catch on for good.

Benetta, who attends school on a scholarship funded by a board member, wants to make a difference. Years ago, a visit from FCL volunteer and pediatrician Dr. Tsan Lee to look for clear ways to teach public health. Benetta continues to engage her student community in a disease prevention program and handwashing campaign, which requires daily effort and energy. Her initiative has grown as more as students offered to help.



## New Scholarship Focuses on Justice

In addition to the four-year EHG-funded high-school scholarships and the FCL-funded scholarships, a new thematically offered scholarship was announced in 2021. The Mahmoudi Scholarship for Justice seeks talent “to assist young scholars to advance justice as a means to build a global community based on unity and oneness.” The annual scholarship celebrates 15-18-year-olds who demonstrate academic excellence coupled with an exceptional approach to research and education projects that advance access to justice on community level. This may include a research paper or community project findings on the application of social justice issues to decreasing racial, economic or gender inequality, or increasing access to education, work, health, shelter or food. This scholarship offers one full term’s tuition and accommodation fees at selected secondary schools in Asia and Africa according to scholarship budget criteria. Interested candidates must submit an application for the annual scholarship by 21 August. Please see the website [www.fullcirclelearning.org](http://www.fullcirclelearning.org) for full submission details. The Scholarship is an effort initiated by the Cambridge-based Ward & Brown Foundation, supported by the Oxford-based Zambian Gems Foundation, California based Full-Circle Learning, and administered by an independent selection committee.

## Scholarships for Climate Change Agents

Attendance at the Climate Change Agents Camp, hosted by Nevada County Climate Action Now, is available only on a scholarships basis, for students who exhibit character, merit in academics or the arts and in who in some cases exhibit economic hardship. In 2020-2021, funders included Sierra Foothills Audubon, Earth Justice Ministries, Forest Issues Group, and the Bessie Minor Swift Foundation.

**Climate Change Agents scholarships for 2021** will be awarded, in alphabetical order, to: Baelen Carson; Savannah Delgado; Tanner Delgado; Darren Fischer; Taj Greenberg; Logan House; Findlay McCulloch; Stella Reeves; Jessica Rivenes; Lian Trowbridge; and Paxx Weidert.

## Scholarships for Habits-of-Heart Clubs

A portion of the students at the Tarzana Elementary Habits-of-Heart Club attend this PTA-hosted after-school program with help of scholarships from the Mona Foundation. The foundation also provides grants for the Piru California Summer School.



## EHG/FCL Scholarship Photo Gallery, April 2021



Saldayah has performed many student initiatives during the years of her scholarship, in peace, eldercare, education and poverty.

Wubu and Rose, of Kingdom International School, expressed love and appreciation for the impact of the scholarships on their lives and communities.



Joyous, Munah, Quieta, Karton, and Anita received their tuition, uniforms and materials to attend Deborah K. Moore Academy. The Mahjour Family paid their first year. Private scholarships are needed to cover the growing number of scholarship students.



Through Full-Circle Learning scholarships, Joana received a pack of textbooks and her annual tuition to attend Faith Academy.



Erena received her tuition, textbooks and school materials to attend Gandoma School.



Scholarship recipients Laura, Masu and Benetta posed with Heart of Grace Principal Miatta and with FCL's Lead Facilitator for Africa, Christopher Swen. Foday (left) also began attending the same school when he received his scholarship.



## Educator Capacity Building

Full-Circle Learning achieves its mission of continually fostering new generations of change agents and humanitarians primarily by honoring the nobility of teachers. The organization's training programs support a school's capacity to develop a collective vision. Teachers assess the needs of their broader communities and learn a visionary approach to curriculum design, assessment and enhancing classroom culture. Learning leaders model a spirit of altruism and nurture children who act with creativity, compassion and collaboration. Teachers and learners see greater purpose in their work together as they bring about the transformation of society and the wellbeing of their human family.

During this reporting period, 25 multi-day onsite professional development programs, a dozen new online programs, and continuous school site visits benefited many thousands of teachers across diverse learning environments. A few highlights appear here.





## Liberian Program Revitalized as Pandemic Lockdown Lifts



New Liberian capacity building programs for regional trainers, school leaders, teachers and students have intensified in the months since schools reopened in Liberia. Christopher Swen, FCL's Lead Facilitator for Africa, appears here, flanked by members of the Girls United Club of Margibi County. In addition to the monitoring activities of FCL schools GU clubs, Mr. Swen conducts capacity building workshops for teachers, with the assistance of five Liberian facilitators, striving to reach as many counties as possible, based on schools' requests for collaboration.

Seven hundred schools in Liberia have attended workshops, and many await refresher courses for new teachers. After the staff members each contributed to distance learning units in the summer of 2020, as the pandemic let up, three Liberian counties experienced widescale trainings in late 2020 and early 2021. Among those surveyed, 88-89% felt inspired with greater vision and purpose and more prepared to implement new strategies to bring about positive transformation for their learners and their communities. More schools remain on the waiting list, with the hope of support for basic training necessities. Regional facilitators stand ready to help.



*Daniel Johnson, far left, once a Full-Circle Learning student and now a regional facilitator, met with staff and students at Bishop Nathaniel School, who showed how they symbolize the habit-of-heart love in spring 2021.*

*Below Right: FCL facilitators hold capacity-building workshops and site visits to mentor staff. Teachers at the Early Learning School finessed their understanding of the curriculum planning process on a site visit.*

*Below left: Teachers of the Kakata Community College gathered with facilitators Matoma Swaray (center) and Daniel Johnson (right) at the college.*



*Bottom Right: Gandoma and Heart of Gold Schools posed for a photo after a training workshop.*





## Zambian Team Bolsters Schools

Zambian facilitators have assisted rural schools for decades. They intensified their effort with training workshops for nine schools at the Pavilion College of Education in 2020 and two more schools in early 2021.



*Above: Pictured here are some of the spring 2021 teacher workshop guests.*



Pictured in the workshop, the teachers from Robert Dean Academy and Mwibeth Secondary School teachers welcomed a rare opportunity for professional development as Eric Muleya strengthened their conflict resolution strategies and collective vision, while Mabel Kandongwe helped them practice classroom management and aligning community needs and resources.



Grace Mwanza also provided support. Pictured here, the principal of Lord Builds Academy became enthusiastic about the FCL model before her school even completed the full training.





## Nigeria Embraces Transformation Concepts

Nigeria's Full-Circle Learning Facilitator Harry Kennedy trained large groups in the Delta region of Nigeria in three locations— Oghara, Umutu, and Sapelle— during this reporting period. Between 74 and 95 teachers attended each session, bringing the total to 41 schools trained. This surge in growth came at a time when his own students at Harvard International School had experienced the energizing impact of purposeful learning during the pandemic, grateful to avoid the apathy of their peers at non-participating schools during school closures.

The teacher workshops covered many aspects of the Full-Circle Learning model specific to addressing the relevant sustainable development needs of communities, with a special emphasis on transformation theory.

Meanwhile, FCL Facilitator Funmiyalo Aberejesu returned from the Gambia to the Osun state in her native Nigeria and began to train schools, starting with the Salvation Army School (pictured here) followed by two more schools, with 112 teachers trained at this writing. More schools await professional development when the budget permits for basic materials. The region's teachers have responded well to the Full-Circle Learning strategies.



*Above: Funmiyalo Aberejesu (center, in purple) held the first of three trainings in the Osun state in early 2021.*



## Chad Teachers Deepen Understanding

Submitted by Lynn Whitehouse

The Full-Circle Learning program was introduced into a group of Chadian schools in 2013. It was enthusiastically received, but differences in language and school standards, as well as limited pre-existing teaching skills, made implementation difficult and sporadic. Nonetheless, several dedicated facilitators continued to work with schools both in the capital city, N'Djamena, and in the south of the country in a cluster of community schools around the large village of Moyo. (Pictured: Justin Simadji conducted a site visit at a recently trained school.)



Les Écoles Communautaires (community schools)

is a system that supports basic schooling, at usually primary/elementary levels, in areas where there are either no public schools functioning or where the grossly over-crowded government school moves parents to set up a community school in their own village. In recent years, the World Bank has financed regular stipends for community schoolteachers who have received some training from the State. These schools, while not financially supported by the government education ministry, operate under the national curriculum and are supervised by local inspectors from the Ministry of Education. It is a credit to the Full-Circle Learning training received that teachers from participating schools have been consistently successful in receiving World Bank support.

Recent improvement in delivery of the FCL programme have occurred via translation of material into French and a series of structured workshops emphasizing how to integrate the basic concepts of FCL into the regular national curricula requirements. This has resulted in new enthusiasm to perfect teacher skills and an increase of interest from other schools. Workshops held in N'Djamena in October and December were attended by inspectors from the public school system and were much appreciated. As this report is being presented, a third workshop is getting underway. Representatives of UNICEF and World Bank, as well as other school directors have expressed a desire to attend, to introduce FCL into their schools.



Since the program's introduction in Chad, between an estimated 1,000 and 1,500 pupils per year have benefited from primary/elementary education in FCL- inspired classrooms. Refresher workshops are already in the planning stage for the 2021-22 schoolyear, to deepen the understanding and use of the "Wisdom Exchange" and the "Conflict Bridge" in Chad.

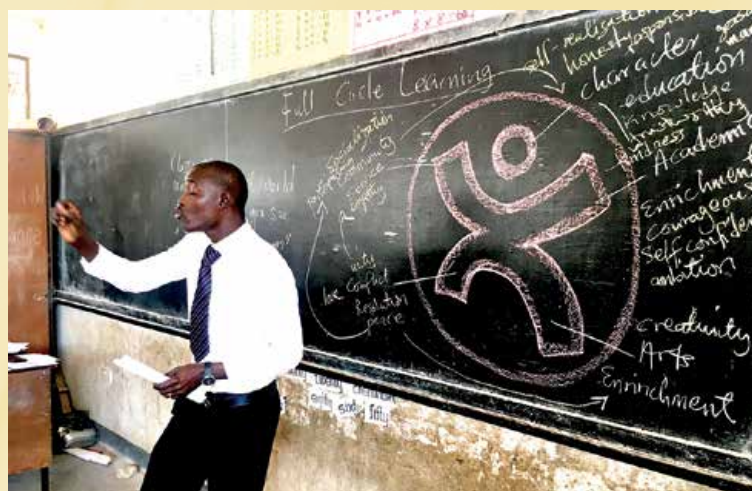


## Gambian Capacity Building Programs Grow

Eight schools in the Gambia have received site visits and mentorship this year for Full-Circle Learning. The schools showcasing special projects include Wellingara, Royal Seeds, and Bakotech, three schools where FCL Director Alagie NDow (pictured) guides the development of FCL grants. Alagie's organization, Inspiring Stars, a complementary learning program, set the example for schools in the Gambia on how to promote community leadership through its role in many of the significant programs of the year, such as the distance learning units, the and the tribal unification project to appreciate diversity. Students also gathered for a garden project at Starfish International.



Above: FCL Director Alagie NDow gives a speech at the Tribal Unification festival.



## Gabon Teachers Gain Insights

After three years of online training, Gabon's teachers from 27 schools gathered for a conference. Identifying sustainable farming as a community need and choosing kindness as a habit-of-heart, teachers applied their learning toward community transformation when they came together in Oyem, Gabon. Reportedly 250 educators across the province of Woleu-Ntem participated. Lycée Sédar Grammar School hosted the activities.





## Lesotho Hosts Inter-Agency Workshops



Full-Circle Learning presented training workshops In January 2020, uniting representatives of the Lesotho Teachers' College, the Education Ministry, the National Curriculum Development Center, and teachers from pilot schools across the grade levels.

The educators mingled to absorb concepts that could help them implement a new national syllabus, integrating life skills, academics, and character education.

Enthusiastically re-entering their classrooms to implement their new vision, they soon faced setbacks due to COVID-19 closures. Fortunately, the learning leaders who attended the workshop responded almost universally "true" or "very true" to the question of whether the training had revitalized their vision of education and inspired a new

sense of purpose and potential, which they will carry into their post-COVID classrooms. Their reported ability to implement strategies and feel supported by their supervisors depended primarily on whether their own supervisors attended the workshop.

The national curriculum development department identified more than 100 participants from among three government agencies, teachers' college faculty, and eight K-12 pilot schools, each serving vulnerable students. Pictured here are teachers from Life High School, Maseru High School and St. Joseph's High, who completed the course.





## Ghana Helps School Through the Pandemic

Facilitator Henry Quarshie trained teachers in 14 schools through a series of workshops in 2020 and early 2021, emphasizing the humanitarian purpose of learning. Head teacher Joseph Adzaglo voiced the group's sentiments when he said, "This is how we should train our children."

Some of the schools went on to launch purposeful projects, such as K9's school garden project, to help feed communities, pictured here.

The pandemic has taken its toll on schools, however, and financial challenges financial challenges have forced many teachers to leave and start businesses for survival. As these teachers are replaced, more FCL workshops will be needed to prepare the new teachers.



*Above: K-9 learners prepare a community garden, an activity new to their area.*

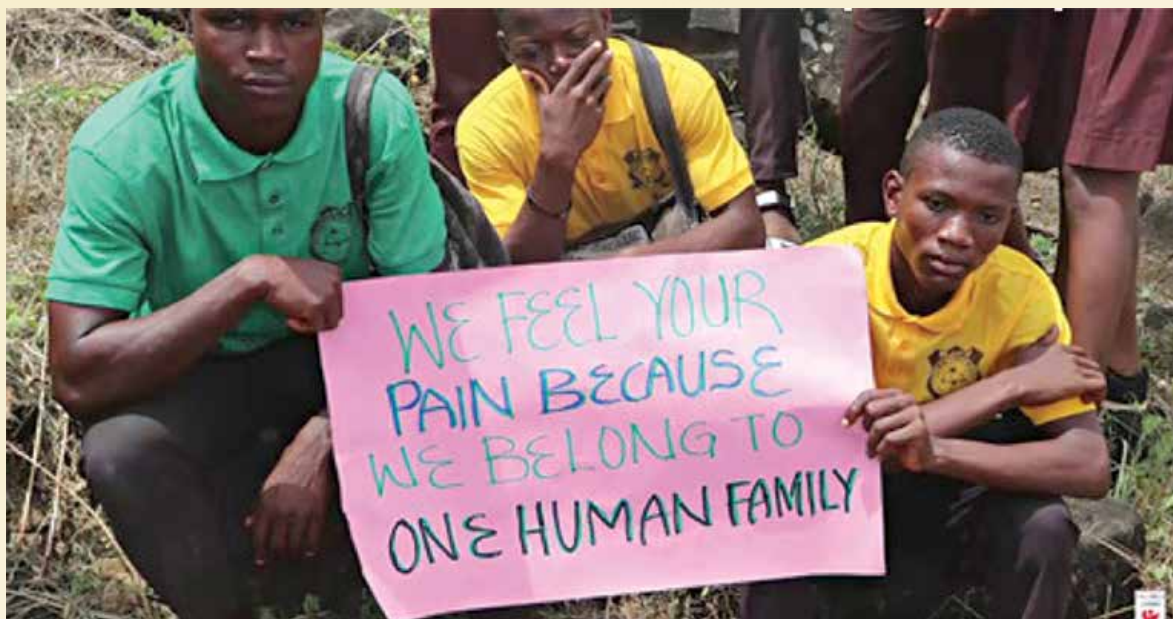


*Above: At a teacher training, breakout group participants discussed the role of the teacher in society.*

## The Pandemic Connects Global Families

A survey in 2020 demonstrated that the new connections of Full-Circle Learning (FCL) practitioners tethered parts of the world together – and learners to their communities– with surprisingly positive impacts, despite the struggles to keep teachers teaching and learners learning.

Full-Circle Learners around the world, with or without technology, became creative in using their own resources to construct distance learning units. Notable musicians, writers and and performers joined in to help. (See Distance Learning Talent on the Friends of Full-Circle Learning page.) All in all, a village of learners and leaders reached out to help one another.



**“We belong to  
One Human Family.”**



## Learners on Lockdown



The first act of empathy came when Liberian students at four schools sent a song of empathy to China. Students in Tarzana sent origami pocket hearts (pictured). The Chinese children, in return, shared concepts about coronaviruses, how to thank first responders, and how to conduct FCL distance learning at home with parents. These were the first countries to learn under lockdown. At the same time, in other countries, Full-Circle Learning schools created distance-learning lesson plan units to share online over the coming months.



Meanwhile, back in China, a design appeared for a new Full-Circle Learning school erected by Greentown Education System. The Zhoushan Kindergarten will sit at the edge of an archipelago southeast of Hangzhou and will serve a community where FCL's transformational impact was formerly inaccessible to families.



## Transcendence in Tarzana

The Tarzana Habits-of-Heart Club had conducted its own resiliency projects over the 2020-2021 school year. Writing and art assignments challenged the children to set persistence goals based on characters such as Humpty Dumpty, or literary figures such as Dr. Sueuss or J.K. Rowling, their own real-life heroes.



*Below: Aviana, new to the school in 2021, made great strides.*

Next, the children turned their attention outward to see how they could help others develop resiliency. A hospital psychologist met with the children to discuss the COVID-19 pandemic. She inspired in them the desire to conduct a project showing empathy not only for grieving families but for exhausted doctors and nurses.

The class wrote a cover letter and distributed it to the school, engaging everyone in collecting supplies (canned food, masks, sanitizer, and gloves) for food banks and frontline workers.

The students urged all families to add the cover letters to their donated supplies at drop-off locations. They conducted resiliency projects throughout the school year, incorporating art, writing and role play.

The students made a video, sharing their new understanding with other students at their school.

Their acts of empathy helped the school assuage hunger for some of the 3,000 families coming to the local food bank in droves. Their final project also helped them teach and promote empathy among the 400 students at their school.





## Resiliency in Piru

In another California county, Piru's Full-Circle Learning summer school inspired new purpose among students who had been struggling with online learning. A habit-of-heart unit on resilience redirected academic goals toward purposeful service from a home base. Students who had been using computer-based learning became more interested in its potential as FCL delivered technology to every family's doorstep.



*Left: The Ambassadors Class posed on a field trip just before the Covid-19 closures. Here they lamented the plight of indigenous people who suffered in a courtyard at a mission.*



## Friends of Full-Circle Learning

The magnanimous help of partner EDI/EHG has enabled much of the work on the African continent and many of the scholarships.

The lifelong monthly commitment of our humble and sacrificial donors has helped us to continue our projects and to maintain our commitment to many schools, families and communities. The freely offered professional talents of pro bono donors has made it possible to streamline the budget and magnify our opportunity to meet the many requests we receive on a relatively small budget. We could not fulfill our commitment to the next generation without you, our Full-Circle Family.

Thank you to the many hundreds of participating FCL-trained schools and to their principals and teachers, too numerous to list, whose work has helped students raise the standard from resilience to brilliance this year.

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Sierra Foothills Audubon  
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William & Clarissa Garlington

William & Christine Newsom

## IN-KIND CONTRIBUTORS

Sana Moussavi

Charles McNair

Debbie Posada

Teresa Langness

## DISTANCE-LEARNING CONTRIBUTORS

(in addition to FCL staff and students):

Beaucoup Chapeaux

Charles McNair & Adela Castro

Consuelo & Andrew Banderas

Daven Mathies

Farzin Rahmani

Ofy & Sonny Douglas

Nikki Smith

Rene Sprattling & Drue Mathies

Renee Smith

Romulo Castro & Friends

Sands Hall

Wendy Greene





# Full-Circle Learning Facilitators

Full-Circle Learning relies on the support of many pro-bono positions and volunteers around the world. An official facilitator, however, plays a more official role, providing regular training workshops for schools throughout a region, making site visits to schools to ensure that their needs are met, transmitting information about opportunities such as school project grants and scholarships, and also facilitating wisdom exchanges across national boundaries. The following listing includes those currently serving in an official capacity.

To share a Full-Circle Learning story, contact [info@fullcirclelearning.org](mailto:info@fullcirclelearning.org).

## Continental Facilitators

**Africa Lead Facilitator:** Christopher Swen

**China (Zhejiang Province) Liaison:** Dr. Jin-Mei Gan (Zhejiang University);  
Executive Team, Greentown Education System

## Regional Facilitators

**Cameroon:** Sheila Tantoh

**Chad:** NDouba M. Pacifique, Simadjie Justin,  
Layla McBride (Translator/Writer Lynn Whitehouse)

**Ecuador:** Consuelo Banderas

**Ghana:** Henry Quarshie, Joseph Adzaglo

**Gambia:** Alagie Ndow

**Kenya:** Nora Okiri

**Liberia:** Daniel Johnson, Matoma Swaray, Matthew Chea,  
Joshua Sumo, and Samuel Smith.

**Nigeria:** Harry Kennedy, Uwadione Chinomiye, and Funmi Aberejesu

**US:** Ventura County Programs: Stephanie Ochoa  
Tarzana Elementary: Maya Weider and Esther Weider  
Climate Change Agents: NC-CAN

**Zambia:** Eric Muleya; outreach coordinators: Mabel Kangdongwe,  
Grace Mwanza

## Communications Support

**Annual Report Writer:** Henry Lake

**Social Media:** Henry Lake, Sana Moussavi

**Web Design:** Johnny Cornyn

**Video Editing:** Daven Mathies

**Graphic Design:** Dahna Solar



*Above: Teachers practice integrating conflict resolution and habits-of-heart into academics.*



*Above: Full-Circle Learning Facilitator Matoma Swaray (right) met with a school principal (left) and a parent to grant a school scholarship.*

## Board of Directors

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Soheil Samimi. M.D.

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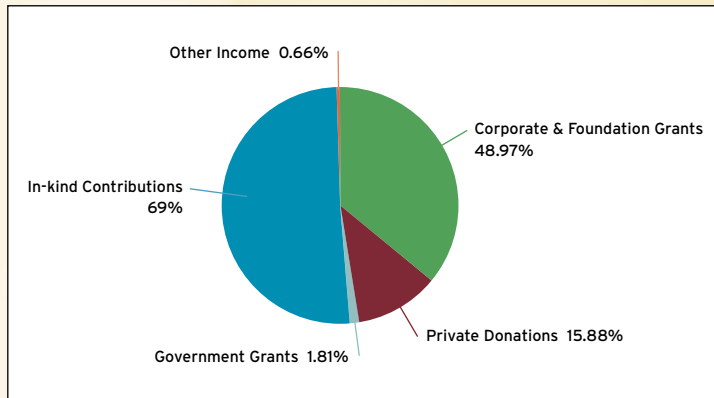




# Financials

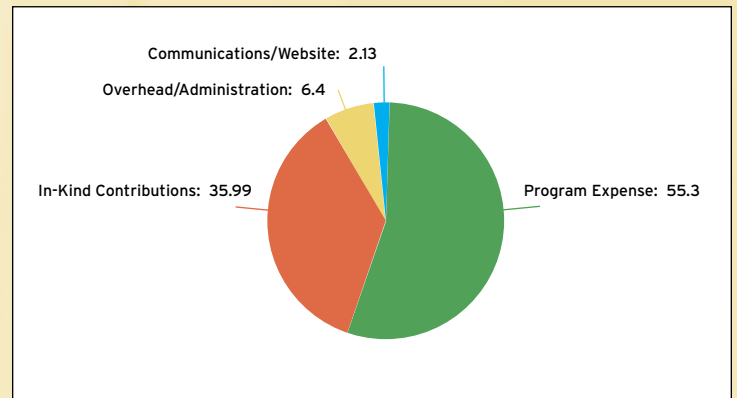
## January 2020 through March 2021

### Resources



■ Corporate & Foundation Grants ■ Private Donations  
■ Government Grants ■ In-kind Contributions ■ Other Income

### Expenditures



■ Program Expense ■ In-kind Contributions ■ Overhead/Administration  
■ Communications/Website

### January 2020 - March 2021

#### Resources

|                               |                     |                |
|-------------------------------|---------------------|----------------|
| Corporate & Foundation Grants | \$162,247.56        | 48.97%         |
| Government Grant              | \$6,000.00          | 1.81%          |
| Private Donors                | \$52,599.70         | 15.88%         |
| In-Kind Contribution          | \$108,300.32        | 69.00%         |
| Other Income                  | \$2,185.64          | 0.66%          |
| <b>Total Budget</b>           | <b>\$331,332.90</b> | <b>100.00%</b> |

#### Expenditures

|                         |                     |                |
|-------------------------|---------------------|----------------|
| Program Expense         | \$166,386.92        | 55.30%         |
| Overhead/Administration | \$19,266.64         | 6.40%          |
| Communications/Website  | \$6,947.78          | 2.31%          |
| In-Kind Contributions   | \$108,300.00        | 35.99%         |
| <b>Total Expenses</b>   | <b>\$300,901.34</b> | <b>100.00%</b> |

### Fiscal 2019

#### Resources

|                               |                  |
|-------------------------------|------------------|
| Corporate & Foundation Grants | \$110,523        |
| Private Donations             | \$38,290         |
| Other income                  | \$92             |
| In-Kind:                      | \$71,400         |
| <b>Total Budget:</b>          | <b>\$220,285</b> |

#### Expenditures

|   |                  |
|---|------------------|
| Program Expense                         | \$138,636        |
| Overhead/Admin/Communications           | \$32,256         |
| In-Kind                                 | \$71,400         |
| <b>Total Expenses</b>                   | <b>\$242,292</b> |
| (Funds of Q1 2020 covered 2019 deficit) |                  |





Full-Circle Learning 2021





## ***Drum Roll, Please!***

### **Grateful Acknowledgements to:**

EDI/EHG Fund for serving as the highest contributor of corporate grants over the course of the 21st century.

Mona Foundation as the top foundation funder for US-based programs.

Bob Ballenger and Jeanne Hartley for unrestricted personal monthly pledge donations totaling \$100,000 by the end of 2019.

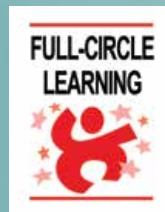
Full-Circle Learning carries the platinum star, the highest rating on Guidestar, the donor-advisory organizations for foundations and funders.

Your tax-deductible contributions are graciously accepted, by check or online, to help the next generation embrace its role as the humanitarians and change agents of society.

To give online, donate at [www.fullcirclelearning.org](http://www.fullcirclelearning.org).

Checks may be sent to Full-Circle Learning  
17512 Brewer Road, Grass Valley, CA 95949, USA  
(Phone: 011-530-575-4500)





[www.fullcirclelearning.org](http://www.fullcirclelearning.org)

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