

Humanitarian Education Systems and Resilient Identities

A Full-Circle Learning Independent Assessment at Year 30

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Aspects of Qualitative Data Reviewed

1. Habit-of-Heart Cultivation
2. Social Cohesion and Conflict Resolution
3. Students Teach Others as Altruistic Service
4. Applied Academics or Arts as Service
5. Broader Community Impact Described or Implied
6. Problem Solving Extends to Global Wisdom Exchange
7. Evolving Identity of Learner or Leader
8. Before and After Impact
(Perspective, Social or Learning Habits, Outcome)

Geographic Locations

Testimonials and reports derived from at least 15 countries on four continents over 15 years

Supporting Online Database

Tabulating Relationship of Humanitarian Education Systems and Resilient Identities.

Assessment Summary

This study reviewed the secondary research materials of testimonials, data, and reports conducted over the years of Full Circle Learnings (FCL's) operations for which print data is available [2002 - present].

Full-Circle Learning has provided direct student service as well as professional development to an ever-widening circle of schools and teachers, over time. The database compiled assessment results in each indicator area, per location, per year.

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

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

Throughout the reports, there are countless accounts of educators and community members reporting the tremendous impact and changes they've seen in their students, classrooms, and community. Indicators show students more engaged and committed to their schooling, and classroom culture seems to peak in the highest models of what it means to be altruistic. This

modeling offered experiences that influenced many students to develop healthy mental models of the world and perhaps to understand their place in the world through self-actualized action and community support.

The most noticed components found in the students' holistic development is feeling connected with their community and full of hope. Students seem to take responsibility for their part to play in making the world a better place and to accept a sense of purpose in actualizing it. The transformation of vulnerable communities seems to come from these youth understanding the issues and taking steps to directly heal the harmed or neglected aspects of their communities. For example, students may grow and bring food to elders facing food insecurity. They may research about the pests and crop damage happening, find solutions, and share it with farmers, directly solving their problem. They may run health campaigns teaching their community how to have good hygiene and stop the spread of deadly viruses. There was a young girl who learned how to create cheap, natural water filters and shared them with her community. Through helping heal and support their communities, it seems they embrace a sense of ownership, pride, and belonging.

The countless issues are solved by these FCL students through active learning and organizing, processes that teaches them how to be active altruistic changemakers in their communities. Community members and the educators seem to become inspired by them, and, in most cases, it is apparent that the community relationships strengthen and form through their actions. Not only are relationships and projects built locally, creating a nested community, but students connect across continents and across the world, supporting, learning, and inspiring one another. This seems to create understanding across divides in culture and helps students feel they belong to the human family.

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

Methodology and Results

Each aspect of program efficacy was evaluated based on direct evidence (testimonials, surveys, participant descriptions, and program descriptions) across countries, regions, and years of available printed data. Of the 500,000 or more student impacts reflected in the printed reports, only specifically articulated mentions were included in the data sets. The numbers represent the number of mentions, expressed first numerically and next as percentages, rounded to the nearest 10, to reflect the relative impact of the programmatic element.

1. Habit-of-Heart Cultivation	31	10%
2. Social Cohesion and Conflict Resolution	35	11%
3. Students Teach Others as Altruistic Service	40	12%
4. Applied Academics or Arts as Service	39	12%
5. Broader Community Impact Described or Implied	53	17%
6. Problem Solving Extends to Global Wisdom Exchange	10	3%
7. Evolving Identity of Learner or Leader	44	14%
8. Before and After Impact	67	21%
(Perspective, Social or Learning Habits, Outcome)		

Reviewing the Data

To access the assessment data, please visit the attached link. Scroll to the bottom to see a particular box. Double click to see the text within any box.

<https://docs.google.com/spreadsheets/d/1b45HSI4X7Mpi6b6l3DyjcgeRYYwZfHp9BkguPb8kXNc/edit?usp=sharing>