

Illuminating the Future



FULL-CIRCLE LEARNING ANNUAL REPORT
2012-2013

Each day, young learners discover new ways to brighten the dark rooms of our collective future, but only as the loving hands of teachers relight their candles.



Above: Young David needed no pulpit. Everyone listened when he spoke. FCL Board member Fariba Mahjoor completed a community impact study in Liberia in December 2013. On an "advocacy" service learning field trip with Deborah K. Moore School, crowds gathered on a street corner to hear the students' prepared speeches about the need for peace, gender equity and character education in the community.



Welcome aboard. Students at the New Hope school are among the newest to come on board, as their teachers attended a training course and began to learn from other master teachers late in 2013. School leaders praised the staff and implored the visiting board member to extend the professional development programs beyond the 28 schools currently served in Liberia.



At a summer school in a California citrus valley, the Peacemaker class from Rancho Sespe Summer School practiced their habits-of-heart. Parents there have requested a year-round preschool. With the help of supporters, the school plans to open in 2014.



"The lives of my children have been changed forever," wrote Joanna Holmes, left, after a training hosted by Chelsea Lee Smith for homeschoolers in Brisbane, Australia.



Leadership potential must be nurtured from within the countries we serve. After a multi-schools training at the National Baha'i Center in The Gambia, participant Mam-Yassin Sarr visited California and presented the work of her students from Starfish International, pictured here. The accomplishments of the girls and young women she serves assure us that Starfish is helping women play a leadership role in their developing country.



Will it fly? Everyone in her group made one part of this bird, Nymie Sarr explained in her part of a demonstration strategy for 45 teachers gathered in The Gambia's teacher workshop. A teachers' college, high schools, business school, NGOs and a public school of 4,000 students were among those whose teachers attended.

Cover Photo: Giving love is a habit for Jade Romain, who grew up as a Full-Circle Learning student. After spending the last summer of her university career teaching Full-Circle Learning students at the Blessed Vale School in the Chibolya District of Lusaka Zambia, she was inspired to launch a future nonprofit called Kondanani (give love) in Zambia.

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Dear Friends,

The laws of physics tell us that gravity pulls objects downward and yet, humans have broken great barriers to push through its limits and reach for the stars. Any night of stargazing will reveal satellites coursing the sky among the panoply of stars and planets. These constellations illuminate our sky at night look, not just into the dim lights of the past but into the lens of the future as it spans the globe.

A sociological parallel tells us that human beings instinctually long to rise higher than their presumed limits, to inform our thinking on the issues that affect the communities of the future. In communities hindered by conflict, inequity, trauma, climate crises, struggling education systems, corruption or the anguish of human suffering, teachers and students struggle to rise above such challenges. They seek the camaraderie of a peer group dedicated to fulfilling its potential through service to humanity—a learning community where education equals community transformation. Understanding their own vital role in the process, these teachers envision challenges as catapults that help their students make a difference in the lives of others. They assure us that this small difference is making a great impact on the communities in which they live.

Ralph Waldo Emerson wrote: "...to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know that one life has breathed easier because you lived here—this is to have succeeded."

Like these teachers, the Friends of Full-Circle Learning help the next generation to see the best in others, attend to the health of the world, harvest the global garden in order to feed the hungry, and harness skills and motivations that will redeem the social conditions of the world.

You do this each time you extend a kind word, helping hand or show of material support for Full-Circle Learning and its programs.

Please count the success of the children as the measure of your own success, for without your contributions, these projects that crystallize as potential progress in the world would not exist today in some schools and regions. Full-Circle Learning teachers thirst to strengthen their capacities to help their students learn to improve the world's conditions. Your continued support can make this happen.

We have met the children of this altruistic generation. They are touched by the deep, nurturing impressions their teachers make both in the classroom and in the unit projects out in the field. They strive to become change agents who will fill the shoes of today's altruists in the near future. They are not one or two in number but more than 27,500 this year. Those directly served students and teachers make up a part of the 44,000 total individuals who, over time, have increased their capacity as humanitarians and change agents through Full-Circle Learning.

This year, we have heard many touching, first-hand transformation stories, from the diverse enclaves in Southern California to the hot, overcrowded school rooms of rural Africa. Teachers beg us not only to continue but to expand our services to surrounding schools, so children everywhere can speak out to address the needs of humanity, with the careful guidance of visionary teachers. With your help, we will stay committed. We hope you envision these improved lives as one of your sweetest successes of the past year.

Warmest thanks,
The Full-Circle Learning Board of Directors

Full-Circle Learning Facts

Why we exist:

Full-Circle Learning exists to fulfill its 22-year mission: To help young people embrace their role as the humanitarians and change agents of their generation.

What we are:

Full-Circle Learning (FCL) is both an educational model as well as a nonprofit service-provider organization, headquartered in the United States. FCL offers: 1) capacity building/professional development for educators worldwide, 2) supportive educational resources and, 3) direct service for schools or education projects in California.

What we believe:

We believe that every human being can play a meaningful role in society. When an educational model integrates character, academics, the arts, and service into relevant projects that address society's most ardent needs, students not only develop personally and set purposeful life goals, they contribute to community transformation and experience what it means to truly "belong" to one human family. Well-trained teachers can customize their curricula to help students meet local standards and meet relevant community needs.

Where we are:

Our directly administered student programs exist in the U.S. near our epicenter. Our teacher development,

academic consultancies, wisdom exchanges, Girls United clubs and educational resource support network extends worldwide—wherever the common vision of leaders, teachers and students benefits from the opportunities that unite young people in applying their skills in service to humanity.

Who we serve:

To date, Full-Circle Learning has served 44,000 teachers and students in 18 countries and currently serves 27,500 in 2013 alone. Most learners participate through collaborating year-round schools that apply the Full-Circle Learning model. By stretching the budget and through extensive contribution of in-kind resources, we currently serve each these budding change agents for 10 cents a year.

How we prioritize:

We respond to capacity building requests from educators, mentoring them to customize curriculum design and adapt the model to their specific community needs and local educational requirements. We serve where the demonstrable need for community transformation is greatest, where the population of vulnerable children is highest, and/or where a project's sustainability and success seem likely based on the common vision and commitment level of the learning community.

Year in Review

Full-Circle Learning has gone from serving 40 children in its first year to 44,000 teachers and students in the 22 years since the first volunteers gathered in 1992 to serve the traumatized children in their midst. In 2013 alone, it has served 27,500 for about ten cents per participant.



This year's most significant achievements:

- 1) **New Regions:** Responses to requests for professional development for teachers in schools or NGOs in new geographic areas, including The Gambia, Papua New Guinea and new regions of the United States.
- 2) **New Teachers in Existing Regions:** Mentorship and training for an additional 20 schools in existing geographic areas, especially in Liberia/ West Africa.
- 3) **New Programs or Program Strengths:** Strengthening services to teachers and students in directly administered California programs, by extending summer school hours, increasing the ratio of teachers to students in an afterschool program and preparing to launch a new preschool in an existing service area.
- 4) **Sustained Accountability:** The Guidestar Gold Star assures funders that the organization has been vetted by those who hold nonprofit organizations accountable for their reporting and operations.

Mission:

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

Driven by a belief that every child deserves the right to meaningful participation in society, program leaders have seen students plagued by poverty, immigration, war, natural disaster and various social ills transcend their problems by using various skills to become solution-givers. The methodology used to achieve the mission is an integrated education model that infuses character education, humanitarian service, the arts and conflict resolution into every academic learning unit.

Full-Circle Learning Provides:

- Teachers' professional development training and curriculum support
- Mentorship in customizing integrated education concepts for local needs
- Volunteer and sometimes staffing support for schools, including field trip support
- Program and administrative support for local California projects in underserved communities (including overhead, human resources, materials, training, insurance, etc.)
- Development/fundraising for all the above

Background:

By the end of 2013, Full-Circle Learning had helped train teachers or conduct wisdom exchanges in 20 countries.

As few as one or as many as 28 schools participate in each of those countries. The very first project emerged after the Los Angeles civil unrest of 1992, and the nonprofit Children's Enrichment Program resulted. Its success in nurturing altruistic identities, increasing motivation to learn, producing academic achievements, and teaching life skills brought several outcomes. Collaborations and human rights and human relations awards were followed by requests for help replicating the model. These came from local and global schools and organizations. The organization accepted these requests for help, changing its name to Full-Circle Learning to reflect the new educational model. In the intervening years, the organization responded to requests to help learning communities customize their curriculum development to match community needs. Their local efforts, in many cases, have ignited a new sense of purpose among teachers, transformed disadvantaged schools and communities, improved wellbeing for vulnerable populations of students and inspired diverse types of learners. (See Evaluations for current results.)

Education Equals Community Transformation For Teachers Worldwide



A student at Deborah K. Moore School, speaks about alternatives to gender violence during a community project in Liberia.

International Training

Liberia: Teachers Catch the Vision, Teach One Another

Full-Circle Learning in Liberia grew at a steady pace over three years. Today, at 27 schools, teachers have a systematic approach to change. In 2012-2013 alone, 188 teachers participated in trainings, field trips, ongoing mentorship, follow-up gatherings and community impact forums for teachers and students.

The pace first quickened when the Regional Program Director received a call from the Education Ministry. The minister wanted to know why the teachers and students trained in Full-Circle Learning programs were so different from those from schools trained by other NGOs. The teachers at these schools had a vision and a

purpose, she said, and actually realized their potential to generate positive changes in society. The teachers had gone from feeling as if they had the jobs no one else wanted to understanding their role as perhaps the most essential participants in the wellbeing of their communities.

In the spring of 2013, some FCL-trained school directors spoke on a radio show. As a result, 18 new schools in Monrovia/Paynesville insisted on FCL professional development courses for teachers during the summer, to help them learn curriculum design and classroom management strategies. They came up to speed as quickly as possible. Through a

Full-Circle Learning school leaders and teachers took a leap forward as they began to incorporate the habits-of-heart on a deeper level into the goals of their humanities (history and literature), economics, science and service goals. Web International held a pageant in which students portrayed various leaders in African countries, reenacting history with an eye toward the habits that contributed to the wellbeing of the people.



grant provided by EHG Fund, new African humanities and economics curricula and training videos were adapted to meet their local needs in the fall. Board member Fariba Mahjoor visited in the winter, meeting with the teachers, the Girls United clubs and ten of the schools.

Through the teachers' improved skills in integrated education and classroom management strategies, the students benefited. They learned patience, forgiveness and the relevance of their capacities in science and language arts. They spoke out about peace, gender issues and the environment. By winter, the quality of the student service projects, teachers'

forum and Girls United forum convinced the board of the rapid pace of community transformation where teachers and mentors support one another in the growth process. During the community impact research visit in the winter, teachers longingly asked board member Fariba Mahjoor that the trainings be spread to a larger number of rural schools, insisting, "This is what our country needs."

The ravages of two civil wars once scarred the country's stability and capacity to educate everyone, but now the President's mandate of universal education is bringing education back, and Full-Circle Learning is striving to help teachers make their contributions purposeful.



Left: School administrators Mrs. Dorbar and Mr. Cooper, local Full-Circle Learning advocates and school administrators, presented with African Program Director Davidson Efetobore on Liberia Women Democracy Radio.



Above and left: Students of Kingdom Foundation Institute, directed by Mrs. Enders, studied local sanitation issues and conducted a river cleanup (left) and a later neighborhood cleanup as part of a year-long focus on sanitation. The school provided exemplary examples of change agent education to other schools.



Teacher Everest and Head Master Justyn pose with members of the class of "Sacrifice," from the Rohani School.



Students integrate academics, habits-of-heart and conflict resolution. French translations of a Humanities curriculum have been completed, with themes such as Gratitude, Transcendence and Aspiration.



International Training Chad: Change Agents and Peacemakers

Each country and culture applies Full-Circle Learning in its own way. Les Etoilles Brillante hosted its most recent training for 77 teachers from 8 schools in and around N'Djamena, Chad, as a follow-up to showcase the best practices of the participating Full-Circle Learning schools. The stories shared there inspired hope that children who realize their potential as change agents can gently lead their countries to greater peace and prosperity.

For example, Ndilengar of Etoiles Brillantes Primary School had helped students study the conflict resolution process in-depth. This teacher told of a student who miraculously helped his dad to forgive his nephew and his wife over a plot of land. The young boy became the peace ambassador in the class.

Another teacher, Mr. Djekonbe Evariste, of the Rohani Koudou School, told of a student whose father worked for

the Ministry of Labor. The boy interviewed his father about honesty, and he father replied that "Chad is one of the world poorest countries today, not because it doesn't have mineral resources or agriculture or produce to cater for its citizens, but because there is a very high level of corruption. People don't care about honesty and integrity in this country." The boy explained how he had learned about ways to make honesty a way of life, in order to make life better for everyone and to improve the salaries of civil servants. In their meaningful discussion, the father passed the tools for change into the hands of the youth.

Madam Valentin, from Etoiles Jadin, wrote, "Our school in the community is now known as the 'school of the friendly.' People no longer call the school by its original name... Our major goal for the habit of Friendliness in our last semester plans was to enable the kids to... regard each other as one human family. They will learn to be friendly to everyone that crosses their path both in school and at home."

This teacher told of a kindergartener whose parents had not been on speaking terms with their neighbors for three months. The girl offered to care for the family's toddlers while the nurse went to fetch food for them. The parents were so touched by this act of friendship in one so young that they mended the relationships among the two families.





A class at Chilanga Basic gathers to showcase their work.

International Training Zambia: Newly Trained Teachers Help 8600 Students

Neither malaria nor visa challenges nor technology problems could keep African Program Director Davidson Efetobore away from his scheduled trip from Liberia to Zambia. When he finally arrived, he was thrilled to see the progress of teachers, especially in remote or disadvantaged communities, in refining their craft.

After visiting Lusaka, Chilanga, and Mapepe, the regional trainer commented that in some of the schools, "we were very overwhelmed by the wonderful work of teachers and the projects carried out by students," especially at Blessed Hope, Chilanga Basic and St. Patrick Community School. He commented on the gratitude of the teachers at Blessed Hope, saying "These small community school teachers have never had any formal teacher training apart from the FCL training, and most of them are high school certificate holders. However,

since they received their first training from FCL, they have improved greatly their teaching skills and have used the FCL unit lesson planning skills to better their understanding of the regular traditional lesson planning."

Each class at Blessed Hope has a name that fosters an altruistic identity, as recommended by Full-Circle Learning. The kindergarteners are the class of Love, and various classes up the grade levels are known as the classes of Kindness, the class of Helpers, the class of Unity, of Heroes, of Peacemaking, of Humanitarians, etc. The stories in the various schools illustrate the depth of the teachers' understanding of carrying a habit-of-heart from interpersonal actions to interpretation of themes and application of essential skills that help young humanitarians learn practical ways to change lives.



Left to Right: Chilanga Basic students showcase their work. 2. Students from Open Garden study subjects related to their service. 3. A student assigned the privilege of grounds keeping tends to his work.



Integrated Education Case Study: Youth Seek Electrifying Results

What happens when students relate their understanding of a science concept to the habit of vision-seeking? Illumination!

The fourth-grade Humanitarians' teacher in Mapape taught a unit on the habit of Seeking as part of the curriculum linking academic content to character and service to community needs. The students ultimately went to the newly elected leader of the town of Mapepe to seek an answer to an important humanitarian question: How could they help their town experience the benefits of electricity, as this advance had benefited the wellbeing of the populations in nearby towns?

Touched by their concern, the leader began pushing ahead with the process of electrifying the town. The students continued to seek ways to literally and figuratively bring light to their community in case the leader's efforts might not succeed.

New High School, New Hope on the Horizon Zambia: Blessed Vale Slated for Growth

"The contentment of the students at the Blessed Vale School showed that they have a kind of wealth seldom found in the West," explained volunteer Jade Romain (pictured on the front cover).

The Blessed Vale School students in Chibolya contend with living with conditions so challenging that some students remain too weak to walk to school on Monday after a weekend without food, she said. Still, they come because they love to be together, to learn and to work for change. This year, in the class of her colleague, Antoinette Wright, they practiced interview skills to raise awareness about bringing sanitation to their streets and marketplaces.

Students asked people in the marketplace their views about the negative effects of litter and poor sanitation. They gathered input about what individuals and

the governments can do to clean up the streets and to help the local street boys. The project gave students new tools for engaging in short-term problem solving as well as in long-term humanitarian solutions.

The Blessed Vale School also looks forward to solutions to overcrowding through the launch of a new high school and training center with the help of honorary board member Dr. Farzin Rahmani and the Zambian Gems. These collaborators work continually to provide better skills and health conditions in Africa. The Junior Entrepreneur Scheme developed by Dr. Rahmani helps students develop the business skills to work toward self-sufficiency as a part of their integrated curriculum.

Blessed Vale School Director Beauty Nzila has also been instrumental in the efforts of the school to respond to the

challenge of Zambia's first president, Kenneth Kaunda, to expand the consciousness of teachers throughout the nation on their important role in the progress of education through FCL training.

Peers at the Open Garden Community School took on the goal of showing love for the ill and improving the comfort and care of local hospital patients. The students served at Lusaka General Hospital, not only visiting the sick, but changing their bed sheets and mopping their floors. The older girls formed a Girls United Club to encourage high goals and education among girls, inspired by the progress in prevention of early marriage in Liberia and the peer counseling and arts project in Haiti. Teachers share with one another the high purpose of their profession through the new training and mentorship programs.



Students at Blessed Vale learned interview skills and took them to the marketplace. At right, former graduates look forward to university life.



55 representatives of ten schools and organizations gathered for the first Full-Circle Learning training in The Gambia.

Diverse Groups Unite for Teacher Development Gambia: Gathering to Practice Strategies

"One can pay back the loan of money, diamonds or gold, but one dies forever in debt to those who are dedicated in educating the cream of our nations."

This comment came from Alagie Ndow, the children's program director for the NGO MyFarm, after brainstorming with other teachers in the Full-Circle Learning workshop. Ten schools and organizations in The Gambia sent representatives to a professional development training for teachers in October of 2013. The Sabigi School in Latikundra, serving 4000 students (68% girls), sent its department heads and administrators, so they could conduct a capacity building conference for their staff the following month. High schools, business schools, a teacher's college, a preschool, a prison ministry school, junior youth institute leaders and other NGOs or community-based programs also sent

representatives to the training at the National Baha'i Center. Through follow-up site visits and online communication, teachers who requested assistance received additional help customizing their curricula to help students develop character and service skills aligned with their academic programs. The teachers of The Gambia were eager to learn new skills and strategies. They planned later meetings to work together on implementation.

"We felt inspired, learned so many techniques and look forward to another training in the future," wrote Amadou Badjie, of Tallanding Upper Basic, a member of the planning team in a follow-up request.

Starfish International, a girls' empowerment project in Lamin Village, also helped with the planning. This organization cultivates young women as leaders in the community. Founder Mam-Yassin Sarr

followed up the training with a visit to the US, during which her project was featured at a presentation co-sponsored by Full-Circle Learning and the Purple Moon gallery, attracting the interest of volunteers who felt suddenly inspired to bring their collaborative skills to The Gambia. Her presentation left the audience spellbound to hear how she had determined as a young child to help girls gain an equal footing in leading their families and societies, through a balanced blossoming of their character, education, altruistic and economic capacities.

Plans are being made to continue support for the training of educators in The Gambia. One of the young Starfish facilitators, who mentors younger girls, had expressed after the training, "I feel inspired because the girls are going to use their hearts and habits to change the world. This is true progress."



Girls enjoy a cooking class, one of many educational, leadership, life skills and entrepreneurial activities they participate in at Starfish International, founded by Yassin Sarr (in white) with husband David Fox and operated with assistance from sister Nymie Sarr (in red.)



A child at the Early Development Center will experience *Habits of Helpers* as the new curriculum at the school.



Young artists at MyFarm integrate art, literacy and now a range of academic and community service components into their curriculum.



Left: Independence Day in Papua New Guinea meant brightly colored clothing, but the teachers kept the celebration indoors to attend the Full-Circle Learning workshop days at a local college. Above: Students of the Virtues Day School greet guests at the airport and dance in their traditional costumes. Right: Teachers collaborate during a breakout session.



Locals Welcome Integrated Education Papua New Guinea: Sacrificing to Plan a Brighter Future

Racing boats moored on the beach under a mottled sky. Families set up picnics. Bold new signs went up around the city. Children dressed in diverse tribal costumes, coming together for the dance that would unite them for Independence Day in this land of 850 languages. The children of Papua New Guinea rehearsed the performances they share to greet us with at the airport. Independence Day would bring relaxation and celebration for them –and for everyone except the teachers.

That's right. Forty-five teachers from ten schools and community organizations gathered at a vocational college in Port Moresby for three long days. Chelsea Lee Smith, the Australian Full-Circle Learning liaison, had helped arrange the visit. Some teachers had traveled in from remote

village schools and others came from urban schools, but all had sensed the importance of attending. Their students were growing up in a world where the rush of modernity and the distinctive needs of one of the world's most culturally diverse nations had created economic clashes and educational inequities and the desire for professional development in educational strategies that integrate character, academics and the arts. So great was their desire to create a better world for their children that they willingly gave up their holidays to gain new insights and ideas and to practice new skills.

The training later led teachers at one school to plan a learning unit that ended with children performing at a home for those with special needs (those with multiple disabilities abandoned by their

families). The students' parents participated and brought handmade gifts. The television station covered the field trip. The director described the experience as a moving one that deepened the teachers' growing sense of appreciation for the curriculum.

Meanwhile, by the end of the workshop, the teachers had taken time to share their thoughts about the value of integrated education, writing comments such as these:

"These concepts will give children a greater sense of vision and purpose."

"The samples are helpful and I am able to apply them to my current work."

"I feel inspired by the concepts we learned, because now I have all I need to carry out my work in this industry."

"FCL allows the children to embrace the importance of working in unity with everyone."

The workshop, hosted by the Virtues Child Day School, included not only area schools but also Bukbilong Pikinini, a literacy program serving 4,000 students of all ages with regular classes. The groups made follow-up plans to organize, meet and train together in a systematic way in the coming months.

Shortly after the training, the host school lost its school bus due to a hijacking, then had a replacement bus damaged in an accident. The director quipped that now that her students truly had such noble purpose, she would paint on the side of the next new bus, "May God educate these children to render service to the world of humanity." That way, the citizens would be more careful to protect its frame and precious cargo.

April Woods Applies Innovations

Haiti: A Community Models Integrative Thinking

The April Woods School in Haiti has worked through many challenges to at last permanently buy its two-room schoolhouse this year. The children are creating a library and take sewing lessons in the room of the founders' home. On the horizon, the plan will be to also start a secondary school, focusing on the integration of environmentally sound agriculture and cottage industries.

Already, the team is off to a good start. School director Christelle and founders John and Deb Currelly, have worked together to welcome the skills of international community organizations or local volunteers, who teach sewing, dance, carpentry, welding, solar energy, and recently, sheep shearing. Each adult

who learns a new skill must teach it to the students and help them find its practical application in the community. Even the security guard gets involved, teaching English to the students.

These activities improve the economic development of the community while teaching the students valuable skills related to their own habits-of-heart and collaborative process. Meanwhile, they see the integrative relationship of service, education and economics modeled in community life. The wool from the sheep provides for the quilt batting. The one who uses carpentry to build an extra room or makes meals for students makes extra income to support the family and community.



John Currelly and his mentee Guellor, below, demonstrate basic carpentry and welding.



Teacher Christelle shows how solar power runs appliances such as refrigerators.





Teachers can have fun as they learn—as evidenced in these scenes from the 2013 training sponsored by the Venus School, in Jacksonville Florida. The conflict bridge exercise helped teachers understand how one child's authentic health concerns may illumine a path for problem solving and community service that integrates science, social studies and empathic responses to the classroom community.



American Teachers Expand Skills US: Educators Study Full-Circle Learning Applications

Chapman University education students are among the 2012-13 collaborators who now teach students to imbue problem solving with purpose. They practice their unit plans at King elementary, in the Santa Ana School District, incorporating the habits-of-heart into science projects with humanitarian outcomes.

Students enroll in a Chapman University course called "Teaching in a Culturally Diverse World: Math and Science Methods," where Professor Marisol Rexach explained that they "applied their blossoming understanding of Full-Circle Learning's integrated education model."

The first semester, they learned Full-Circle Learning pedagogy and applied the habits of Climate Change Agents in the public school. The second semester, 28 new education majors enrolled and learned to express the habit of Universal Connectedness through a study of eco-systems, based on the Habits of Humanitarians. The third semester attracted

yet more adults from past professions, to discover new meaning in their own lives as they transition into the profession of visionary teaching.

Meanwhile, the Full-Circle Learning Northern California office sponsored one independent on-line course and six onsite training courses in various regions of the US in 2012-13. Public schools, private schools, individual teachers and community-based organizations benefited from these sessions. As a result, the nonprofit G.E.M.S planned a poetry advocacy project in five counties in the East Bay. Other Northern California teachers incorporated the habits-of-heart into their Common Core curriculum. The Navajo community continues to plan for applications of the model. The budding Venus School, in Jacksonville, Florida opened its training to local educators and to administrators from the neighboring elementary school and prepared to open two programs – one for the STEM school and one arts-related program.

Right: Chapman University's education students learn to apply the Full-Circle Learning method as they take their classroom learning to King Elementary in Santa Ana, California. They incorporate a habit-of-heart curriculum into science classes to teach awareness of the oneness of living systems.





Left and above: Various activities help students practice habits such as patience, cooperation and creativity.

Love as a System-wide Standard China: Children Learn by Doing

Grandparents model love. Friends bond as siblings. Caring relationships play an active role in the early education of children in China, especially in Zhejiang Province's university town of Hangzhou. A few years ago, Full-Circle Learning was invited to collaborate on a multi-year program to introduce the Full-Circle Learning educational model into the curriculum development training at Zhejiang University's Hangzhou Preschool Education College. Teachers at the affiliated kindergarten served as master teachers, and the university trained teachers throughout the province. Through the initiative of Dean Qin and Professor Gan,

the school translated curricula and presented trainings and conferences, and onsite guidance to help the model become a long-standing program. Still, more support for incoming teachers will be needed, according to the director of international programs at Greentown Education System, Shuigen Yu, whose commitment invited onsite help from FCL Board Member Margie Maher and whose school directors at various area schools have made great efforts over the years. In 2013, Greentown school children participated with parents in a community garden, in art as service and in other group activities with parents, as shown in the photos.



Children and parents pull up radishes together in a community gardening project.

Connecting Capacity to Community For Local Students



US: Full-Circle Learning at Rancho Sespe Benevolent Leaders in the Making

Children develop loving and collaborative communities when they learn to examine their motivations... when they learn to develop a purposeful vision for applying their passions... when they learn that “action figures” who perform heroic actions are not those who wear Superman costumes but those who donate blood or teach young children or use their hands to build furniture for schools or give up their time for helping.

Students aged 1 – 20 learned these deliberate lessons through their age-specific Full-Circle Learning curriculum and

projects in 2013. Parents in this farming community do not have the means to transportation and time to provide extra educational resources for their children, and yet the students provided service at the United Blood Bank, created presentations for people in service-oriented leadership positions and cultural preservationists, and extended the legacy of a belated Full-Circle Learning volunteer who had given her life to service. They studied newspapers and wrote to local individuals who practice selflessness. They read biographies of heroes who advocate



Students traveled to Channel Islands University to learn about careers where they can apply the habit of dedication to their personal visions of service.

for others. Their classroom habits and traditions, as well as their curriculum, instilled lifelong habits of benevolent leadership. They envisioned lives of service and, finally, traveled to a university to see how they might add the practical skills to fulfill their dreams.

Parents at Rancho Sespe have now raised the call for a year-round onsite preschool, similar to the successful Piru Full-Circle Learning Preschool. HUD Manager

Jose Hinojosa has turned down offers for private, rent-paying preschools in order to extend the services of Full-Circle Learning to the families of preschoolers year-round at an almost pro bono rent. He calls this “an investment in the future,” as the children trained in the model grow up to the kind of residents he wants to see in the community. Full-Circle Learning strives to amass enough private and community grants to open the new preschool in 2014.



All classes integrated current events, personal actions, goal setting, the arts and academics as they practiced Selflessness, Vision Seeking and Advocacy through the remaining units of the summer. They made gifts for blood donors—and older students donated blood—on one of several service-learning field trips.



US: Full-Circle Learning's Tarzana Elementary School Habits-of-Heart Club Seeing the Good in Others

Can students as young as kindergarten through sixth grade identify people whose needs are greater than their own? In a mature Full-Circle Learning classroom, the answer is, "Yes."

In the past school year, students had a chance to think about what happens to babies born too soon. They became advocates for these tiniest members of society at a ceremony they staged at a hospital, to acknowledge the caregivers of premature newborns. They practiced the habit of farsightedness, honoring city councilmembers at a newly protected wetlands and environmental park. They considered the years of devoted service of their adopted grandparents at the senior center and held an awards ceremony to honor them for the habit of dedication. At last, while studying Universal Connectedness, they made One Human Family flags out of pillow cases, sending them

to wisdom exchange partners in Liberia. This learning unit initiated an exploration of ways to prevent infectious disease and improve health at the family, community and global levels.

Each project came at the end of a unit steeped in personal character formation, integrating conflict resolution, music, art and academics, taught by Miguel Pena, with Antoinette Wright. Hyla Douglas accompanied students on the guitar whenever their plan of service called for music. Other volunteers from area schools volunteered throughout the year. The Mona Foundation offered grant support.

This Full-Circle Learning program received a spontaneous letter from the presiding nurse at the hospital in response to its community impact. [See Community Impact: Letter.] Its work was also featured in 2013 in the *Malibu Times*.

Mayor Skylar Peak (right) and the Malibu city council members who envisioned the Legacy Environmental Park earned the students' praise and songs for practicing farsightedness. Below, left to right, seniors enjoyed a program honoring them for the habit of dedication. Parents received personal awards for the positive habits their children see in them.





Oak Park Full-Circle Learning Club members carry supplies they have collected for the school. Above: They prepare students for service to adopted grandparents.

US: Oak Park High School Full-Circle Learning Club Role Models in Achievement

Some high school leaders are never too busy to set an example for the young ones standing in their shadows.

The Full-Circle Learning Club at Oak Park High regularly unites with the club at Tarzana Elementary to help the older students model service and teach the younger set how to incorporate drama, art, environmental skills and caring into their Full-Circle Learning field work.

For example, the Oak Park drama buffs taught their mentees how to role play Dedication in preparation for skits honoring elders for lifelong dedication

to community. They often enhance the art projects that unite three generations as elderly citizens, high school leaders and elementary school children share the secrets of community development through altruistic action. The club also collects supplies and raised funds through a triathlon for its activities with Tarzana students.

Ben Wincks founded the Full-Circle Learning Club at Oak Park High, now in its third year. As a role model for youth, Ben has inspired many young people to serve in the project. Participation in the Malibu

Triathlon is their most recent venture. In the summer of 2013, Ben was chosen as the only Hugh O'Brien Youth Leadership (HOBY) Ambassador, to attend the HOBY World Leadership Congress among 400 other youth from around the globe, who met in Chicago. He was recently chosen, with a cohort of four, to go to the Holocaust Museum in Washington DC to meet with world leaders and discuss ways to eradicate hatred in the world. We applaud his initiative as a role model for other Full-Circle Learning students and alumni.



Full-Circle Learning Preschool Ps and Qs, not just ABCs

Maritza Orozco said, "I believe it is important not only for teachers or mentors to teach students the necessary materials to advance to the next level, but to help them understand why it is important for them to know why they are learning. This is what Full-Circle Learning is all about. This program leads to a great future for our children and many parents here find it both inspiring and motivating..."

Parents and community members wrote in about the differences that Full-Circle Learning makes in early childhood development programs. As just one example, students conducted a series of learning activities that linked preschool skills and pro-social skills. When their integrated learning unit included a study of transportation, they visited a train depot and also prepared for the annual parade. The trip afforded a chance to practice words of respect for elders, which they

had learned to use in public places such as trains, stores and schools.

Families, friends and neighbors helped them decorate a float on which to demonstrate their special skills for the community. The preschoolers enjoyed riding the Respect Train together and telling people the words of respect to use on a train. Out in Ventura County, where the Fillmore and Western has long served the public with railway service, the float was a relevant place to practice these skills.

The project benefited from the donation of a tractor from a local citizen and from the creativity of Sughey Lopez and her teaching team. A tobacco tax through First 5 Ventura County and plenty of parent volunteers help make this program possible.

Students at the preschool are measured based on their developmental skills as well as based on 19 indicators of integrated social, emotional, intellectual and leadership skills.



Piru Full-Circle Learning Preschool students demonstrate Respect for Elders on a train float. Preschool graduates celebrate mastery of skills and habits.



Three generations reinforce a child's learning.





Students at SANAD learn the way Vision Seekers approach bridge building, realistically and metaphorically. Below, architect Zack is honored as the expert engineer. Above, students explore how bridges are made of small pieces coming together.



Teacher Katie Smith and students practice comforting one another with hot chocolate during an Empathy unit after the Sandy Hook shootings.



Los Angeles County Collaborations: Signs of the Times at SANAD

This past Saturday, like many other Saturdays, I found myself amongst the children of our Saturday school. In true Full-Circle Learning form, we were seated in the “humanity circle.”

This has been a tradition for several years now. However, on this particular day, I was struck with the realization that our school culture has indeed undergone a most positive transformation. Once filled with petty complaints often associated with childhood and common playground struggles to share limited resources and space, we now have no such drama. Instead, our students have internalized the sheer joy of compromise and altruism. They delight when they or their friends are elected for server nominations- a wonderful recognition of their ability to apply the habits-of-heart that offer much-needed complexity to our learning.

This should not have been a true “aha!” moment, because all visitors comment on the culture of our school. Most recently, my education students from Chapman University visited our Saturday school. These soon-to-be teachers study the model and incorporate it into their practicum. They have experienced working with fifth graders at a local public school where the Full-Circle Learning model is introduced as a two-week after-school enrichment program. Contrasting these two settings was their immediate reaction; they were impressed with the manner in which the Saturday students engaged in learning and dialogue. Our more saturated students were deeply involved in the process of learning and respected the diverse perspectives offered by others, while the short-term students in the after-school program often required extrinsic rewards. (Thankfully, this started to change by the end of our internship period with them.)

...I think about our humanity circle and recall what one parent told me. “The humanity circle is my favorite part of the day!” I see what she means and also am reminded of the broad smile on the face of an energetic three year-old when he was nominated for service. One other student saw him demonstrating the habit of empathy and nominated him to distribute the lunch napkins. There was such pride in his little face. Imagine, no stickers or candy. The honor to serve was his reward. THAT is how we create future leaders with altruistic hearts.

Thank you for sharing the gift of Full-Circle Learning!

With much gratitude,
Marisol Rexach



Arlo Gordon, in top photo, helped coordinate the Pillow Project at two Southern California sites. Teachers and other volunteers assisted.



U.S. Collaborations Stitching Purpose into Projects

Students passionate about art are proving that their passion can make a difference in the world. Arlo Gordon set an example for other students in arts advocacy. High-school aged volunteers from two schools helped out as volunteers as they led students in designing pillow patches to benefit girls' education.

Our partners at What A Life Foundation sent us fabrics from many American vendors to use to make pillows that, when finished, will be featured in local stores to generate funds for Full-Circle Learning's Girls United Project in Liberia. The students created pillow patches using their own designs related to their lessons. Ms. Celia

Behar helped sew the designs. Then the pillow patches will be sewn onto designer pillows by Margaret Barnett and Kim Joselove from the What A Life Foundation, in Decatur Georgia. The project helps students think about the needs of their sisters in Girls United clubs around the world, who work hard to generate equal education opportunities for girls. They do this by writing poems and speaking out to encourage girls to stay in school and avoid childhood marriage. Proceeds from the sale of the completed pillows will help the Liberian girls create an anthology to spread their message more effectively about the need to educate girls.





Students of the first CEI summer school react when called upon to receive mastery awards.

CEI: US Collaboration Village Cultural School takes Root

It takes a village to raise a child, especially in the heart of a city. In August 2013, the Richmond/EI Cerrito community celebrated the success of the first session of the Village Cultural School Academy, a summer school based on the Full-Circle Learning principles.

Addressing the parents, Community Engagement Initiatives (CEI) Founder Mina Wilson-Rutter shared the vision of the organization in creating the program: to “help children embrace a vision of their role in an interdependent human family, in addressing the challenges of climate, food stability, poverty, obesity, and health.”

The summer school focused on Respect, Cooperation, Kindness, Patience, Teamwork, Integrity and Reliability. The children shared their projects at the first annual Cross-

Over Celebration, at St. Peter CME Church, welcoming guest presenters and field trip hosts from the summer’s five-week intensive program. Highlights of the summer included a visit to the farm of agriculturalist Mr. Cleveland, who recalled his own childhood growing up with nine sisters and wanting to give back to his community. Similarly, art teacher Lat Sene Diakhate, from Senegal, spent his childhood as the youngest of ten children, helping his mother raise the money to feed the family when his father’s business failed. The sand painting art he learned as a survival skill now became a tool in the hands of the children. They also visited a factory and documented their experiences in journals.

Students gained experiential knowing

through field trips to a farm where community members picked and ate organic produce and learned about eco justice and sustainable agriculture. To strengthen their writing skills, the villagers kept journals to capture their daily experiences. The granddaughter of Booker T. Washington, Sandra O’Neal Rush, also contributed to their leadership skills over the summer.



Africa: Schools Bring Opportunities for Girls Girls Unite as Global Voices of Change

Young girls can do more as writers than record the past. They can rewrite one another's present and re-envision the future.

The work of Girls United continues at Full-Circle Learning schools as students help one another to transcend trauma, reach for higher goals, stay in school and delay marriage until they have the skills to better care for their families.

The anthology *Haiti Through Our Eyes* has inspired projects in Liberia, Zambia, Chad and the United States. The girls in many countries now give one another peer support and bolster the idea of the importance of girls' education and the importance of their role in strengthening the fabric of their societies. In Liberia, they have also been published online in their attempt to address the UN Millennial goal of eradicating childhood marriage. Girls in Liberia have been writing poetry since 2011 to raise awareness of the

issue. The Pillow Project, a collaboration of Full-Circle Learning and the What a Life Foundation, drew support of Margaret Barnett, Kim Joselove, Arlo Gordon and local site leaders in America to help raise funds for the publication of anthologies of the girls' poetry. The books will help spread the work, create reading material by locals for use in Liberian schools and libraries, and promote the cause of universal education for girls in the developing world.

Full-Circle Learning authorized funds to begin the printing project in early 2014.

This year, Liberian girls hope to publish an African girls' anthology, to make their messages more permanent in their local libraries, schools and communities. Global exchange work such as the Pillow Project will help them achieve their goal. The book will help populate local libraries and schools with more books written by local Liberians.



Above and below, right: Girls United students gathered in December 2013 to tell about the significance of the program in their lives. Girls at multiple schools participate in the program to raise awareness of the valuable role of women and to encourage girls to stay in school. They use their research and writing skills to create a new peer culture around the role of girls and women. Below center: Candide and Marie help lead the first Girls United meeting in Chad. Above, bottom left: Zambian girls recite poetry in a Girls United meeting in Zambia.





Josepha, Simon, Satta, Patience, and Emmanuel will attend school this year with the help of Full-Circle Learning.

Help Needed to Maintain Support **Five New Scholarships Help Children Strive**

Universal education, a Millennial goal for the world, has not yet reached its zenith in neighborhoods where new school buildings have sprung up, but only tuition can keep their doors open. On such a street in Liberia, orphans often have little chance of getting the help they need.

Nine-year-old Simon lives with his brother. He fetches heavy jugs of water ten times a day from the public hand pump to earn money for his food. Satta lost her parents at age four. Her aunt sells

groundnuts on the corner to put food in the house. Emmanuel, at age 13, lives only with his friends and has no adults to turn to for help. Nine-year-old orphan Josepha lives with an unemployed uncle who had no means of support that would allow him to attend school. Similarly, Patience stays with an aunt who has no money for school fees and uniforms.

Patience came to the Full-Circle Learning director in Liberia every day, offering to do odd jobs in exchange for

school fees. She now waters the flowers at the front of our office every evening. Emmanuel and Simon volunteered to clean the windows and slash the compound's bushy grasses on regular basis. Thanks to a small emergency fund, these four students now receive needs-based scholarships from Full-Circle Learning. With the extra you give, we can continue to help them improve their chances to make meaningful contributions to their community.

Patience wrote, "I am studying to become a nurse so I can help sick women and children in my community."

In his thank-you letter, Emmanuel added: "My favorite subject is Social Studies...When I grow up, I want to become a farmer, so that I can grow food to feed my country...I will never achieve my dream of becoming a good farmer without academic knowledge. Thank you for the support. I promise to be a good boy."

Community Impact: Letters

"...Personally, I feel great joy and much hope having experienced first-hand the character, compassion, courage and leadership that the children shared with all of us. I am looking forward to these same children, our future generation, to lead our country while embracing those very same qualities."

—Michelle Schaubert, R.N. Tarzana Medical Center

"...It gave my child the ability to build relationships with his classmates ... He works in groups incredibly well and recognizes the importance of work....but also practices his family values; to be kind, respectful, and patience. I can say my child has learned the value of education."

—Maria Orozco, Mother

"My daughter had the privilege of attending Full-Circle Learning Preschool for two years... Not only was the experience educational for her but she also learned many other life skills...The impact the program had on my daughter was extremely positive...had she not attended Full-Circle Learning Preschool she would not be in the position she is in today.... Given its unique location, it services students that would normally not have access to such a great program...I hope for the sake of our future children, they are given the opportunity to attend and have as much success as my daughter had."

—James Cummings, Father

"Tammy Ryan, an assistant professor of education at Jacksonville University, is familiar with the Full-Circle Learning model. She said it is effective because students are able to use multiple subject areas. Research shows that Full-Circle Learning takes into account how children learn—that the best way to increase competency in standardized tests and on report cards is to help children enjoy learning and see its purpose. "It gives them [instruction towards] a purpose," Ryan said. "They're able to apply [concepts] and use them."

—Florida Times Union, January 31, 2014, Making School a Place of Full-Circle Learning

FCL programs have made a difference in the lives of disadvantaged children across West Africa. For example, a girl named Adiza told our program director that FCL had given her a reason to live. She was born with learning disability and speech impediment that made her feel unloved by teachers and students. She felt isolated yet longed for education as a tool to make a meaningful impact on society. She suffered in silence, never given a chance to contribute. After her teachers received the FCL training, both teachers and students reached out to her as a member of the human family. They befriended and never left her, through graduation. She decided, as a result, to become a teacher of disabled children. She is now a teaching assistant in Chad, using FCL curriculum to the fullest."

—Story from African Programs Director



"Full-Circle Learning is used as an important part of our kindergarten-based curriculum and has been highly valued in cultivating our children's character."

—Shuigen Yu, Director of International Relations, Greentown School Systems, Hangzhou China

Teachers have progressively shown their abilities of creativity... They have considered FCL as one of their basic curricula... Children have gradually become responsible citizens... Teachers in Fuyou Kindergarden have brought us fresh air. They have their own creativity in teaching the character education trait of creativity. Big children try to learn Chinese ink painting... They learn the value of creativity as well.

—**The Staff at Greentown Schools in Hangzhou China**

We are entirely grateful for our years in partnership with Full-Circle Learning. Our FCL program came to be loved in general by our community, by all stakeholders. It made a very positive impact on our students.

—**Lisa Perskie, School Director, School of the Nations, Brasilia, Brazil**

The more I apply Full-Circle Learning pedagogy, the more I come to understand its simplistic complexity. All aspects of this approach are thoughtfully and creatively organized. Through the 13-S scaffolded learning steps, teachers contextualize and extend academic content. By using the habit-of-heart as a lens for integrated learning concepts, students connect deeply with not only the content but with the application. Engaging in collaborative endeavors to transform local communities and to connect with global partners provides the much-needed purpose that children crave.

All-too-often, many school children sit in cognitive comas in uninspired classrooms. As a Program Specialist for the Beginning Teacher Support and Assessment (BTSA) Induction Program, (a credentialing program that guides



Full-Circle Learning Wheel

first and second year teachers), I know that teachers struggle with culturally-responsive pedagogy. I also grapple with their challenge to create invigorating and effective classroom environments. The new Common Core State Standards in America promote cross-content learning. Additionally, they emphasize collaboration and critical thinking while thinking and connecting globally. These new challenges present an amazing opportunity to apply a model that works so effectively, over time:

—**Marisol Rexach (Director of New Teacher Training for Santa Ana School District, Instructor at Chapman University, SANAD Sudanese Cultural Preservation School Director)**

Sample Wisdom Exchange:

Dear Students of Liberia

This year we have learned about real-life heroes. For example we learned that heroes must have a vision, be selfless, must be advocates and must be dedicated to making the world a better place. Earlier this year, we went to visit the elders from our community. We sang songs to encourage them and brought joy to their lives. We also made cards for them. At first some of us were nervous but we took courage and were successful and made a better life for them.

Then later in the year we went to our community hospital to advocate for the lives of premature babies. Premies are babies that are born way before they are due. We sang for the nurses, gave them awards and told them our own stories.

We hope this letter brings you joy and hope that you continue to practice the habits of the heart!

**Yours truly,
(Signed by every student in the class)**

This letter, sent by Miguel Pena's Full-Circle Learning class in Tarzana, California, was followed up later by "one human family" flags sent to each of ten schools visited by board member Fariba Mahjoor. The flags were designed on pillow cases, as the students conducted global health projects while practicing the habit of Universal Connectedness.

In Memoriam

The legacies of two dedicated souls have been extended through Full-Circle Learning projects.

The late **Leon Ferguson**, of Inglewood, California, tirelessly worked to promote concord in his many activities after retirement. He modeled service not only by presiding over the independent board of a Full-Circle Learning school but by serving on various educational and community committees and always acting as the comforter at the bedside of a friend at the hospital. When cancer struck, he did not let up on his acts of service. He struggled to act comfortable enough to participate in an important school board meeting on the last night of his life, knowing he was not well. Afterward, he went to the hospital, where he passed away the following day. The Leon Ferguson grant has been set aside by that board to help with Full-Circle Learning projects, including the launch of a Full-Circle Learning preschool for a community in need.

For many years, **Nikki Taylor** worked tirelessly to promote the philosophy and teaching methodologies of Full-Circle Learning in Gainesville, Florida.

As a retired teacher, she wanted children in their formative years to have access to programs that integrate character education with literacy, academic learning, conflict resolution and service to humanity. Rather than passively think about her ideals, she acted on her convictions, organizing trainings, talking to educational leaders and introducing a traveling Full-Circle Learning program for early learners in Gainesville. She recruited other retired teachers to work alongside her, bringing their talents to bear in a traveling FCL kindergarten program.

Right up through her very last piece of correspondence, Nikki was still reporting on her efforts to promote Full-Circle Learning to others in order to serve the children. The board posthumously awarded her with the same habit-of-heart award given to the children when they have truly mastered a habit, for Nikki practiced Dedication over the course of many years, as did Leon.

Any donation made in the name of either Leon Ferguson or Nikki Taylor will benefit early learning programs for deserving families in California's agricultural community.

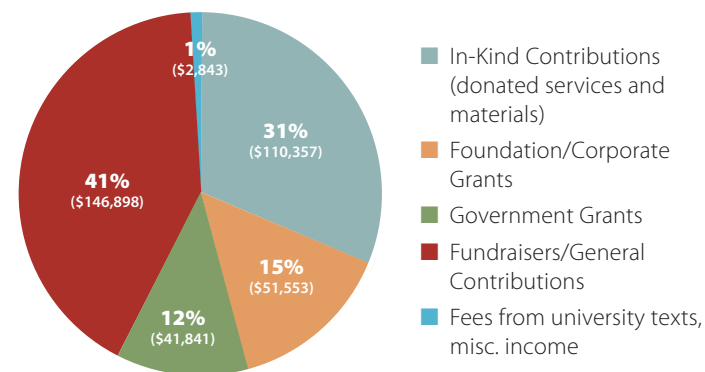


Students at Rancho Sespe built and decorated a bookshelf with butterflies in memory of long-time Full-Circle Learning advocate Nikki Taylor.

Full-Circle Learning Income and Expense 2012-13

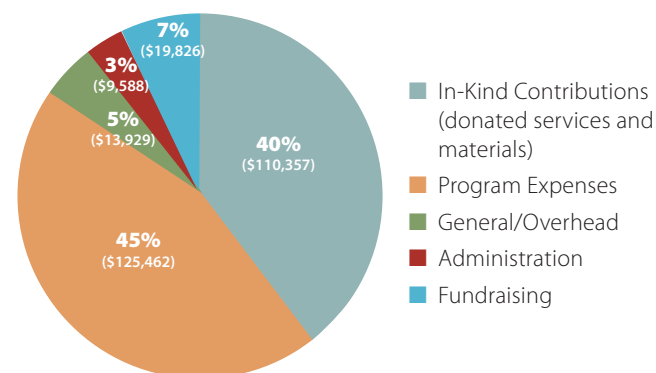
Fiscal 2012-2013 Income Sources

In-Kind Contributions (donated services and materials)	\$110,357
Foundation/Corporate Grants	\$51,553
Government Grants	\$41,841
Fundraisers/General Contributions	\$146,898
Misc. Income (university texts, etc.)	\$2,843
TOTAL INCOME	\$353,492 **



Fiscal 2012-13 Expense

In-Kind Contributions (donated services and materials)	\$110,357
Program Expenses	\$125,462
Overhead	\$13,929 *
Administration	\$9,588
Fundraising	\$19,826
TOTAL EXPENSES	\$279,162



* Offset by landlord's contribution to pay office rental fee

** Excess revenue over expenses includes funds earmarked for programs that occurred after the end of the fiscal year.

Program Evaluations

Anonymous Parent Survey Assessments 2013

Parents of **elementary school students** responding to anonymous surveys after a school year of direct service indicated that the program had enhanced their children's capacities beyond their expectations in the following areas:

- 100% Motivation to learn
- 100% Sense of joy in serving others
- 100% Spirit of cooperation and teamwork
- 100% Desire for self-restraint or self-mastery
- 100% Understanding of peaceful ways to resolve conflicts
- 92% Ability to show compassion, empathy or sensitivity toward others
- 100% Understanding of unique perspectives among diverse cultures
- 92% Global awareness or sense of participation in the human family (8% unsure)
- 100% Appreciation of science/sense of the oneness of systems in the natural world
- 84% Capacity and/or interest in reading or language arts (16% unsure)
- 100% Capacity and/or interest in applying math to problem solving (24% unsure)
- 100% Interest in sharing creativity and visual arts as gifts or tools for change
- 92% Interest in sharing music or performing arts as gifts or tools for change
- 100% Ability to communicate articulately and respectfully
- 76% Tendency toward ethical leadership (24% unsure) (but not leadership at the expense of others)
- 92% Respect (for those who are different, for elders or for all life) (8% unsure)
- 92% Time management skills; work ethic (8% unsure)
- 100% Level of accountability (integrity; ability to accept responsibility for actions)
- 100% Tendency to think about the future and to set meaningful life goals



Teaching Assistant Gorgonio Tobias, from Full-Circle Learning at Rancho Sespe (Fillmore California), helps students display their pillow patches, designed for pillows that will benefit girls' education projects in Africa.

Parents of **preschoolers** responding to anonymous surveys after a school year of direct service indicated that the program had enhanced their children's capacities beyond their expectations in the following areas:

- 100% Increased motivation to learn
- 100% A spirit of cooperation and teamwork
- 86% Greater global awareness or sense of participation in the human family
- 86% Greater appreciation of science or the natural world

- 86% Newly acquired artistic techniques
- 86% Newly acquired skills in music and/or dance
- 70% More unselfish or generous acts
- 70% A desire to serve and help others
- 56% Increased tendency to peacefully resolve conflicts
- 56% More ethical leadership skills (leadership but not at the expense of others)
- 56% Discussions of positive future goals, careers or lifelong learning habits

US Teacher Evaluations – 2013

In anonymous evaluation surveys, US participants received four qualifiers, from “Very true” to “Not true” as multiple choice options after engaging in a Full-Circle Learning onsite course covering several topics: Vision and theory, curriculum design and customization, peer culture and student/classroom support strategies. The results below refer to those who marked “Very true,” the highest qualifier.

1. **100%** of respondents felt inspired by the concepts learned about how to give students a greater sense of vision and purpose.
2. **100%** felt excited and prepared to implement the sample learning units they created, to help students contribute their skills toward improving life for others in the community.
3. **100%** learned new strategies to help children and youth connect with peers in positive ways, resolve conflicts, accept responsibility for their actions or develop more positive habits and an altruistic identity.
4. **Variable** responses regarding expectations of school support, as those trained attended as individuals rather than current employees of a participating organization.

International Teacher Evaluations – 2013

In anonymous evaluation surveys, international participants received four qualifiers, from “Very true” to “Not true” as multiple choice options after engaging in a Full-Circle Learning onsite course covering several topics: Vision and theory, curriculum design and customization, peer culture and student/classroom support strategies. The results below refer to those who marked “Very true,” the highest qualifier.

1. **100%** of respondents felt inspired or very inspired by the concepts learned about how to give students a greater sense of vision and purpose.
2. **100%** felt excited and prepared or very prepared to implement the sample learning units they created, to



Teachers received their honors after completing a brush-up course at the Deborah K. Moore School in Liberia.

help students contribute their skills toward improving life for others in the community.

3. **86%** felt very well prepared and 13% felt prepared with new strategies to help children and youth connect with peers in positive ways, resolve conflicts, accept responsibility for their actions or develop more positive habits and an altruistic identity.
5. **71%** of responses indicated unqualified expectation of

school support: Those working in school environments that embrace a similar vision felt confident they would be able to engage the assistance of colleagues in implementing the tools gained in the workshop or else to help train others in their schools. 31% felt relatively confident they could do so. 2% were somewhat sure of the support of their school leaders in implementing the vision.

Friends of Full-Circle Learning

Full-Circle Learning Participating Countries, to Date

Afghanistan:	Past wisdom exchanges with three schools for disadvantaged children	Liberia:	26 schools in Liberia (Pilot schools at Deborah K. Moore, Kingdom Foundation and Web International)
Australia:	Regional training liaison/homeschool	Papua New Guinea:	10 schools/NGOs trained
Brazil:	School of the Nations	Navajo Nation:	Past Trainings and Current Planning
Bolivia:	3 schools trained	Nigeria:	1 school, through offsite mentorship
Chad:	8 participating schools (Pilot school Les Etoilles Brillante)	Norway:	Peace Prize exhibit featured work from all FCL countries
China:	Hangzhou Teachers College at Zhejiang University and Multiple Schools in Zhejiang Province and Greentown Education System	South Africa:	Participating schools and CBOs in Gabazi and Johannesburg
Ethiopia:	Past Activities at One Planet School	Tonga:	Past Activities at School of Light
Gambia:	10 Schools or CBOs	United States:	Past Activities at School of Light Schools and programs have been implemented in Los Angeles, Ventura, Orange, Alameda, and Contra Costa Counties in California; and in the states of Arizona, Florida, New Mexico, Kentucky, New York, and Rhode Island; and in university education courses at Chapman University.
Haiti:	April Woods School; Girls United Initial Project Service Area	Zambia:	6 participating schools (Training headquarters at Blessed Vale)
India:	Nishanth Academy, Chennai		
Japan:	Yamaguchi University and local school		
Kenya:	10-year Wisdom Exchange; Collaborative Projects		
Lesotho:	7 schools participated; parent-founded Lerato School resulted		

2013 Regional Training Locations

Liberia Full-Circle Learning Center	Brisbane Australia
Blessed Vale School and surrounding schools- Zambia	Venus School/Jacksonville Baha'i Center
Chapman University Education Courses	Kaiser Permanente Corporate Center – Oakland, California
Les Etoilles Brillante School - Chad	Radisson, Richmond, California
Gambian Baha'i Center	Mentorship at Local Schools Worldwide
Port Moresby Vocational Training Center -Papua New Guinea	

2013 Collaborating Organizations

Zambian Gems	G.E.M.S. Youth Program
Community Engagement Initiatives	UN Foundation
What a Life Foundation	Participating Schools

Full-Circle Learning (FCL) Administrative and Site Leadership Staff

Operations Director: Hyla Douglas	Rita Avila
African Program Director: Davidson Efetobore	Stephanie Ochoa
Ventura County Program Director: Sugey Lopez	Celia Bejar
Tarzana School Site Leader: Miguel Pena	Leticia Abrego
Graphic Designer: Nira Lichten	Maria Enriquez
Grant Writer: Julie Cowles	Gorgonio Tobias
FCL-Funded Teachers/Assistants:	Peter Simukanzye
Antoinette Wright	

Program Support Volunteers

Webmasters: Sara Wood and Jason Witty	Technical Support: Toni Issacs
Office Support: Bob Ballenger, Roya Tabrizi	Pro bono Printing Support: A & A Printing, PCR Printing
Local Program Support: Leah Wlncks, Baktash Aazami	Facebook Coordinator: Elly Jaresko
Deputy Director/Consultant to Africa: Tamiru Mikre Degefe	Japanese Publishing Project Support: Marilyn and Michael Higgins, Michael Goodwin
Art Projects/Pillow Project: Arlo Gordon	
Entrepreneurial Design: Margaret Barnett, Kim Joselove	

Volunteers to International Sites, 2012-13

Jade Romain	Soureh Groger
Antoinette Wright	Parents and Site Volunteers
Chelsea Lee Smith	Worldwide
Emma Porter	

US Site Support Volunteers, 2012-13

Arlo Gordon	Ben Winks and the Oak Park Full-Circle Learning Club
Luz Rodriguez	Nika Vafadari
Carlos Briceno	Phoebe Balson
Victor Prado	Ariana Maronde
Carmen Maronde	Keanan Maronde
Omid Sarvian	Mojan Vafadari
Jose & Claudia Hinojosa	Yassmin Salehi
Isabelle and Olivia Medina	
Melissa Douglas	

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FCL deeply thanks the retiring FCLA board for its service and contributions: Kambiz Mobini, LaMonte Douglas, Baktash Aazami and Len Williams.



Operations Director Hyla Douglas accompanies the children at a field site in preparation to give the gift of music at the mastery ceremony event.

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Liberian junior high school teachers integrate disciplines as they plan a group demonstration during a teacher training course.



Teachers in Chad come together to learn.



Above, girls from Gambia's Starfish International teach and learn together.

Teacher Soureh Groger (shown with friends, below, right) was trained in FCL in the US, then took her new skills to Ethiopia.



Full-Circle Learning's 22-year mission, to help young people embrace their role as change agents and humanitarians," started in the US. FCL administers projects in California and capacity-building programs for teachers at distant sites. On this page, students of various ages integrate their academic assignments into character-based projects and service-learning field trips.



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