

New Lights, New Nations on the Horizon



Full-Circle Learning Annual Report

2013-2015

IGNITE THE ALTRUISTIC VISION OF EACH NEW GENERATION, AND ITS BRILLIANCE WILL ILLUMINE OUR COLLECTIVE DESTINIES.

Dear Friends of Full-Circle Learning,

Full-Circle Learning owes its gratitude to many of you who have believed in the capacity of teachers and students to improve the world's conditions—to help people find joy despite poverty, to seek solutions to endless environmental and health crises, to uplift one another in times of trauma, to end hunger, pain and conflict, and to identify the dilemmas that most need attention in their own communities.

By mastering universal habits-of-heart as they apply relevant skills in service to others, the teachers and learners strive to rise above. They truly experience what it means to transcend challenges and to see a bigger picture based on empathy, acting as one human family, both in the learning community and in the world community.

Teachers who participate in long-term Full-Circle Learning programs can testify to the ways in which students develop heightened motivation and wisdom as they contribute to society, while the society itself incubates into a better world.

We encourage you to share this mission with all who believe that the hope for addressing the pressing ethical issues and practical problems

of our times will depend on us to kindle a generation of bright lights—learners who see the relationship between self-mastery and field service—and teachers challenged to practice their own noblest ideals over the course of their careers.

I want to personally thank those who prayed for my health and endurance in 2015 and to acknowledge the sacrifices of our volunteer board, courageous and dedicated trainers, teachers and site leaders, and our loyal donors, without whom many miracles would not have transpired this year. We also thank the parents and school officials in communities around the world who seek our collaboration as they push ahead for more purposeful education.

We invite you to read you the stories of our team on the following pages and to renew your support.

Warmest thanks for helping the young change agents shine,

Teresa Langness

Teresa Langness, Ph.D.

Founding Board President
Full-Circle Learning



Above and Adjacent: Students used role play and song to teach the community about peace and unity at Etoiles Brillantes, a school founded by Lynn and Nigel Whitehouse in N'Djamena, Chad. Unthwarted by the threat of armed insurgents, the city's teachers later regrouped for class after their own peace and security were threatened.

PICTURED ON THE COVER:

The New Hope Foundation's Self-Mastery students welcomed the chance to attend school in Liberia after the Ebola epidemic passed. This boarding school caters to orphans.

Adults pictured include school founder Lester Wehyee on the left and Full-Circle Learning's Africa Continental Director Davidson Efetobore on the right.

Davidson has mentored 171 schools and 20,950 teachers during his tenure with Full-Circle Learning. FCL acknowledges Davidson for his extreme dedication and sacrificial service.

Luminous Stars

Star seeds roll across the galaxies,
igniting dust and gas with light,
birthing stars from chemical epiphanies.

Teachers tell their own star seeds,
“Neglect not your high destinies!”

As we roll, and gather years
of knowledge honed by pain,
we know to teach means far more
than to read or just explain.

We must breathe the winds
of movement that inspire you
to *serve* as you solve mysteries.

We must stir your kinship into *rebirth*
for the global villages you view.

Your own nascent epiphanies
must still the ego! Rejuvenate the earth!
Just as constellations and their light years
echo histories they leave behind,
the brightness of your acts can grow—
leaving trails and tales of our times—
and as you spend your generation’s talents well,
the hearts you touch will radiate,
reflecting light as future stars
that do not fade or flicker as they shine.



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The co-mingling of purpose and passion has always fueled human progress. We witnessed this apparent law of the universe many times over as we surpassed the 100,000 mark in numbers of teachers and students directly served in 27 countries.

Our responsibility now bids us not only to nurture each child but to answer the call to illumine whole nations with Full-Circle Learning teacher development programs.

The co-mingling of purpose and passion has always fueled human progress. We Scalable programs have mushroomed in areas ripe for

education reform, as in Liberia, where more than 1,000 teachers in 81 schools practice Full-Circle Learning, but we still need additional resources to assist those awaiting support. Cameroon, Nigeria, Sierra Leone, Ghana, Congo, Zimbabwe and Ecuador have pilot projects.

This annual report gives only a glimmer of a few shining moments that occurred recently in some of the flagship programs in Full-Circle Learning countries around the world.

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FULL-CIRCLE LEARNING'S *Mission*

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

We acknowledge the noble role of teachers in society. Full-Circle Learning achieves its mission largely by mentoring those teachers as they design curriculum that challenges students to apply relevant skills in service to humanity. Teachers also learn specific strategies for cultivating a positive, altruistic school environment.

Curriculum components of each unit integrate a particular habit-of-heart into academics, the arts, peacemaking, and customized community service applications, to guide students in improving the well-being of others. Personal transformation and community transformation become the bookends of each learning unit. Global service enhances local service, through wisdom exchange partners.

Over time, the model: 1) enhances academic motivation; 2) contributes to community transformation in areas such as agriculture, economics, public health, gender equity and environmental concerns; 3) reinforces the most positive underlying belief systems extant in the culture; and 4) nurtures altruistic identities among students.

FULL-CIRCLE LEARNING'S SCOPE

Full-Circle Learning (FCL) had reached more than 100,000 teachers and students in 27 countries.

FULL-CIRCLE LEARNING SERVICES

Full-Circle Learning prioritizes the following services for educators who come to us with a common vision requesting help:

- 1.) Capacity building for teachers: FCL customizes teacher training for educators from preschool through college, but especially subsidizes it in regions serving vulnerable or underserved populations. Communities who share a common vision with Full-Circle Learning seek our help with implementation. Full-Circle Learning trains and mentors school leaders and teachers with the goal of building mastery skills among educators in the region who can ultimately independently carry out the vision. (50% of the funding goal for the coming year)
- 2.) Direct services for students year-round: FCL fully manages three ongoing educational programs in the US geared to underserved students. US projects also include collaboration with schools or programs needing training, materials and sometimes fiscal sponsorship. (30% of the funding goal for the coming year)
- 3.) Special Projects and General Fund: FCL offers support services, books and materials, online training and mentorship for all projects, Full-Circle Learning facilitates wisdom exchanges that pair schools in different countries as they apply multiple perspectives to community challenges or humanitarian dilemmas. Special projects in 2013-2015 also included help with Ebola prevention and scholarships for the underserved (e.g. orphan scholarships and scholarships for children of prisoners). These requests are considered on a case-by-case basis and must relate to the FCL mission. (20% of the funding goal for the coming year)

TESTIMONIALS

VOICES OF EDUCATORS IN THE US

"This was the single most important training I have ever attended. I think every teacher in the world needs to attend..." – Michelle Ogaidi, Middle School Teacher

"I appreciate that this curriculum has such a change-agent, altruistic framework – very unique and powerful. The curriculum is highly developed with standards, assessment measures and support materials. I saw a strong connection to my community college instruction.

"My fellow-faculty members were actively seeking a theme that was empowering, purposeful in the lives of our students. This is a perfect fit." – Susan Reddoor, Oregon State Board of Community College Instruction

"This material is based on the actual needs of children and family and teachers. It showed me a different way of handling conflicts, assigning responsibility and helping develop new habits." – Anonymous Teacher

VOICES OF INTERNATIONAL EDUCATORS

"Greentown Emerald City Kindergarten has begun with the FCL project as its most distinctive model of curriculum practice ever since its establishment..." –The Greentown Staff, Hangzhou China

"...Liberia can be proud of the generation this program will create... It will be a dream come true to a struggling country..." – Isaac FuFlay, Head of Teacher Training Unit, Ministry of Education

"...We have observed...students as young as nine years old settling and resolving conflicts among their parents and community members and...students restoring the country's civic values that were lost during the many years of war in our country." – Rev. Ellen Gerring-Varfley, Director of Professional Development, Liberian Ministry of Education

"This program will eliminate corruption in high places if kids are carefully guided through it." – Comfort Lahai, Liberia

"I read the Full-Circle Learning materials [after] the workshop we had in my country. It is educative and has changed life here. We love it." --Bakary Jarju High School and College Math Instructor, The Gambia



Learners at Vertue de Gassi, in Chad posed after learning they had received special self-mastery awards.



SCHOLARSHIPS

Full-Circle Learning facilitates special projects such as wisdom exchanges between one classroom and another. See the next section for examples. Occasionally, requests are also met for scholarships where underserved children are concerned. In 2015, scholarships included:

- 4 full scholarships for Liberian orphans or children in need (Samuel and Satah, pictured left)
- 2 full scholarships for Ebola orphans and school supplies for groups of orphans, partially funded through a student wisdom exchange (group photo above)
- 2 scholarships for a school serving children of prisoners
- 2 scholarships for Gambian children (pictured above center)

TEACHER TRAINING EVALUATIONS

Full-Circle Learning (FCL) evaluates its educational training programs with anonymous surveys taken before and after the training courses. (Responders must state “true” or “very true” to count their answers as positive responses.)

In 2014-15, **1,070 teachers in four countries** participated in this post-training evaluation, reaping the following results:

1. Teachers worldwide who responded positively to the statement “I feel inspired by the concepts we learned about how to give students a greater sense of vision and purpose:” **100%**
2. Teachers worldwide who responded positively to the statement: “I feel excited and prepared to implement the sample learning units I created, to help my students contribute their skills toward improving life for others in the community:” **100%**
3. Teachers worldwide who responded positively to the statement: “I feel my colleagues or program leaders will assist or work with me as I implement what I have learned:” **99.98%**

INTEGRATED EDUCATION EVALUATIONS

A subset of global pilot schools are currently participating in their own evaluations linking academics and character. In the USA, the following results are based on an anonymous survey among parents of students participating in the program for at least one school year. These numbers reflect the percentage of parents who saw improvements beyond their expectations in the following areas:

- 100% Motivation to learn
- 100% Academics (improvements in science, language arts, and/or math)
- 100% Sense of joy in serving others
- 100% Spirit of cooperation and teamwork
- 100% Understanding of peaceful ways to resolve conflicts
- 92% Ability to show compassion or empathy
- 100% Understanding of unique perspectives among diverse cultures
- 92% Global awareness (8% of parents unsure)
- 100% Interest in sharing visual arts as gifts or tools for change
- 92% Interest in sharing music or performing arts as gifts or tools for change
- 92% Work ethic/Time management
- 100% Level of accountability; integrity; ability to accept responsibility
- 100% Tendency to think about the future and to set meaningful life goals



A student shows her acknowledgment for the specific ways in which she practiced the habit-of-heart.

WISDOM EXCHANGES



Change agents study the water conservation of a drip irrigation system while harvesting okra.

The Haitian teacher had children invite their parents to learn improved techniques for reforestation to conserve water. Hearing about their project inspired the California students.

WISDOM SEEDED IN ALL COMMUNITIES

Change Agents in Northern California's Nevada County learned "respect for all life" as they considered the ways they could learn from wisdom exchange partners how to help their own local farmers through the drought. First, they tried to serve at home in any way they could. They studied drip irrigation of local organic farmers trying to conserve water. They made a rain barrel for the local farm co-op and drew pictures of the design. They created solar ovens for home use and for the homeless population, and they wrote about these organic farming practices to share information with subsistence farmers abroad facing an equally devastating drought.



Their partners at the Avril du Bois (April Woods) School, in Haiti, had already developed a reforestation system, with the children inviting the parents to come together and plant trees to create shade, to prevent leaching at the ends of rows of crops.

The Change Agents sent their diagrams and letters as a gift of service, quietly realizing they had learned as much as they had taught by studying the images and hearing about the methods designed by their younger "brothers and sisters"

living in makeshift huts. Meanwhile, Christelle Seipin, the Haitian site leader, reported that since the integrated education-reforestation project, the Haitian children and parents have continued to come together in a spirit of service and love to safeguard the sustainability and wellbeing of their community.

KIDS UNITE TO REWARD EBOLA ORPHANS FOR STEADFASTNESS

Children whose communities face extreme trauma sometimes rise above to learn special coping skills, with special coaching. Other children watching from a distance have a chance to learn empathy. This exchange ensued in the case of the Ebola outbreak that extended a wisdom exchange relationship between children in Monrovia, Liberia and Tarzana California.

While trying to understand empathy in the aftermath of the Ebola crisis, the Tarzana students wanted to provide real help. They had already benefited from hearing stories about the steadfastness of the local Liberian students in Full-Circle Learning mobile classrooms, who engaged in projects to help others during the long epidemic.

Many Liberian students had suffered economically and needed school supplies. Beyond the reach of the 31 Full-Circle Learning schools where teachers engaged in prevention efforts, other children had lost their parents and extended family members to Ebola.

One orphan, stigmatized as a potential Ebola carrier, rode on a vegetable truck into the city and lived on the streets for weeks before a Full-Circle Learning



Orphans who received school supplies expressed gratitude for the gifts.

teacher found him and took him in. The Tarzana class felt great empathy for him and for the many other new orphans. With the help of parent leaders and teachers, they created a Kids United movement, raising enough funds for school supplies and uniforms for several schools and also boarding school fees for two of the orphans. When they saw photos from the newly uniformed students, they felt jubilant about the success of their exchange.



Left: Cherilyn, from Zambia, shared that she tries to be helpful to everyone, in preparation to become a doctor when she grows older. Right: Students at the Early Learning Center started the exchange by sharing smiles and balloons around the classroom.

SMILES SOAR

What happens when a smile travels around the world? Children asked this question as they began a wisdom exchange linking Zambia's Blessed Vale to the Full-Circle Learning Early Childhood Center at Rancho Sespe. The Rancho Sespe preschoolers began the exchange by reading a book called *Have You Said Hello Today?*

The children shared smiles of friendship first in the classroom and then around the world. In science class, they discussed gases and what makes a helium balloon rise. They drew smiles on balloons and imagined their balloons traveling up in the air to reach their wisdom exchange partners in Africa. In reality, they sent pictures of the smiling balloon photos to their brothers and sisters at Blessed Vale.

In return, the Zambian children sent photos and inspirational messages about how they had learned to reach out to others. Each group wanted to share friendship and compassion in their families and in their human family.



American children displayed their paper chains and commitments.



Participants brought their wishes to St. Cecilia's School and made vows to keep the love alive in their community

STUDENTS SHARE LOVE LINKS

Love abounds during the winter holidays. In the winter of 2015, students around the world wrote their deepest wishes for loved ones on paper chains. They committed to loving actions they could take to make those wishes come true. Wisdom partners also exchanged their love links, sharing their wishes for children around the world.

ILLUMINATING THE NATIONS: SELECTED PROJECT HIGHLIGHTS

Full-Circle Learning's known activities (sponsored trainings, schools, ongoing education programs, and university-based or informal online trainings) have occurred in 27 countries. Schools in many countries now operate programs independent of mentorship or support. This annual report features highlights at a few major international training sites and at the few locally sponsored US educational programs.

CHAD: REDUCING HUNGER, INCREASING RESILIENCY

Young change agents hurtled across many recent milestones in Chad's Full-Circle Learning classrooms. Seventy teachers and more than 1,000 students benefit from Full-Circle Learning programs. Schools introduced 19 habits-of-heart in 2014 alone to help students work toward personal self-mastery and community transformation goals in the areas of sanitation, agriculture and health and community development. Many students have achieved personal self-mastery awards.

Rural projects helped young people contribute to the economic development of their region, reducing hunger by teaching agricultural skills in their community. Meanwhile, teachers in the city continued to master their own professional capacities. They requested Full-Circle Learning Humanities curricula focused on local literature for secondary schools. As a result, a version of *Habits-of-Sages* was translated into French and presented in training workshops. The new version focused on specific habits-of-heart related to Camara Laye's novel, *The Dark Child*. The teachers

could now help students think about their own personal and community development in context of the human and societal transformation processes underpinning African tradition as it counterbalanced the forces of modernity.

Mastery ceremonies showcase the extent to which students throughout the region strived to become humanitarians. They worked hard to bring about a reduction in conflict and corruption and to increase the sense of peace, integrity, harmony and joy in their homes and neighborhoods. By the summer of 2015, insurgents threatened schools in the region, forcing a postponement of teacher workshops and normal school life. The interdisciplinary work of the new Full-Circle Learning generation seemed more expedient now than ever.

SHINING MOMENTS

In rural regions such as Koundu, people depend on farming and cattle rearing as the basis of the economy. By 2014, food insecurity had become a challenge in areas where villagers did not have the skills to prepare for the dry season.

Full-Circle Learning students took on the challenge of teaching new agricultural skills

while encouraging a sense of initiative among adults, showing them that they had the capacity to reduce hunger, increase self-sufficiency, and practice compassion for all. The youth taught specific strategies to help the whole village better prepare for the dry season. The farm families thanked the students for their valuable service.



Their community service and advocacy project fulfilled community transformation goals while cultivating their own leadership process and greater cooperation among all ages.

In another shining moment in 2014, one selfless student at Etoiles Brilliante Jardin became a shining

example to others when he took to heart his past lessons on patience and on compassion. He and a classmate were the last to leave the schoolyard that afternoon. When someone came to pick him up, he would not leave the girl alone. He asked the driver to wait in the car while he stood patiently with the girl, keeping her happy and encouraging her not to worry. Her mother had been delayed and finally came for her, but Allamine would not leave until he knew she was safe. His teacher was impressed that the child had surpassed the adults in the level of compassion instilled by his learning. Allamine and others received self-mastery certificates to recognize their habits-of-heart.

Every class has a name each year rather than being known by its grade level. This class calls itself the class of Love. Here, they sing to teach the community about the habits-of-heart at their Self-Mastery Ceremony.

Right: Students learned about biology to help the farmers of Koundu better prepare for the dry season. They taught the steps that would lead to more sustainable agriculture. The adults later thanked them for helping to reduce hunger in the dry season. **Far Right:** A breakout group at a training workshop lets the ideas spark as they considered ways to motivate a generation of change agents.

Bottom Left: Allamine showed he had mastered the habits of patience and compassion when he endured a long afternoon wait with a classmate whose parent couldn't get to the school. He refused a ride himself to keep cheerful company with her until he knew she was safe.



Above: Full-Circle Learning in Chad reaches both urban and rural schools. Newly trained teachers and police officers gathered after participating in a 2015 training session in Djamena.

CHINA:

LOVE OF FAMILY AND LOVE OF THE HUMAN FAMILY

Love reigns in China's Zhejiang Province, where Full-Circle Learning programs operate with financial independence from the nonprofit budget of Full-Circle Learning. At the Zhejiang University, teachers of early childhood education learn the Full-Circle Learning model.

Their laboratory, an affiliated school for 1,000 3-8 year olds, incubates master teachers who customize Full-Circle Learning curriculum design and teaching strategies for their region. Outlying schools and school systems attend workshops on campus. Their creative applications of the habits-of-heart have influenced children, parents and teachers. In the staff room, a sign reminds staff, "Work is love made visible."

The Affiliated School's teachers began training in 2004. Greentown Education, a network of schools, began training its schools in the years that followed. These featured projects showcase how the Zhejiang University Affiliated School and the Greentown teachers incorporated the habit of love into formal school-day training in Winter and Spring 2015.

SHINING MOMENTS

Qin Jinliang, Ph.D., the Dean of the teacher's college at the university, once commented, "Won't it be wonderful when we can extend love of family to love of the human family?" He initiated the *Year of Love* "Classroom Without Walls" project that placed DVDs into the hands of Full-Circle Learning schools in eight

countries. Teachers and students examined ways show the universal habit of love in their homes and communities.

Love remains a favorite habit-of-heart in the Full-Circle Learning classrooms in the Zhejiang Province and a perennial educational unit theme for children in their formative years.

At the university-affiliated school, master teachers presented an integrated unit including student literature on the impact of love, mock radio station interviews about love and theatre performances on the theme. The service component focused on ways to show love of dads. Homework included reading and cooking with the men in the families. In class, the children created an art exhibit honoring these men and a public performance honored the fathers in the community. Love deepened not only among the children but for their families.

Meanwhile, in the Greentown Education system, students carried out the theme of love with a service project to improve the living and learning conditions of children in mountainous Western China. The children sacrificed toys and books for a charity bazaar, to buy learning materials for the school in the mountains. They donated clothing and blankets to help their "brothers and sisters" stay warm through the cold winter. They also donated pocket money for teaching resources such as paper goods for the schools. Lessons

in economics, counting, and sorting helped the Greentown children understand ways to give their surplus out of love for their human family. They wrote, "Blessings and greetings to all the children of the world."



Children learned counting and sorting as they donated their toys for a bazaar to raise funds for the construction of a new library in the mountainous region.



Above Left: "Love of Fathers" became a major theme of the service projects, art exhibits and homework assignments. Children had to read with, cook with and play with their dads. **Above Right:** Children at Zhejiang University's Affiliated kindergarten held mock radio interviews about the importance of love.



Above Left: Student groups discussed the actions of characters as they evaluated the literature of love.



Above Right: In Greentown Emerald City Schools, the children discussed love of their human family. Those living in a community at a high elevation could not afford school supplies and warm clothing for winter. The students donated warm blankets for the families living there.



Children played the leading roles in dramas at the Theatre of Love.



Greentown students brought their spending money to improve learning and living conditions for families living in the mountains.

GAMBIA:

HARMONY THROUGH SCIENCE, SOIL AND SONG

“We love it,” wrote a secondary teacher in The Gambia after experimenting with the concepts learned in his first Full-Circle Learning curriculum.

Teachers from preschool through college applied strategies from Full-Circle Learning and the Junior Entrepreneur’s Scheme in 2014, after a 2013 training hosted at the National Baha’i Center. Some teachers translated the concepts on their own and some through formal, school-sponsored efforts.

Latikundra School administrators encouraged FCL implementation at a large school serving 800 students in a village.

The Prison Fellowship gave scholarships for children and incorporated the curriculum.

Young girls at Starfish International studied ways to apply the strategies in their teaching programs for children.

Leaders of the Solid Foundation School incorporated Full-Circle Learning into early childhood education.

The children at Solid Foundation School now focus on the *Habits of Helpers* curricula and have completed units on Honesty and Respect, with help from liaison Funmilayo Aberejesu. As one of their first service projects, the children presented a drama to show respect for teachers, parents and children. The two children who received Full-Circle Learning

scholarships in the previous year, Yahaddy Touray and Elijah Kingsford, quickly rose to the top of their class.

Some of the most shining examples of Full-Circle Learning in The Gambia have occurred in the development of integrated education units carried out at MyFarm, a non-profit organization where youth learn practical skills along with academics and habits-of-heart through the skills of Alagie Ndow. The project revealed many examples of Full-Circle Learning-style interconnectivity.

SHINING MOMENTS

Myfarm drop-in students celebrated many shining moments together in the summer camp 2015 as they enjoyed a six-week program based on Full-Circle Learning concepts, integrating academics, relevant service, the arts, and conflict resolution.

“Everyone was touched as the students sang the *Harmony* song each morning and evening,”

wrote Alagie Ndow. “During the unit on the Habit of Teamwork, the students worked in teams to learn, serve, perform art projects, and call the world to protect the earth... and to work together for a more sustainable and better world.”

The curriculum set an example for other teachers seeking ways to integrate multiple projects and skill sets under an overarching theme in a six-week learning unit. Curriculum highlights included:

- Using harmony as an analogy for the synergy that occurs in systems
- Introducing Teamwork as a habit-of-heart and incorporating guest presenters to supplement the following experiments, crafts and service projects
- Exploring ecosystems and the animals that depend on them
- Studying the various systems in the human body to prepare for a project on malaria prevention
- Studying photosynthesis and conducting experiments on how plants absorb nutrients and minerals from the soil
- Designing a keyhole garden (in which plants get their nutrients from the center of the circle) based on the previous experiment
- Harvesting and cooking a vegetable stew and learning weights and measures in relation to the cabbages, tomatoes and other foods harvested
- Practicing the process of making soap and mango jam
- Practicing conflict resolution in the context of these small enterprises
- Learning how to report experiments and projects through computer and power point technology
- Creating artwork of the human leaf – to metaphorically represent teamwork and the connectedness of humanity as people share smiles – a parallel for the connection of organic matter as it supports plant growth and leads to good health
- Ending the program with a reflection on how lives were affected through the projects and a soulful last rendition of the song “Harmony”



Students integrated the arts and academics in exhibits showing the importance of conservation to harmonize the environment.



Left: After experiments to learn what nutrients plants need, the MyFarm students packed organic material into the center or “keyhole” of their circular keyhole gardens.

Below: Students at MyFarm used recycled materials to engender community awareness of the need to protect local resources.



Above Left: The Solid Foundation School adopted Full-Circle Learning, incorporating its first projects for early learners and graduating two FCL scholarship kindergarteners at the top of their class. **Above Right:** Transformative projects will inspire other Gambian teachers as MyFarm Program Director Alagie Ndow conducts refresher courses in Full-Circle Learning, hosted by Starfish International at its new Rahmani Education Center.

LIBERIA:

EBOLA RESPONSE AND WIDESPREAD GROWTH

Of the 180 schools in West Africa who have received training, many come from the small nation of Liberia, where recovery from two civil wars, an Ebola epidemic and the economic aftermath have made life's challenges—and amazing recoveries—a part of everyday life and learning.

With more than a thousand teachers at 81 schools trained, the children are making a difference in the destiny of their nation.

“We have observed the growing influence of Full-Circle Learning in Liberia,” wrote Rev. Ellen Gerring-Varfley, Director of Professional Development for the Ministry of Education. “We have seen academic motivation, skills, social behaviors and community life change in the following ways: 1) Students using the skills and habits-of-heart they learn at school to serve their community; 2) Students as young as nine years old settling and resolving conflicts among their parents and community members; 3) Students restoring the country's civic values that were lost during the many years of war in our country.”

Full-Circle Learning has become even more relevant as hardship in the country increased. The Ebola

crisis shut down schools and public gatherings in August of 2014, in the middle of a teacher training session. Rather than feeling defeated, the Full-Circle Learning teachers decided, under the leadership of Davidson Efetobore, to start a social action prevention program. They requested financial help from the Friends of Full-Circle Learning to deliver prevention flyers, buckets, gloves, disinfectant, rice and oil, throughout 31 school neighborhoods in Monrovia/Paynesville. They taught handwashing and precautionary measures and led the community in spreading Ebola prevention awareness. Some teachers also volunteered to take mobile lesson plans out to students in the neighborhoods. With this unique approach, not one child or teacher in these 31 schools contracted Ebola. Of the countries ravaged by the epidemic, Liberia was the first to become Ebola free.

The sacrifices of the Ebola team and the general classroom work of the Full-Circle Learning teachers has become so effective that the Education Ministry and education reform groups began to promote and co-sponsor trainings, inspired by the new sense of vision, capacity and character among participating teachers and students.

Teachers in a new district, hearing of the success of the program, insisted on attending teachers' workshops immediately after the country was declared Ebola-free. Not all teachers in the new district could be trained at once, so 173 additional teachers were trained, of the 300 on the waiting list. The Liberia Movement for Better Education (LIMBE), a grassroots organization, formed in order to

provide assistance with materials. By spring of 2015, 568 teachers at 41 schools were practicing Full-Circle Learning in Liberia and the remaining teachers received training in the fall.

Their evaluations resulted in the following recommendations at the end of the training: 1) Teachers should receive annual refresher courses; 2) FCL should be taught in all government schools; 3) The government should encourage Full-Circle Learning applications in teacher training colleges across the country; and 4.) The Full-Circle Learning program should not only be taught in schools but be available for street boys, market women and those who cannot afford school.

SHINING MOMENTS

The mobile classrooms set up during the Ebola school closures offered children a chance to improve literacy outside of the normal classroom routine. The teachers agreed to focus on helping students apply the habit of Steadfastness, as other families in their communities coped with widespread grief. Everyone felt the economic and psychological impact of public workplaces at a standstill and saw the enormous influx of new orphans, and all had to adapt to a culture where comfort was suddenly dangerous if given through the former affectionate means of handshakes and hugs. The teachers set out to lift the spirits of children at home waiting for schools to open again, but the

teachers could no longer use public transportation or taxis, so they walked long distances carrying their supplies to do the job.

They limited physical contact and even use of shared objects such as books and pencils. In one activity, they discussed ways to provide comfort in a community where the usual affections were forbidden, so as not to spread the virus. The children learned listening skills and shared stories. The list of comforts also included cooking safe foods for families. The children orally spelled the ingredients in pepper soup. Each student then added an ingredient to the soup they made to serve in the neighborhood. This was one of many strategies applied by the mobile classroom that helped teachers to integrate learning with the resiliency strategies so needed during a national public health crisis.



Teachers volunteering for mobile classrooms during the Ebola outbreak applied creative methods to teach Steadfastness. They integrated literacy to help students learn to spell the ingredients, before making a delicious pepper soup to comfort neighbors during the virus's long siege on the community.



Top Left: Teachers came to the Full-Circle Learning center for oil, rice, disinfectant, buckets and gloves. They distributed the supplies, helping to prevent Ebola outbreaks at 31 schools in Monrovia/Paynesville.

School welcomed a chance to come together again as school reopened.

Top Right: The rural regions of Liberia began to receive training in 2015, through collaboration with teacher's reform groups and the Education Ministry.

Bottom Left: Teachers in District 14 had long awaited training after hearing of the success of their counterparts elsewhere in the country.

Bottom Right: Davidson Efetobore listens to the views of Liberian parents and community members in Lower Margibi.

Middle Left: Children in the "Love" class at the Deborah K. Moore



ZAMBIA:

PROJECTS FOCUS ON WATER, YOUNG WOMEN AND THE ELDERLY

Blessed Vale School consisted of a couple of teachers meeting under a tree when Full-Circle Learning was first called in to build the capacity of its teachers. As the programs and educational model improved, the school grew.

One summer, through a student service project on advocacy, the children took to the streets to encourage universal education, and the school doubled in size from 300 to 600 in one day. In 2015, a secondary school was added, with the help of *Zambian Gems*. Now the school is also a focal point for teacher training, and radio programs featuring founder Beauty Nzila attract interest in the educational strategies applied at the school. Local and visiting staff conducted training for 83 teachers in 2015. The Mildred Academy hosted some of the sessions.

Teachers united, crossing hands, as they melded their ardent wishes for today's children. The training workshops pave the way for creating a new school culture and an improved society.

Just as Blessed Vale doubled in size after embracing Full-Circle Learning a decade ago, enrollment has also increased in the rural schools that adopted Full-Circle Learning for the Nyanga dialect and culture, as educators saw the projects taking place during the school day and requested training for their faculties.

In the Chilanga School District, 1,420 students have benefited over the past two years. Another 750 learners have flourished in the Open Garden Community Schools.

"Lots of lives have been touched with love, creativity and empathy," according to Davidson Efetobore.



SHINING MOMENTS

Full-Circle Learning projects reflected the diverse ideas among teachers at community schools in Zambia. Project highlights included the following:

- Chibolya schools overturned a superstition-based taboo against mingling with the elderly on African Freedom Day, taking food and clothing to the elderly and giving talks about their role in society.
- The Open Garden schools reported that the *Habits of Oneness* encouraged leadership and an environment in which altruism could flourish. Student service projects included a community water system, to create easy access to clean drinking water.
- These schools continued to host Girls United Clubs, helping girls make positive decisions about their education, abstinence, and the meaningful role they could play in encouraging younger girls to focus on education and character goals. Even graduates continued to attend the Girls United meetings.
- In Chilanga, students completed nine service projects in 2013-15. Their learning helped them resolve real-world conflicts throughout the province. Chilanga chose the *Habits of Helpers* curriculum over this time period, specifically to help their community develop appreciation of diversity, cooperation and friendliness. Now the community is "singing their praises," said Davidson.



Students who participated in a wisdom exchange stand in front of their new secondary school building at Blessed Vale, commenting on their goals for the future.



Top Left: Girls United Clubs continue to meet in rural Zambia, taking inspiration from girls in Haiti and Liberia who have encouraged one another to stay in school, taken on the effort to eradicate childhood marriage, offered peer support by sharpening their speaking and listening skills, and used the arts to advocate and to serve.

Top Right: Rural schools such as House of Mercy joined the many schools trained in Zambia in August 2015. Teachers from preschool through high school adapted their new knowledge to inspire their students on the first day of the new school year.

Left: Teachers from Chilanga and Mapepe thrive as they adapt the concepts into the Nyanga dialect and culture. The Helpers Class touched lives and resolved community conflicts.

U.S.A.

FULL-CIRCLE LEARNING-ADMINISTERED PROGRAMS

FULL-CIRCLE LEARNING EARLY CHILDHOOD CENTER AT RANCHO SESPE SUCCESS AT A NEW SITE

The management at Rancho Sespe, a government-subsidized village for migrant farm workers between Piru and Fillmore, California, wanted a Full-Circle Learning preschool. Its students had made great accomplishments in summer and evening enrichment programs, and a nearby preschool in Piru had seen rapid growth over a period of eight years. The farmworker families deserved the opportunity for early childhood education, and a vacant Head Start facility sat waiting to be repaired and relicensed. Full-Circle Learning could not refuse these families.

Blending two programs into one, we took on responsibility for the licensing, repairs and maintenance of the new space and moved in, to serve both Piru and Rancho Sespe students at the same site, in morning and afternoon classes.

Parents and teachers worked together to complete a successful first year in their new preschool location at Rancho Sespe in 2015. Strong leadership from site director Suguey Lopez and staff and universal participation from families helped overcome the challenges of paying for building repairs and customizing the curricula for this location. The parents vigorously raised funds to boost grant donations. (We need new funding to sustain the new classroom in future years.)

One highlight of the 2014-15 school year was a bilingual reading program, made possible through the Bessie Minor Swift grant. The preschool parents received instruction in the importance of the habit of reading with children and learned ways to synchronize read-aloud discussions with classroom learning goals. They received books to take home and return to school. All who completed the program got to keep a mini-library of ten bilingual Full-Circle Learning children's books, thematically synchronized to foster both character education and literacy.

Parent participant surveys showed the link between motivation to learn, the tendency to develop prosocial behaviors and the added value parents felt in strengthening their relationships with their children. These and many other highlights made memorable beginnings for the Full-Circle Learning Early Childhood Center at Rancho Sespe.

SHINING MOMENTS

The benefits of integrated education start in the preschool years. A unit on patience illustrated a few of the benefits. Teacher Suguey Lopez had already introduced the concept of Patience when she began to teach science concepts connecting it to the water cycle. Through hands-on lessons,



During each unit plan, students experienced hands-on, integrated lesson plans connecting multiple content areas with the habit-of-heart. (Photo courtesy of Aimee Porter)

the children came to understand condensation, evaporation, cloud seeding, and how roots receive moisture. They discussed how droughts occur and empathized with farmers over the long-term drought afflicting their crops.

At math time, the children went to the kitchen and used measuring cups to learn numbers concepts. They baked pumpkin pies to serve at a banquet, to honor famers who had shown patience during the drought. These are just two of many activities over the course of the unit plan.

One four year-old, explaining the water cycle to her family at supper, heard her ten-year-old sister exclaim, "We've been



Experiments helped children thoroughly understand the water table and its relation to the drought affecting the farming industry upon which their families depend. They learned to describe this process to family and community members.

studying the water cycle in our fourth-grade textbooks, and I can't explain it as well as you can!" Creative teaching strategies and the motivation to apply the learning in service to the farmers had made all the difference.



At the graduation/mastery ceremony, each child eagerly waits to see what the teacher identified as his best-mastered-habit-of-heart. (Photo courtesy of Baktash Aazami)



Students made patience watches. They learned to practice impulse control through counting, breathing and choosing alternatives to aggression. They practiced the strategies while waiting patiently in line.



Below: Habits-of-heart come into play during free-time learning stations as well. Here, a child offers comfort and compassion to a sad classmate, who patiently allows her to check his vital signs.



Above: Teachers Sugey Lopez and Stephanie Ochoa prepared to give certificates of mastery.

Lower Right, Adjacent Page: Measuring cups helped the children visualize math concepts as they baked pumpkin pies. They held a banquet and honored farmers for practicing the habit of patience during the lengthy drought.

FULL-CIRCLE'S HABITS-OF-HEART CLUB AT TARZANA ELEMENTARY *TOUCHING LIVES TWICE*

Families speak diverse languages at Tarzana Elementary School. Students come together in the Habits-of-Heart Club where they learn to act as one family. The after-school program has served the school since 2002. Like all Full-Circle Learning programs, it integrates character, academics, conflict resolution, the arts and service to humanity. Each year, in addition to classroom activities, the club takes field trips to culminate key projects. Students also visit their adopted grandparents at a senior center each year. They attend a Walk Around the World event to spread international peace and harmony.

The years of 2014-15 brought life-changing moments for students at Tarzana and the children whose lives they touched.

SHINING MOMENTS

It all began in the winter and early spring of 2014. The flu epidemic in Los Angeles had many people worried about the well-being of their families as people began to perish from influenza. Miguel Pena had engaged students in a learning unit on Universal Connectedness. They visited Phenomenex, a biomedical

firm, to shadow scientists researching and sending medical products around the world. They offered the scientists songs, artwork and habit-of-heart awards. Next, they took several steps to first reach out to their own community and then to the world community. The students created a handwashing campaign that would influence friends and family to stop the flu from spreading at their school. Using their writing, art and speaking skills, they realized it was not enough to care about illness in their own homes. They could help teach prevention techniques that extended their caring to others in the community.

They wrote to their wisdom exchange partners in Liberia to see what the students there were doing to affect public health, sending pillow case flags they had decorated to hang in classrooms as reminders that young people can serve in this important capacity. The cover letter told of their handwashing campaign.

When the pillow cases reached Liberia, the idea captured the attention of the students, who made beautiful pillow cases for students in neighboring Chad. Within three months, the first cases of Ebola broke out in the Liberian capital. The handwashing idea had been introduced as a challenge. The teachers in Liberia took it to

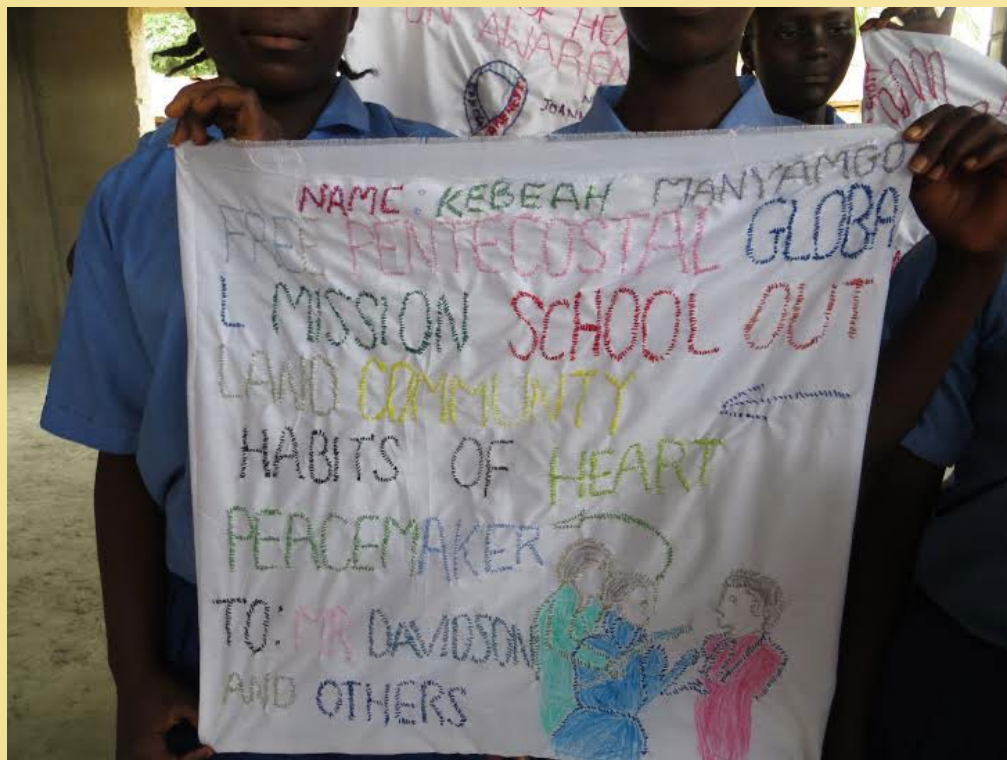
heart. (Read their story on the Liberia page.) The way they empowered their communities, students and nation inspired the Tarzana children through the following year.

In the winter of 2015, the Tarzana children, now practicing the habit of Empathy, learned about the number of children newly orphaned due to the Ebola outbreak. They had collaborated with the Liberian children a year earlier. Now they wanted to reach out to help them in every way possible. Each child pledged something they could do. As a group, they wrote letters to those who had shown steadfastness

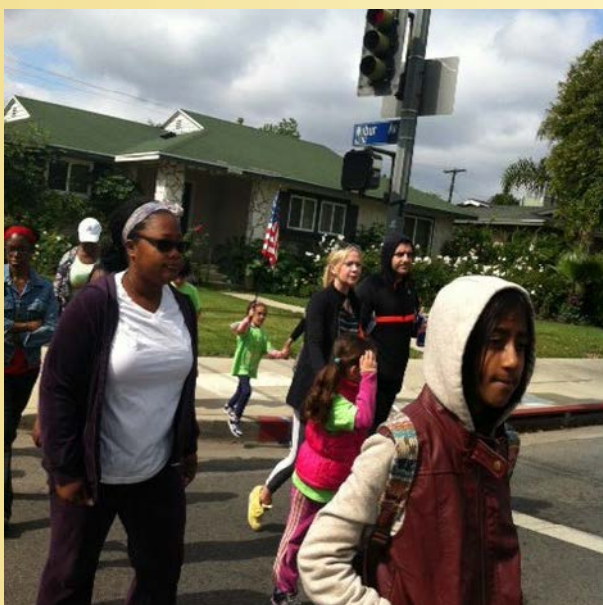
during the crisis. They also collected school supplies. Finally, they held a march and raised money for orphan scholarships, to help pay for school fees and uniforms. By the end of their project, they had provided two orphans with full boarding school scholarships and helped many other orphans purchase the materials to attend school and enjoy the camaraderie of a tightknit global Full-Circle Learning community. In photos and videos, the Tarzana students received smiles, waves and words of thanks from their Liberian “brothers and sisters,” who felt just a little bit less like orphans that day.



Parents and students gathered in Tarzana for a march to raise awareness of the children orphaned during the Ebola outbreak.



Above: Liberian students, inspired to make pillow case flags as signs of comfort, sent pillow cases to Chad and began their own hand-washing campaign.



Left: The Habits-of-Heart Club initiated a handwashing campaign during the winter of 2013, with an Ebola orphans follow-up project in 2014-15. The handwashing idea became a powerful prevention tool for schools in Liberia the following spring, during the Ebola outbreak. Still, many children beyond the reach of the 31 FCL schools were orphaned. During a unit on Empathy, Tarzana's Habits-of-Heart Club parents and teacher planned a march to raise awareness and funds to help.



Above: After shadowing them for a day, students bestowed Universal Connectedness awards to scientists for sending cures around the world.

FULL-CIRCLE LEARNING SUMMER SCHOOL AT RANCHO SESPE *A GENERATION OF LIVES CHANGED*

Full-Circle Learning responded to the call to integrate literacy, peacemaking and service in 1999. The organization has served this village in California's citrus groves ever since, employing local teachers to offer the program to 55 resident youth.

Summer 2015 brought new levels of Awareness, Teamwork and Leadership for the Peacemakers (preschoolers), Rebuilders (elementary students) and Ambassadors (secondary students). Their teachers adapt the themes each year to help students of every age expand their skills and potential to serve their community. Over time, they have mastered each of the 60 habits-of-heart more than once.

SHINING MOMENTS

A young man walking down the road met a board member at a fruit stand on her way to the summer school one day in 2014. He called out her name and ran to catch up with her. She hadn't seen him in years. She remembered him as a quiet elementary and middle school student, often sitting in the back of the room during summer school and evening classes as others filed in late. Now he stood a muscular 5'10 and wore a confident smile. She inquired about his family and friends.

He replied: "We are all doing great!

I am a Sociology major at the university, home on summer break. I plan to work with youth here when I finish—you know, to come back and contribute to the community. I want to work with youth, to keep them out of our court systems. My buddies are also in college, in engineering and dental school."

"You know," he took a breath and thought for a minute, and his face beamed as he continued, "none of us would be doing any of these things if it weren't for the Full-Circle Learning program.

Our parents couldn't have imagined these goals for us. The things we learned here helped us see what we could do with our lives if we got an education, developed our character and worked hard to serve our community. We all owe our future to [those of you] who helped the program continue all this time."

The board member blinked away a tear. She had never imagined these boys as the ones most affected by the program. She wanted to linger but

hugged him and hurried on, wondering how many shy, tenderhearted children scurrying into class at that moment would tell the same story one day, as future leaders of the community.

*

The Rancho Sespe Summer School teachers offered more opportunities in the summer of 2015, to practice Teamwork, Leadership and Awareness of the needs of other. A few of their activities included the following:

- Ambassadors worked in teams to plan and construct a wastewater irrigation flower garden. They conducted a wisdom exchange with South Africa and also practiced various tasks that required working with a partner without the use of words to accomplish a task.
- Rebuilders set out to identify the role of science in natural disasters. To prepare for their own career choices, they role-played ways in which scientists and emergency responders work in teams to relieve suffering. They invited fire fighters onsite and thanked them for working as a team to reduce California's increasing wildfires.
- All ages read *Stone Soup* and brought food to share as a group. Homework, community service and every learning activity reinforced the weekly theme as they planned projects together.
- Students identified Leadership qualities and practiced them at home and in class. They studied leaders from many professions and cultures, including leaders in the field of transportation. They mapped routes to the beach and visited a depot where history enriched their understanding.
- As they practiced the habit of Awareness, they became more aware of the needs of their own families, their human families, and the interdependency of plants and animals that make up the oceanic ecosystem. They studied coral reefs and visited an Oxnard beach to clear pollutants that disrupt sea life.
- The summer culminated with a mastery ceremony, at which parents receive awards from their children and children received specific habits-of-heart mastery awards from teachers. Mastering teamwork, awareness and leadership led to a summer of service and unrelenting joy.



Above: Each class gave habit-of-heart Teamwork awards or gifts of art to firefighters, to thank them for battling California firestorms.



Right: The Full-Circle Learning Summer School at Rancho Sespe has served children for a generation. The alumni (some of whom are grown siblings and parents of current students) encourage Full-Circle Learning to continue the program.



Above Rebuilders (elementary-aged students) rehearsed the teamwork they may need as future scientists or emergency responders.

U.S.A.

COMMUNITY COLLABORATION PROJECTS

COMMUNITY COLLABORATION PROJECTS | CLIMATE CHANGE AGENTS CAMP

A COLLABORATION WITH NEVADA COUNTY CLIMATE CHANGE COALITION

A weeklong overnight camp in the Sierra foothills set out to help middle school and early high school students embrace and exercise their role as community change agents while deepening their understanding of science, their talents in the arts and engineering, and their love of nature.

The Nevada County Climate Change Coalition's Education Committee initiated the project. Based on the Full-Circle Learning (FCL) curriculum, with FCL as the fiscal agent, the project also relied on support from local guest presenters and sponsors including the Audubon Society, Forest Issues Group and California Solar and Electric. The project primarily targeted high-potential, underserved youth. Teachers recommended students who would not otherwise have such an opportunity.

Day and night, the students learned to offer respect and service to one another and to a broadening sector of humanity and wildlife, linking agricultural and environmental issues with social justice and searching for solutions. They studied, attended field trips, rehearsed music and dance numbers and also completed service-learning projects each day. These change agents presented a culminating event at the Farmer's market, teaching the public through their presentations, scientific exhibit and demonstrations. The camp made a difference not only in the lives of

the change agents but in those who benefited from their work.

SHINING MOMENTS

One student, preparing a speech about his camp experience months later, said that the most significant moment came when **he realized that sharing information helps us layer our wisdom instead of competing to see who can be the only solution-giver.** He valued writing letters during the wisdom exchange even more than he enjoyed the fun and field trips associated with going to camp.

There were many other shining moments, watching the sun come up, practicing the "Dance of the Hydrocarbons," listening to guest presenters call in hoot owls or represent John Muir or conduct birding hikes—but mostly the students' own world-changing work provided their main inspiration. By the end of the week, they generated greater community awareness by presenting all their findings onstage and in a booth to a mesmerized audience who learned valuable new information and collaboration tools from them.



Lars Ortegren (center) of California Solar and Electric designed a sturdy solar oven students could assemble in groups. Throughout the next year, students who saw him on the street reported the ways they had used the ovens for everyday cooking.

Over the course of the week, two age groups, the Visionaries and the Ambassadors, practiced the habit of Respect for all Life by:

- Learning climate science and ways to demonstrate it for others
- Creating a high-tech assembly-line-designed solar cooker, for use by the homeless population and also by their families
- Visiting an organic farm and assisting with the work
- Making a rain barrel as a gift for the farm collective
- Conducting a wisdom exchange with children in Haiti to share adaptations to drought conditions for farmers
- Hiking to learn about bird and owl species in the area, and communicating how climate change has displaced food sources in bird habitats
- Presenting alternative fuel choices to the public through performing arts
- Reporting their own water use in pie charts to create awareness of conservation techniques
- Experiencing ways to track the carbon miles of a meal they prepared, compared with a locally-grown meal
- Rehearsing music and dance to teach others to respect all life
- Working in camp to practice respectful strategies to share work, food and lodging over five days



Upper Left: Through group work, students identified a code of ethics around respect, setting the tone for the camp.

Lower Left The Change Agents not only learned engineering skills but had a chance to practice the habit of sacrifice when their drills fractured the glass on some of the cookers. They prioritized the gift of an oven for the homeless center. Next they had to agree on who had the opportunity to sacrifice their oven and who would take an oven home. Some rushed to sacrifice. Others rushed to share.



Above: Shopping and cooking a meal together was fun, but before entering the kitchen, the students learned they had to use technology to calculate the carbon miles of the foods they had chosen. They learned, by experience, the value of buying locally: 14,000 carbon miles versus 10 miles if they had bought from the local farmer.



Upper Right: Rachel reflects on a rock after documenting the diverse birds in the area and watching for the impact of the drought on their habitats.



Lower Right: Learning about goat shares, drip irrigation and rain barrels offered the boys ideas to share with their Haitian wisdom exchange partners, who had practiced reforestation, planting trees on the end of rows to create shade and retain moisture.

COMMUNITY COLLABORATION PROJECTS | GREATER PURPOSE FOR LEARNING IN JACKSONVILLE *PROJECTS OF THE VENUS SCHOOL*

Lucy Conrad brought her skills and enthusiasm as a veteran science teacher to the learning community in Jacksonville, Florida. She and her colleagues created a nonprofit called the Venus School. The project applied the Full-Circle Learning model of education, she said:

“to give kids reasons to learn and to help them see what an important part they play in the world.”

The Venus School offered both summer school and after-school classes for area schools in 2013-14. One school, S.P. Livingston, has a population of 98% minority students, 100% of whom qualified for free and reduced lunch. Raising the academic skills of a low-performing school meant bringing the learning to life, through the relevant problem-solving and character-based projects of a Full-Circle Learning environment. However, the struggles of all nonprofits made funding the biggest challenge for the exciting school, putting the project on hold late in 2015. To help the school directly, contact: thevenusschool20313@gmail.com.



Even physical education can promote good habits-of-heart. Yoga reinforced coordination as well as unity when it brought these two boys together.

Students created a solar system poster along the hallway of their school, this boy proudly displayed his work for passersby.



Science can serve a purpose, engage curiosity and teach stick-to-it-iveness, as these learners discovered.



COMMUNITY COLLABORATION PROJECTS | VILLAGE CULTURAL SCHOOL

PROJECTS OF THE COMMUNITY ENGAGEMENT INITIATIVE

The Village Cultural School Academy (VCSA), says founder Mina Wilson, honors participants as co-learners, “pushing on the boundaries of assumptions to shift the lens through which they view the world... building integrity and holding each other accountable for mutual agreements.”

Community Engagement Initiative (CEI) delivered the Village Cultural School Academy for the third year in 2015 in El Cerritos, California. Full-Circle Learning inspired Mina and her colleagues to “research the effects of intercultural education on learning for children of color.” They established the camp as a result.

SHINING MOMENTS

Children from 8-16 participated in the six-week summer school in 2015, themed around The Power of Story. Weekly guest presenters shared their unique oral narratives, helping the youth experience their journeys and professions. The children:

- Heard the stories of Dr. Laura Figoski, musician Kevin Choice, and Cleveland Bellard, an agriculturalist who specializes in animal husbandry
- Experienced positive connections with police officers
- Evaluated cultural history and its relationship to healthy eating patterns through Dr. Muslimah Ali, from Washington D.C.

- Studied human values and the power of human voice, coached by practitioners from St. Mary’s College.
- Explored computer technology
- Participated in weekly food distributions for the needy
- Visited the Center for Land-based Learning
- Conducted a project in art museums, to see how art sheds light on the human story.

Mina Wilson commented on the VCSA’s growing success, as a signal project of CEI. She summarized its purpose and essence simply:

“Children learn how being authentic and bringing their gifts, skills and talents to the village impacts the quality of their community.”

Villagers experienced virtual learning in a group. They also learned from guest presenters-- experts in nutrition, health care, agriculture and the arts. They offered service, participating in weekly food giveaways





Above Left: *Housed at St. Peter CME Church in Cerritos, the program includes cultural journeys to museums and places such as the Center for Land-Based Learning, in Winters, California.*

Above Right *Students bonded with the guests who shared their stories each week as they learned from agriculturalists, doctors, communicators, musicians, arts and civil servants.*

Bottom Left: *A gifted staff exposed Village Cultural School participants the historical context of the art they made, including book making, button making, and sand art, among other media.*

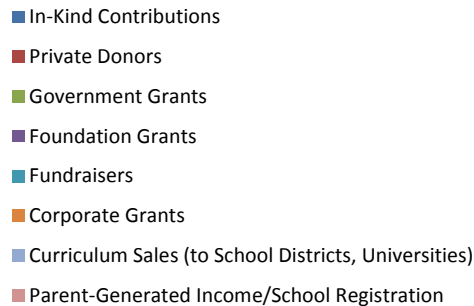
FINANCIAL REPORT

MAY 2013 - DECEMBER 2014 (This Period Reflects Change of Beginning of Fiscal Year from 5/1-4/31 to 1/1-12/31)

INCOME

In-kind Contributions:	\$209,146.00
Private Donors:	\$108,515.00
Government Grants:	\$69,879.00
Foundation Grants:	\$55,123.00
Fundraisers:	\$31,686.00
Corporate Grants:	\$30,388.00
Curriculum Sales (to School Districts, Universities):	\$16,023.00
Parent-Generated Income/School Registration:	\$1,520.00
Total Income:	\$522,280.00

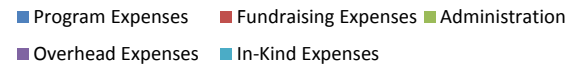
Income Source Chart



EXPENSE

<u>Program Expense</u>	
Teacher Expenses:	\$108,965.85
International Programs:	\$44,909.00
Program Support:	\$36,832.00
Training Centers, Schools Facilities:	\$16,906.77
Curriculum/Teaching Materials:	\$27,394.28
School Supplies	\$8,189.00
Service Learning Projects/Field Trips:	\$3,183.80
Required Insurance for Teachers, Students and Volunteers:	\$20,457.00
Miscellaneous Program Expenses:	\$79.22
Total Program Expense:	\$266,916.92
<u>Administrative Expense</u>	
Promotions/Fundraising:	\$48,114.00*
Administrative Expense:	\$23,269.00*
Overhead:	\$28,855.78
Total In-direct (non-program) Expense:	\$100,238.78
Total In-kind:	\$209,146.00
Total Expense:	\$576,301.70

Expense Categories



Full-time salaries for administration and fundraising have been cut by \$40,000 per year since January, 2015. Full-Circle Learning operates largely through offsite administrative support and through the efforts of an unpaid board of directors and a team of hard-working volunteers.



Site Director Sugey Lopez unites students, parents and staff in building a strong community at Rancho Sespe, a Full-Circle Learning oasis between Piru and Fillmore, California.



Left: Marisol Rexach represented Full-Circle Learning onstage at a House of Blues concert hosted by the Oneness Project. **Right:** Parent Advisory Board Member Claudia Rivera, from the Full-Circle Learning Early Childhood Center, has gone beyond her duties as treasurer, working at school events and fundraisers and volunteering to expand her help securing guest presenters, exhibits and planning special events.



Friends of Full-Circle Learning pose with board vice-president Fariba Mahjour (second from right) at an event.



Above: Tierney Sutton and Mark Summer gave sacrificially to perform a Full-Circle Learning benefit concert at the Center for the Arts in Grass Valley, California.

FRIENDS OF FULL-CIRCLE LEARNING

FOUNDATION & CORPORATE DONORS

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Buckhanz Foundation
Phenomenex
Posada & Associates
Bessie Minor Swift Foundation
Meridian Health Foundation
Forest Issues Group
Audubon Society
California Solar and Electric
Aspen Environmental
Delta Computer Consulting
Rah Industries
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Occidental - Preschool to Farm
Grant
Sierra Harvest
Sparo

GOVERNMENT FUNDER

First 5 Ventura County

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Dave and Kathy Bennett
David and Teresa Langness
Deanna Gonzales
Deanne LaRue
Don and Peggy Baldwin
Don Trabulsy
Elba Cintron Griona
Elizabeth Jones
Elizabeth Turpin-Sokes
Emilio Arias
Erik Jansson
Erin Everly
Farhad Rahimian
Farhad Hajaliloo and Farnaz
Sadeghi



Campers practiced respect through cooperation games before engaging in their world-changing work.

Farid and Frida Astani
Florida Hamdan
Frederick Snyder
George Jaresko
Golnaz Rahmatian
Haleh Emrani
Hamid Tagdiri
Hamidah Sonawalla
Honey Hendsi
Hyla Douglas
Iraj and Neda Sarvian
Iraj Boroumand
Jessica Henning
Jessica Wellwood
John and Merry Byles-Daly
John Wright

Jon Saucier
Jonathan Knorr
Jordan Lolli
Joy Waite and Mark Calhoun
Judith Barden
Judy Rector
Julie Carville
Julie Cox
Kamiar Ashraf
Kamran Sadeghi
Karen Ahrns
Kate and Brian Folb
Kate Heuer
Kathryn de Planque & Ralph
Rudzinski
Kathryn Smith

Katie Stuart
 Kevin Nixon
 Kimberly Salomon
 Kuczora Family
 Lars Ortegren
 Laura Gonzales
 Lea Ann King
 Lea Winck
 Lennister Williams
 Leonard Leto
 Lorenzo Moore
 Lori Towle
 Louie Felipe
 Mahshid Golestani
 Mahbanoo Sabet
 Manijeh Ahourian
 Mahnaz Ahmadian
 Manouchehr Danesh
 Marilyn & Tony Mocium
 Mark Bolding
 Mary Bavafa
 Maryam Solhjoui
 Maury Horn
 Max and Danielle Henkle
 Michael Cenicerio
 Michael Razipour
 Ming and Tom Tai-Seale
 Mojgan Hashemi
 Nancy and Barron Harper
 Nasrin Madani
 Nathaniel Cleveland
 Nilou Moaleji
 Omar Azimi
 Paul Kim Paul
 Payam and Vida Afsharian

Rasoul Khalili
 Rob Joe
 Robert Fajaro
 Roshan Nozari
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 Sarah Wood
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 Vicki McCarty
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REGIONAL ONSITE LIAISONS FOR 2014-15

Australia – Chelsea Lee Smith and Joanna Holmes
 Brazil – Lisa Perskie
 China – Dr. Gan Jian-Mei and Dr. Qin Jinliang
 Chad – Lynn and Nigel Whitehouse
 Ecuador: Consuelo Banderos
 Gambia – Alagie NDow, Yassin Sarr-Fox and Funmilayo Aberejesu
 Haiti – Christelle Seriphin
 Lesotho - Lihlaleng Ntho
 Japan – Dr. Marilyn Higgins
 Liberia – Davidson Efetobore
 Papua New Guinea – Theresa Boli and Mary Ume
 South Africa – Kully Zipheth
 Tanzania – Olivia Newcomb
 Zambia – Beauty Nzila and Mabel Kandowe
 Schools in other countries work independently or without a formal liaison.

**SPECIAL THANKS FOR
TRAINING SITE HOSTS AND
COLLABORATORS**

Blessed Vale School
Chilanga Basic
Deborah K. Moore Academy
Les Etoiles Brilliante
Liberia Movement for Better Education
Meridian Health Foundation
Mildred Academy
Ministry of Education, Liberia
MOBEL
Nevada County, California School
District
Open Garden Community Schools
Zambian Gems
Zhejiang University

**SPECIAL RECOGNITION FOR
OUTSTANDING VOLUNTEERS**

Consuelo Banderos
Olivia Newcomb
Claudia Rivera
Barbara Swenson
Aimee and Emma Porter
Julie Cox
Carol Dorinson
Kami Gordon
Lily Ning
Katie Smith
Leah Winck
Nikki Mobini
Aryana Maronde
Anya Arami
Katia Arami
Emma Porter
Sophia Zamani
Ella Zamani
Ben Winck

**MUSICIANS AND ARTISTS WHO
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DECEMBER 2014

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Luke Wilson
Terry Riley
Murray Campbell
Randy McKean
Ludi Hinrichs
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JULY 2015

KC Porter
JB Eckl
KC Porter's Cruzanderos
Bambaata Marley
Allison Iraheta
Chris Pierce
The Bricks
Heliotrope
Samantha Elizondo

AUGUST 2015

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Serge Merlaud
Mark Summer

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**PRO BONO PRINTING AND
DISCOUNTED PRINTING**

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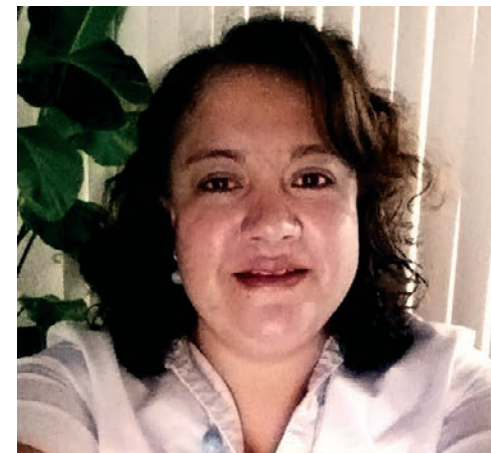
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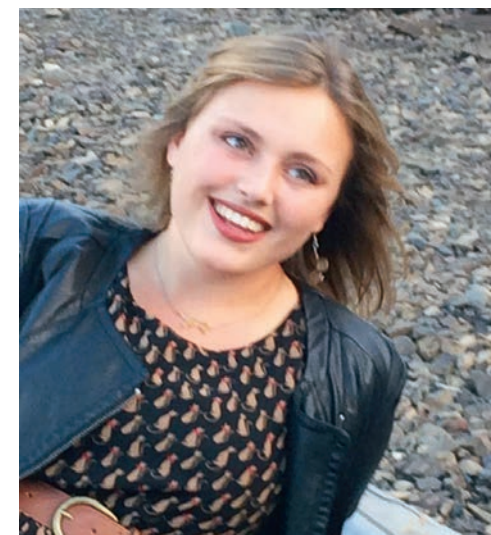
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**Thank you to the many teachers,
administrators, parents, and volunteers
worldwide who work hard to teach,
learn and practice Full-Circle Learning.
Thank you also to the many supporters
who help make our programs
sustainable.**



Consuelo Banderos, a parent of a Tarzana, California Student, led an international wisdom exchange. Next, she coordinated with the government to establish the launching of Full-Circle Learning in her homeland, Ecuador.



Olivia Newcomb experienced Full-Circle Learning since kindergarten. Her mother Gretchen pioneered the model as a homeschool curriculum. In 2015, as a high school senior, Olivia participated in a teacher training session and raised the funds to take Full-Circle Learning to Tanzania, to benefit the My Sisters organization in 2016.



Students at Blessed Vale's new secondary school demonstrated their symbol for Unity. They celebrated the unity it takes for a community to create a new building.



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 help learners transform their character and their communities.



Photo courtesy of Aimee Porter

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