

Annual Report 2017-2018

Radiating Resilience Around the World!

*Full-Circle Learning
helps teachers
and learners
embrace their role
as society's
humanitarians and
change agents.*

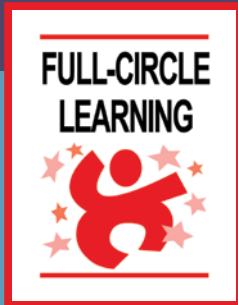


Table of Contents

Introductory Pages	1-4
Community Voices 2018	5-6
Now Serving	7
Learners in the Limelight	8-15
Financial Accountability	14
Acknowledgements	16-18



Cover Photo: Tsepo, a 7th grader from Mokhotlong, Lesotho, responded to a class challenge to introduce an economic development project that would contribute to recycling. He taught the class to wire empty water jugs to become lamps.

How Learners Shed Light on the World

Relevant education not only shines a light on learners' potential but creates a broader glow. It sheds light when the global village feels the benefits of the students' learning, and when teachers kindle the curiosity and compassion of each student in ways that truly transform communities.

Full-Circle Learning offers capacity building among those teachers.

They often find that the educational model revolutionizes their vision and purpose. They pass this high motivation along to learners in an increasing number of nations.

These new Full-Circle Learners attend public or private schools, but you will meet quite a few at independent community schools where orphans sleep on mattresses in the teachers' quarters. In these cases, the learners' joy and resiliency spring from the empathy, energy and love of teachers who often work without pay.

Faithful FCL supporters have helped us stretch our budget and resources to accommodate the growing demand for our pro bono services to enhance the work of these visionary learning leaders and well-deserving young change agents.

The requests come from everywhere—from well-supported schools in developed cities to rural outposts where access to education is neither free nor freely accessible, but idealism and community transformation options flourish under the hopeful banner of Full-Circle Learning. Kindling the noble sense of purpose within each teacher often ignites the passion and purpose of the learners.



How We Serve

Full-Circle Learning raises opportunities for capacity building among teachers, revolutionizing their vision and sense of purpose, presenting them with planning strategies in pedagogy, integrated curriculum design, assessment, and altruistic classroom/school management. The guidance

We offer tools, but the teachers re-create their own practice.

helps them customize unit plans and pacing guides to present regular, regional opportunities for integrated education based on service to society.

Their projects have the potential to captivate learners, who hone their strengths in order to enhance the ultimate destiny of the human family.

The Process

- 1 Schools request free capacity building workshops.
- 2 Honoring their government's education standards, their beliefs, cultural traditions and community needs, Full-Circle Learning provides the nurturing support to help educators develop learning units that integrate character, applied academics, conflict resolution, and the arts with local and global service, to achieve a continuum of practical transformation goals for communities.
- 3 The teachers practice new strategies to build an altruistic peer culture among learners, who begin to embrace the relevance of their learning as they see improvements in the well-being of humans and living systems.
- 4 Full-Circle Learning accompanies them in the process, with mentorship and opportunities for wisdom exchange, with school project support, or scholarships, as funding permits.

After more than a quarter century, we have seen how uniquely each learning leader brings a customized perspective to bear in addressing local challenges while honoring a system of universal ethics. The educators realize that their own planning and sense of purpose will radiate new levels of resiliency in the next generation.

Who We Serve

Communities in 32 nations have benefited from the Full-Circle Learning model and its projects.

Over time, these learners have come from almost every class, creed and ethnicity and have lived on almost every continent.

The organization now serves an estimated 300,000 teachers and students during the current reporting period.

In the first half of 2018, Full-Circle Learning reached 240,222 children living among vulnerable populations and built new capacities among 17,204 teachers in the developing world alone.

A dozen countries especially benefited from recent contributions. Many of their resulting integrated education projects have created a transformational impact on their communities.



Above, girl leaders gather at the Alex Johnson School's Girls United Club. Below, children dance to welcome Full-Circle Learning guests.



What They Learn

Full-Circle Learners connect with all members of the human family and with other living things—usually on the first day of class. The initial learning unit stirs their desire to improve the lives of others by applying all the content areas in their curriculum. Thus, in each new semester, thematic lessons become steps toward enhancing some aspect of development for a broader community that can benefit from their budding strengths.

Carefully threading the education standards of their region into the learning unit, amplified by their own compassion and creativity, a class applies its unit-based habit-of-heart to a specific goal. For example, they might strive to develop dedication or compassion or awareness or empathy or advocacy. Their community project might employ skills in science, writing and math, music and art—perhaps to reduce water-borne disease, or to feed a food insecure region through improved agriculture, or to offer leaders solutions to energy-based, economic or equity issues.

During some units, the class might come to the aid of climate change victims, or honor elders or civil servants who sacrifice for others. They may present models of integrity to reduce corruption or teach adults conflict resolution processes, to promote peace.

The class will periodically exchange wisdom with another school across geographical and national boundaries, to enhance their understanding of moral and practical approaches to a challenge.

At the end of each academic learning unit, the class members discuss concrete ways in which their learning

and actions have transformed the lives of others locally or globally. They realize the purpose of their creatively applied academics and interpersonal skills.



They name the ways in which they have widened their sense of commitment to family, through service to a global humanity. Only then has the learning unit come full circle.

By the end of a year, the learners deeply absorb the altruistic identity implied by their particular class name (e.g. Helpers, Humanitarians, Ambassadors, Forgivers, Society Builders, Peacemakers, or Change Agents, etc.)

A school career rich with such experiences cultivates compassionate global citizens imbued with purpose, resiliency and motivated toward lifelong learning, collaboration and civic-mindedness.

It sets a tone for problem solving habits within the community that honor the need for various finely-honed life skills as well as relevant application of content knowledge.

The broader community members benefit, and ultimately, students aspire to other-directedness as they choose and perform in their professions. However, they do not have to wait until adulthood to realize their unique potential to enlighten the world.

The following pages showcase a few stories from learning communities served by Full-Circle Learning in 2018. Many more educators await the outstretched helping hands of collaborators in 2019.

We cherish every friend of Full-Circle Learning who realizes the need to give each teacher and learner the gift of purpose.

Thank you for helping to kindle their light.

Deepest Gratitude to the
Friends of Full-Circle Learning,
The Full-Circle Learning Board



Great Need, High Potential

Full-Circle Learning teachers exhibit a common vision that infuses altruistic identities, applying academics toward relevant projects that benefit the common good, and offering youth a sense of noble purpose in learning. However, some face greater challenges than others as they work among vulnerable populations with limited resources.

As requests for programs multiply, the need to prioritize increases in order to select which schools will receive not only teacher training and wisdom-exchange opportunities but additional financial resources.

FCL bases its criteria for supplemental school or student scholarships on greatest need as well as on a school's earnest effort to apply learning toward community transformation goals.

The determination of where to establish new training programs is usually based on the critical mass or number of schools requesting onsite assistance.

Full-Circle Learning strives to expand opportunities for young humanitarians and change agents while illuminating new possibilities for the local and global community.

Full-Circle Learning students in Chad presented their songs and ideas to their chief.



Community Voices 2018

Testimonials from Learning Leaders



"In your guidance, our moral education courses have good achievements and are recognized by parents and other social parties. Our education philosophy "caring, confident and curious" and our international education forum topics are aligned with your education philosophy."

– Wang, Yinchu, General Manager, Greentown Institute of Child Education, Hangzhou, China

"I see significant impact in the lives of many young people as they master the learning units and implement the universal habits-of-heart in their respective communities. This has enabled teachers and students to rise above and become change agents in communities..."

The vision and model have enriched my own experience and uplifted my vision as an educational leader. The model is unique...with the most holistic view of bringing solutions to global challenges. It has enhanced my leadership skills as a role model, trainer and community worker.

– Alagie NDow, Founding Director Inspiring Young Stars and MyFarm; New Full-Circle Learning Training Facilitator, the Gambia



"....The question about how can we prepare our school-going kids as humanitarians and change agents for the future when the education systems aren't keeping up with the fast-paced world is a serious challenge.

Yet, there are a few schools that continue to rise amidst the strife confronting them...The habits-of-heart have changed the students' behavioral patterns and the way they envision their communities to be in the future.

....Full-Circle Learning has helped our schools strive to create reservoirs of learning. At some schools, the intriguing service projects and field trips help students push for greatness."

– Christopher Swen, Full-Circle Learning Facilitator, Liberia



"I have encouraged more than Twenty Thousand Teachers...across countries in Africa...

People are very much tired of increasing unrest, stealing, terrorism and the news of war happening across the world today, and thus, are searching for a far better and more peaceful world, which the Full-Circle Learning program offers. When leaders understand the importance of conflict resolution, for example, and are committed to upholding it, there will be mutual respect for one another and whenever differences occur, they would know how to resolve it.

There is a growing interest in the Full-Circle Learning program in all the countries where it's been implemented, and all those that are directly and indirectly involved in it are using its model to shape their family lives and communities.

Looking at what is happening in communities where the program has been practiced today, and seeing how students and teachers are transforming and inspiring farmers, marketers, people of diverse backgrounds and how they are constantly using the habits-of heart to advocate for clean water, gender equality, to eradicate hunger, to provide information and education on sanitation and disease prevention, to name a few, I see the program to be the future education system or methodology that schools around the world will adopt to bring about the peaceful world that we all crave."

– Davidson Efetobore, Full-Circle Learning Continental Program Director, Africa

Testimonials from Learners and Future Change Agents

"I am so excited today in making peace with my best friend Isatou; it has been three weeks I had friendly conversation with her, but thanks to the conflict bridge for helping us to reunite again as friends. I love the Full-Circle model."

– Mariama, student of Myfarm in The Gambia

"This program has shaped me as a person in many ways. I enjoy learning the habits-of-heart every year. I'd say my favorite is sacrifice. Once again, thank you for everything."



– Marlene, long-term student of Piru/ Rancho Sespe Summer School

"Full-Circle Learning helped me understand what life is really all about. I couldn't thank you enough."

– Jimena, student of Piru/ Rancho Sespe Summer School

Testimonials from Schools, Community Members and Parents

"This is a blueprint to help propel humanity into its next evolution of world action."

– Faith Academy Fourth-Grade Teacher, Liberia

"We thank you so much for the service project...bless you all for the great efforts you take on..."

– Merchant after a project at the Nema Market

"This is a great transformational model that can bring about change in our schools and the life of students as they master the habits-of-heart..."

– Anonymous Gambian Parent

"The character education has influenced tremendously the academic learning of the pupils (who have improved) especially in the area of obedience and honesty. Our warm relationship with the community has attracted more parents bringing their children to the school. Olufunmilayo Aberefan."

– Founder of Solid Foundation School

"... This is not just education but a program on which our future depends".

– Mr. Suso, Public School Deputy Head Master, the Gambia

Now Serving...

Direct Service & Capacity Building Programs in 2018

Nation	Number of Schools Served in 2018	Number of Teachers Served	Number of Students Served
Cameroon**	11	110	5,121
Chad****	15	225	255
Republic of Congo*	3	25	15,300
Gambia***	21	135	43,761
Gabon*	3	10	3,000
Ghana**	7	70	4,500
Kenya*	2	7	2,500
Lesotho***	8	56	2,526
Liberia****	123	15,095	90,960
Nigeria**	10	106	6,000
Tanzania*	5	25	8,000
United States****	5	15	100
Zambia****	71	1,320	35,200

* Receiving online support (awaiting onsite assistance)
 ** Newly trained
 *** Gaining momentum
 **** Intensive or evolved programs in public, private and/or community schools

Nations with past or present Full-Circle Learning programs

(not currently requesting financial assistance)
 Afghanistan, Australia, Bolivia, Brazil, China, Ecuador, Ethiopia, Haiti, India, Japan, Java, Mexico, Norway, Pakistan, Papua New Guinea, Senegal, South Africa, Tonga

Universities currently teaching Full-Circle Learning

1 Zhejiang University, Hangzhou China
 2 Dr. Marisol Rexach's Chapman University Social Justice University Department

Serving more than 300 schools across 32 nations

Tarzana Elementary School students made teepees as "Awareness" reminders and made posters to encourage others to help them collect supplies for children at the border.



Learners in the Limelight

Full-Circle Learning Leaders Change the World



Long-term Full-Circle Learning teachers influence the altruistic development of their global village through the work of their students.

Full-Circle Learning's 25th anniversary community impact studies offered many examples. Those educators who began their careers as Full-Circle Learning teachers had watched a generation emerge with higher motivation, greater levels of academic achievement and commitment to civic-mindedness than their peers.

For example, Rancho Sespe/Piru's Sugey Lopez (pictured in a T-shirt given by parents) attracted the attention of her school district when a disproportionate number of middle school students with superb leadership

skills had been incubated in her preschool and summer school classes. Her job promotion did not change her devotion to her neighborhood programs, where she continued to prompt teachers and learners to touch many lives in the broader community. Meanwhile, her younger sister, Stephanie Ochoa, (above), once a student of the school, had become a teacher and arose to serve as the new summer school director.



Project Needs: Continuous funding for scholarships and direct service programs

Full-Circle Learners Enlighten their Communities

In Mokhotlong, Lesotho, Full-Circle Learning representative Eric Muleya inspired students to recycle and reuse during his learning unit at Harvesters Christian School.

Their exhibition of creativity amazed him as it galvanized parents, whose children engineered original ideas to turn trash into social and economic development.

In the cover photo, Tsepo (grade 7) wired an empty water bottle to become a lamp. The girl pictured here, Boitomelo (grade 6), designed a handbag of windblown plastic.

Project Needs: Capacity building for other schools awaiting help in Southern Africa



Learners Come Full-Circle

Maureen Mungai (lower left) trained teachers and schools at six schools in Mokhotlong, Lesotho for several years.

In one of her many Full-Circle Learning projects, she taught the students the relationship between hunger and deforestation. She helped them plant trees on their mountain plateau, to create shade for future farms.

When she and long-time volunteer Sana Moussavi (upper right) returned in 2018, she saw how Lesotho had changed. The trees now stood tall. The students had begun to influence community development. However, the teachers' aides had achieved their educational goals and moved to distant cities, leaving a shortage of FCL- trained teachers. The nation has now adopted an educational philosophy similar to that of Full-Circle Learning but requested more volunteers to guide the implementation process for teachers nationwide.



The plan had come full-circle!

Project Needs: Regional training programs in Lesotho, to help local communities educate for transformation

Full-Circle Learners in Liberia “Propel Humanity into a World of Action”

Fourth graders at Liberia's Faith Academy recently studied the habit-of-heart Appreciation. Their social studies unit helped learners realize the abundance of natural resources above and below the earth. Puzzled, they began to ask, With so much here to share, why are so many citizens still malnourished? Why do so many live in abject poverty, with no roof over their heads, in slum communities?

The teacher's approach to the unit helped them reason that if all things exist in abundance, so must justice. While their parents had told them, “There is no justice for the poor,” their field trip—one of ten over the past year—would help them investigate this truth for themselves.



Consequently, at 8:30 a.m., the class members showed up at the courthouse to witness a criminal rape case. The judge explained that neither the 12-year-old victim nor the suspect could afford attorneys, so the government would provide two lawyers apiece (four in total) to advocate for their rights. The jury also gathered to ensure that poverty was no barrier to justice. Judge Galarwolo received the appreciation of the Faith Academy's 4th Grade class for increasing the abundance of justice in Liberia. Student representative Massonia offered a statement on behalf of the group.

The teacher said that the Full-Circle Learning lessons and projects over just one year, had helped the students “fundamentally change the way they look at the world and the way they perceive their own country.”

He called the FCL model “a blueprint to help propel humanity into its next evolution of world action.”

Full-Circle Learners Act as Teachers in Liberia

Students and teachers in Joseph Town, Liberia designed a long-term service project to strengthen community literacy.

The students would serve the village by teaching the older villagers to read, while the youth would also learn wisdom from these elders.

In this photo, the elders gathered eagerly to hear about the life-changing plan.



Full-Circle Learners Promote Better Health in Liberia

Ebola left Liberia with a nationwide shortage of physicians and nurses. Dr. Tsan Lee traveled from Seattle to teach Liberian students first-aid techniques and preventive health curricula. The learners could then become community health advocates, holding a health fair in February 2018 to teach parents how to prevent communicable disease. They learned many basic facts as well as health care skills, and spread awareness of important life-saving actions over the coming months.

Liberia Project Needs: Teacher mentorship and scholarships for Liberia's 123 practicing Full-Circle Learning schools



Full-Circle Learners Create Understanding and Awareness

Full-Circle Learning alum Kathy Rosales received a Diabetes Fellowship to help students of Tarzana, California's Habits-of-Heart Club generate understanding of the threat of diabetes in their community. They taught nutrition to adults and took body mass index tests after weeks of preparation to improve public health benefits in their community.

In the fall of 2018, a new teacher, Christopher Andrews, took on the class. After helping the class create its Full-Circle Learning self-mastery code, he launched a unit on Awareness. The learners used the "A" gesture to symbolize teepees or awareness of the need for nesting. They made feather nests, discussed the comfort of pillows

and developed awareness of and empathy for the needs of homeless people. They expressed excitement as they prepared to make pillow cases for child refugees at the border. Tarzana Elementary, where many languages are spoken, has always been a nesting site where children are welcome from many places. The unit will help them extend this welcoming gesture to others in the local and global community, with help from Mr. Andrews, who said:

"I expect a great outcome!"

Project Needs: Mentorship and scholarships





Full-Circle Learners Apply Science to Promote Safe Water

Nigeria's newly committed Full-Circle Learning schools have made great strides in a short time.

The fourth-grade Heroes class from the Nikkie Foundation petitioned the head of their district's water supplier to provide boreholes.

While waiting for clean water for the community, they taught their science acumen to the people, advocating that they boil water to the proper temperature to sterilize it for safe drinking purposes.

Full-Circle Learners Use Foresight

A seventh-grade lesson on erosion and flooding need not stay in the physical science classroom. At the Harvard



Academy, it led to a discussion of the vulnerability of the local flood plain in the Amopke community. Based on their habit-of-heart unit, Preparedness, the students understood their responsibility to help residents think ahead. In this photo, they began identifying where they could clear a path to channel the flood waters before enlisting the community chairperson and officials on a three-month intervention project to prepare for the flood season.

Full-Circle Learners Call for Peace in the Niger Delta

Students celebrated traditional culture to advocate for unity in the Niger Delta after studying the habit-of-heart *appreciation of diversity*.

The teachers decided to create an impact in their communities by showcasing the value of each different ethnic group and its heritage, emphasizing the values each group brings to the region. They invited all the chiefs and town leaders within the Delta State of Nigeria to their well-organized Cultural Day.

According to Full-Circle Learning's on-the-ground coordinator, Harry Kennedy, one of the parents, also a chief, remarked that this was the first time he had attended a school event that addressed one of the biggest challenges people face in the Delta State. He applauded the teachers for their thoughtful ideas. Another chief added,

"If we, as people, truly come together as one people, with our different resources skills and knowledge, there is so much we can accomplish...."

Project Needs: Mentorship, onsite capacity building programs and school scholarships for current participating schools across the developing world; onsite workshops for nations currently receiving only online guidance





Full-Circle Learners Reduce Food Insecurity in a Time of Climate Change

The Climate Change Agents of Nevada County California exchanged knowledge with local and global farmers in multiple countries, to spread information about how to make soil more nutritious, how to reduce pests and how to advocate for one another while working to feed the world's hungry. They used academic knowledge and the arts to honor those who work in food banks and who struggle to grow food with increasingly complex, changing conditions.

Project Needs: Scholarships and program funds



Climate Change Agents carried their drought-resistant, nutritious keyhole garden project into their own neighborhoods, based on the example they learned from MyFarm, in the Gambia.



Full-Circle Learners Dream

Summer school students in Piru, California practiced integrity, determination, consideration and sacrifice over the course of the summer, with weekly field trips to help them apply their academic and character strengths.

They honored the workers at a food bank, the fire fighters, and their parents. Their academic and artistic projects helped them explore those who work toward a goal that serves the common good. When they went to the Museum of Tolerance, they realized all their parents had given to afford them the opportunity to become truly effective citizens. Some offered their parents certificates for the habit of "sacrifice," for helping them live their dreams.

Project Needs: Continued capacity building and direct service summer schools



Full-Circle Learners Collaborate

These children in Hangzhou China worked both independently and together to complete their projects.

Creativity, compassion and community service come together in many of the school projects, which value the concept of bonding as a classroom family, a nuclear family and a human family. Below, a girl presents a gift of a painting she has made, freely giving her creativity for a global wisdom exchange.



In Zhejiang Province, education majors learn the Full-Circle Learning model at Zhejiang University and practice it in their public and private schools, including schools throughout the Greentown Education System. The photos above feature: **1** Leaders at Greentown Education System receiving a conflict bridge; **2** Prof. Qin Jinliang (Dean of Teacher Education at Zhejiang University) honoring FCL

with visiting professor privileges; and **3** the University's editors showing some of the Full-Circle Learning books published at the university.

Project Needs: Wisdom exchange forum funds, to connect teachers from the developing world with those from developed nations, to share global problem-solving challenges for their students

Full-Circle Learners Bring Vision and Empathy to a Community

A new summer school in the Gambia helps learners apply their habits-of-heart and conflict resolution skills to address community challenges. In the summer of 2018, the learners role-played a project on empathy, comparing communities with health care services and first aid



volunteers and communities with serious illness and no health care services. The learners also examined both sides of labor union conflicts to empathize with the

results of conflict on communities.

These radiant "stars" learned first aid and sponsored a health fair as a service project, inviting eye specialists from major hospitals who gave 85 exams and free eyeglasses to community members. At least 320 people attended the fair. The venue, Kanifing Health Clinic, has seen increased attendance ever since.

The director said, "This health clinic had been overlooked by many in the community...but today there has been significant increase in attendance as a result of the intervention of the service project by the Inspiring Young-Stars, an organization that build most of its pillars from the concept of the Full-Circle Learning."

Project Needs: Capacity building programs and teachers' colleges in developing nations

Full-Circle Learners Aspire As EHG Launches Madame Dorbor Scholarships

Awena Dorbor, an inspiring school director and Full-Circle Learning facilitator in Liberia, passed away unexpectedly in 2016. Her example of quiet leadership has become an inspiration to young women throughout her nation. The EHG fund, established at EDI Dental Exchange, formed a Philanthropy Committee to distribute five scholarships to ensure students a full-tuition high school education and uniforms in a region where public education is not free and accessible.

Partnering with Full-Circle Learning, the EHG team identified candidates, distributed scholarships, and will track their progress while mentoring teachers to provide the best possible high school experience.

The committee granted four-year scholarships to five girls in 2018. As their qualifications, family backgrounds and original ideas indicate, each one aspires to turn challenges into opportunities and to serve as change agents among their own peers and the world's peoples.

Project Needs: Continuing scholarships for students and schools of greatest need and highest aspiration and effort



Wuba Davis, of Kingdom Foundation, wants to become a journalist. Getting a story straight in her own neighborhood led her to the idea of courageously writing the truth. She currently teaches children to improve her community. She wrote, "After high school, I want to continue on to the University of Liberia."



Hellena Kollie - Kingdom Foundation, wrote, "I aspire to be a sociologist...I will be happy to be a Counselor because as a woman I believe people would feel freer to share their problems with me... (When friends are unable to stay in school due to financial reasons) I encourage them to do work for family members in return for school fees. When I have money, I will help them. Also, I will help them find scholarships."



Satta Musa claimed, "As a girl, I am very proud in life. With all the difficulties I am facing, I still remain honest to people, respect others' opinion, listen to advice, and also respect my parents...I talk to my friends about my story and encourage them not to drop from school. I always tell them to stay in school and also study hard..."



Laura Sackie, from Korto School, indicated "I aspire to be an engineer. ...Girls are nation builders if they are motivated...I am presently involved with sanitation services in my community and door to door health education. ...The best way I can encourage other girls who are not in school is to go into farming. You can use the profit you get from your harvest to go to school."



Saldaya Blamah, of Faith Academy, noted, "My aspiration in life is to become a civil engineer to help in building roads, bridges, and in helping humanity. While reading, I came across an inscription that says, "If you educate a boy you have educated a family, but if you educate a girl you have educated nations." From that day, I became courageous and said to myself that the world is depending on me to make it better, so I try to do everything humanly possible to prepare myself. At my own level, I have organized a study class for school going kids to enable them do well in their lessons."

Financial Accountability

Full-Circle Learners Use Resources Wisely

Full-Circle Learning, a 501-c-3 charitable organization, achieves its mission with an unpaid board, streamlining its budget, making extensive use of in-kind service and the good will of its supporters, as evidenced in the total budget and the number served. Guidestar, the foundation rating system, gives Full-Circle Learning high marks for accountability.

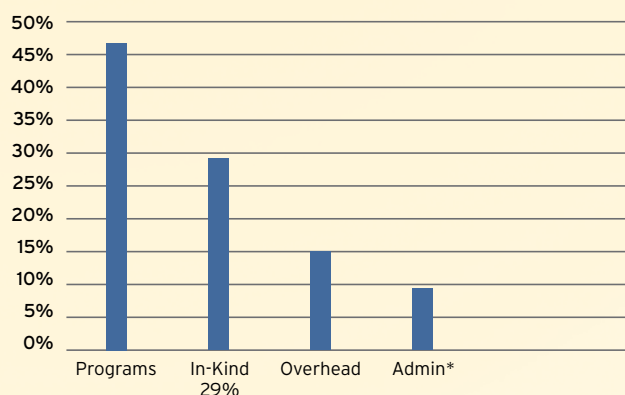
When you give to Full-Circle Learning, even five dollars can ignite the enthusiasm of a whole class, but a "Golden Giver" can multiple that amount to \$500 - \$5,000 and open up a whole new country to Full-Circle Learning.

Because regions of need arise quickly, of course, we recommend supporting the work by mailing an unearmarked check to Full-Circle Learning or contributing online to "Greatest Needs" at www.fullcirclelearning.org.

Total 2017 Expense: \$229,536.38

Total 2017 Income: \$212,135.45

2017 Expenses

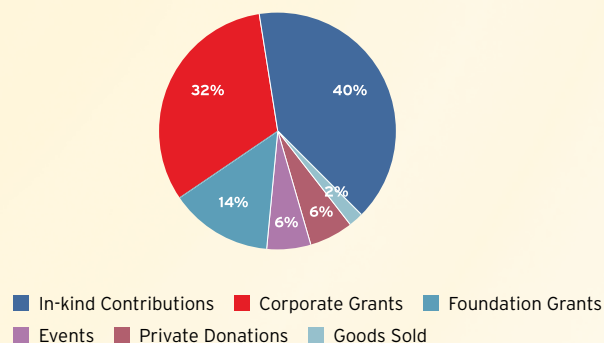


47% Programs (International Programs and Domestic Direct Service)

29% In-Kind (23% Toward Programs) 15% General Overhead

*9% Administrative (Communications, Website, Insurance, Fundraising)

2017 Income



Income - 2017

40% In-kind Contributions 32% Corporate Grants 14% Foundation Grants

6% Events 6% Private Donations 2% Goods Sold



Acknowledgements

We extend our deep gratitude to those who have given time and sacrificial resources to Full-Circle Learning in 2017-2018.

Thank you to:

- Those visionaries who made financial contributions.
- Those who offered professional skills and valuable time to inspire young people.
- The schools, institutions and community centers around the world hosting workshops or programs.
- The resilient, creative and empathetic educators who have implemented Full-Circle Learning through their teaching practice.

Corporate Contributors

EDI Group/EHG Fund
One Planet Ops, Inc.
Todd R. Wagner Foundation
Posada & Associates
Greentown School System
Natren
Amazon Smile Foundation
Aspen Environmental Group
Nevada Irrigation District

Foundation Contributors

Mona Foundation
Zhejiang University
Sierra Foothills Audubon Society
Forest Issues Group
Earth Justice Ministries
Plumas County Audubon
Build a Better World Foundation

Benevity Community Impact Fund
Network for Good
Dankenberg Family Foundation

Golden Givers

Bob Ballenger & Jeanne Hartley
Fariba & Farshad Mahjour
Taraneh & Frank Darabi
Soheil & Noura Samimi
Sima & Kambiz Mobini
Sue & Martin Schmitt
David & Teresa Langness
Barbara Swenson
Carmen Maronde
Susie Steinbarth
Rainn Wilson & Holiday Reinhorn
Judy Barden
Claudia Bingham
Julie Iraniejad
Don Rivenes
Ofy Douglas
Kavian Maghzy

Golden Givers – In-Kind

Sarah Wood
Jason Witty
Rene Sprattling
Katie Smith
Lea Ann King
Michelle Walker
Hamid Tagdiri
Sana Moussavi
Cindy Barry
Chris Newsom
Don Baldwin
Don Rivenes
Rudy Darling
Don & Peggy Baldwin
George Dean
Peter Domecq
Susie Steinbarth
Erik Christensen
Karin Wine
Nancy Harper
Peter Terry
Alexandra Roedder

Climate Change Agents created artwork and musical performances as a gift for those who distribute food to the hungry.



Consuelo Banderas
Susie Steinbarth
Debbie Gibbs
Belated Beverly Soasey
Daven Mathies
Candy Eckstrom
Starfish International
Santa Ana School District
Early Bird Farm
Bluebird Farm
Interfaith Food Bank
Food Share
Follett
Plumas Audubon Society
A & A Printing
Posada & Associates
FCL Board Members
Schools, Parents, Learning
Leaders, and Training Sites
around the World

Farahnaz Namvari
Firm Foundation Academy
Bill and Cris Garlington
Glenda Zanone-Burak
Jake Peterson
Jaine Toth
Jessica Salcedo
Joy Henkle
Judith Barden
Judy Rector
Julie Iraninejad
Julie S. Carville
K.C. Porter
Karen Tanker
Kathryn dePlanque
Larry Frank & Catherine Hess
Lily Marie-Mora
Lily Ning
Lindsay Schurman

Mahin Mashhood, M.D.
Mahshid Golestani
Margie Maher Smith
Mary Dee Samuels
Michael Ames
Mondana Arami
Peggy & Don Baldwin
Payam & Vida Afsharian
Renee Cox
Rondal Snodgrass
Santa Ana School Dist
Soheila & Shahriar Rezai
Shannon Dooley-Miller
Sharon Delgado
Sharon Romeo
Shiva & Dave Reader
Sid & Karan Morrison
Tala Rezai & Jake Peterson
The Dickards

Friends of Full-Circle Learning (Every contribution counts!)

Arden Lee
Asifa Kanji & David Drury
Baha'is of Nevada County
Baktash Aazami
Barbara Campbell
Barbara Dean
Carla Petievich
Cathy Anderson-Meyers
Chitra Golestani & Nabil Maghzi
Chris Dobbins
Claire Fishwick
Claudia Bingham
Consuelo_Banderas
Deanne LaRue
Donna Sosnowshki



Global Collaborators

African Continental Program Director

Davidson Efetobore

African Liaisons for Capacity Building

West Africa (Liberia, Gambia, Senegal, Sierra Leone, Guinea): Alagie Ndow, Christopher Swen (support service by Dr. Rodney Hume-Dawson)

Southern Africa (Lesotho, Zambia, Tanzania): Maureen Mungai, Eric Muleya, Mabel Kandongwe (support service by Beauty Nzila, Peter Wambui)

Central West Africa (Nigeria, Ghana, Gabon): Harry Kennedy, Henry Quarshie (support service by Kyie Baffour)

Central East Africa (Chad, Cameroon, Central Africa Republic): Ms. Kaltouma Djimadoubave, Carol Bassey (support service by Lynn & Nigel Whitehouse)

Global Liaisons

China: Profs. Qin Jinliang, Gan Jin-mei, Deans at Zhejiang University, Hangzhou China

Wang Yinchu and Administrators at Greentown Education Systems, Hangzhou China

Papua New Guinea: Theresa Boli, Port Moresby

Haiti: Deb Currelly, April Woods

US Directors/ Liaisons

Chapman University Social Justice Dept.:
Dr. Marisol Rexach

Full-Circle Learning - Piru California
Site Director Stephanie Ochoa

Full-Circle Learning - Tarzana Elementary
Site Director Christopher Andrews

Nevada County Climate Change Agents Camp
Teaching Staff: Katie Smith, Rene Sprattling

Plumas County Liaison: Jennifer Ready

Photos on page 17 and above: Eager preschoolers welcome guests in China and Lesotho.

Full-Circle Learning Board Members

Teresa Langness, President

Fariba Mahjour, Vice-President

Marisol Rexach, Secretary

Rene Sprattling, Zack Daffaallah, Rodney Hume-Dawson,
Co-Treasurers

Lindsey Schurman, Social Media Liaison

Baktash Aazami, Events/Schools Liaison

Taraneh Darabi, East Coast Liaison

Advisors

Debbie Posada, Financial Advisor

Kavian Maghzy, Africa Advisor

Farzin Rahmani, Africa Programs

Hamid and Mitra Rastegar, China Programs

Soheil and Noura Samimi, General Advisors

Lea Ann King, Events



Back Cover Photo: Students at Cecilia's School in Zambia gave special recitations on a visit in the summer of 2018. Like many community schools, this one serves a high percentage of orphans, yet children eagerly enjoy the nurturing of their hearts and minds.

Thank you to the teachers, volunteers and trainers who anonymously contributed photography in this report.

Thank you to Dahna Solar for designing this report.

www.fullcirclelearning.org

17512 Brewer Road – Grass Valley, CA 95949

530-575-4500

info@fullcirclelearning.org



**FULL-CIRCLE
LEARNING**

