

Full-Circle Learning

25 Years of Transforming Lives



Message from the Board

How much change can you get for a quarter? A century's worth.

The Full-Circle Learning family strives to teach with an eye toward personal and community transformation, for the love of the learner and for the love of humanity.

All that we invest in the process of purposeful learning—for *each* new generation of change agents—reaps exponential benefits. Their compassionate acts, innovative thoughts and well-applied capacities shape history beyond our singular existence, over the course of the *learners'* lifetime.

Each learner, then, who connects personal assets with universal concerns represents yet one more visionary gatekeeper of the future. Thank you to those who grant them the keys.



*Photography by Baktash Aazami, Daven Mathies, Davidson Efetobore, Sugey Lopez, Hamid Tagdhiri, Michelle Walker, and FCL volunteers and staff around the world.
Design and layout by Beverly Soasey.*

The Full-Circle Learning Mission

Full-Circle Learning (FCL) exists to help learners embrace their role as humanitarians and change agents.

The Full-Circle Learning Model

Full-Circle Learning helps learners understand not only *what* or *how* but *why* we learn. The model infuses purpose into education by connecting the dots between impetus, action and outcome.

Every academic unit begins with the sensory experience of an altruistic instinct. A series of cognitive processes unfolds as the learner realizes opportunities to apply academic and artistic capacities toward a positive outcome—service to humanity. Teachers plan from the start to mesh the education standards of the region with the habits-of-heart framework they design, seeing the end of the unit from the beginning.

The goals introduced in that initial sensory step come to fruition as students apply their budding skills in service learning projects within their local community, extended beyond through global wisdom exchanges that help them experience their role as problem solvers in one human family. They sustain their practice of the particular habit-of-heart through deep introspection and group reflection.

Only when they realize the positive impact of their new character strengths, applied skills, creativity, and collaboration through community service are they ready to move on to develop the next habit, expressed within a new learning unit.



Who Benefits

This educational model draws on research in many aspects of education, human development, sociology, philosophy, neurology and especially on the wisdom and creativity of teachers working within their existing cultures and education systems.



Full-Circle Learning teachers have come to the model from five continents, from various language groups and many diverse traditions and belief systems—because the model’s principles resonate with the deep needs of the human condition. The model has especially thrived in areas where teachers have seen lives and communities transformed over time by connecting the moral, intellectual, creative and practical-skills development of children with a vision of their significant purpose as empathic members of the human family.

At Full-Circle Learning, we believe that learners enjoy peak experiences as they realize the capacity to bring about personal and community transformation. They do so by applying their skills to address academic conflicts and real-world problems, and by using their creative energies to uplift others in the local and global community. As they connect with

the human family, their motivation and sense of purpose tend to thrive, and so do the recipients of their service.

Full-Circle Learning curriculum design and teaching strategies especially make a difference where poverty, public health, the environment, agriculture, food insecurity, economic inequity, corruption, gender equity, housing, and conflict pose challenges for students to tackle, based on regional needs. The more intense the desire for transformational approaches, the more

learning leaders tend to seek free training and services for their learners.

In 2016-17, 68% of students served were girls, based on those schools reporting statistics. More than 90% of schools primarily served vulnerable populations within their regions.



Services Provided

Full-Circle Learning serves both learners and their learning leaders with:

- Programs During School or Non-School Hours
- Teacher Training and Collaboration
- School-to-School Global Service Learning
- Scholarships for Vulnerable Children
- Encouragement for Community Development Projects that Extend Full-Circle Learning Schools into Full-Circle Communities

Over the past quarter century, Full-Circle Learning has founded schools as well as providing education during school breaks, though our primary focus is educator capacity building locally and abroad. We also offer school-to-school wisdom exchanges to help young people examine societal challenges through a broader global lens. Special projects help schools become community hubs for a wider constellation of transformative activities.

By participating in educator training, classroom wisdom exchanges, and/or in non-formal or formal, full-day school programs, 30 nations have received the benefits of Full-Circle Learning.



Because the majority of learners come from regions where public education is not tuition-free, FCL makes student scholarships available to orphans and vulnerable students. Donor-funded expenses also include curricula and free teacher training courses to serve as many as possible in the developing world.

Community development projects that create Full-Circle Learning communities have also proven especially sustainable based on data currently being collected in our quarter-century community impact study. Because each community comes to us based on a common vision and requests training, mentorship and support, the impetus for this process must come with local ingenuity, creativity and effort, and we provide whatever human and fiscal resources we can.

We encourage not only purposeful teaching but learning communities that strive to build strong connections among community members to enhance the unity and the physical, social and emotional wellbeing of the human family.



How Many Served

Full-Circle Learning served 30% more teachers and learners in 2017 than in the previous year. Local initiative and partner collaboration, as well as the support of the Friends of Full-Circle Learning, helped meet that demand for growth. In 2017, an estimated 136,000 people received the benefits of Full-Circle Learning.

Where Funds Go

Full-Circle Learning operates with an unpaid board and no full-time administrative staff at its headquarters, striving to reroute contributions toward programs.

Full-Circle Learning does not solicit projects but responds to the call for collaboration, serving those who bring their common vision and requests for strategies, materials and training. Priority goes to regions with the greatest needs and the longest lists of waiting educators.

Because the majority of learners come from vulnerable populations in regions where public education is not tuition-free, we provide student scholarships to vulnerable students at participating schools in some regions.

Primary donor funded expenses also include program supplies, field trips and nutrition for onsite education as well as community development projects. A majority of funding goes toward curricula and hard costs to support the free teacher training courses. We strive to move as many educators as possible off our extensive waiting list and into the collaboration and mentorship programs as the growth of Full-Circle Learning mushrooms in the developing world.

Over the years since the organization began printing its annual reports (1998) annual administrative costs averaged just 4.25%. A high level of fiscal accountability is just one reason Full-Circle Learning received Gold Star status from Guidestar, the leading nonprofit rating agency for foundations and nonprofit organizations.



Nigerian schools in the Delta region now benefit from the onsite Full-Circle Learning training their teachers received for the first time in 2017.

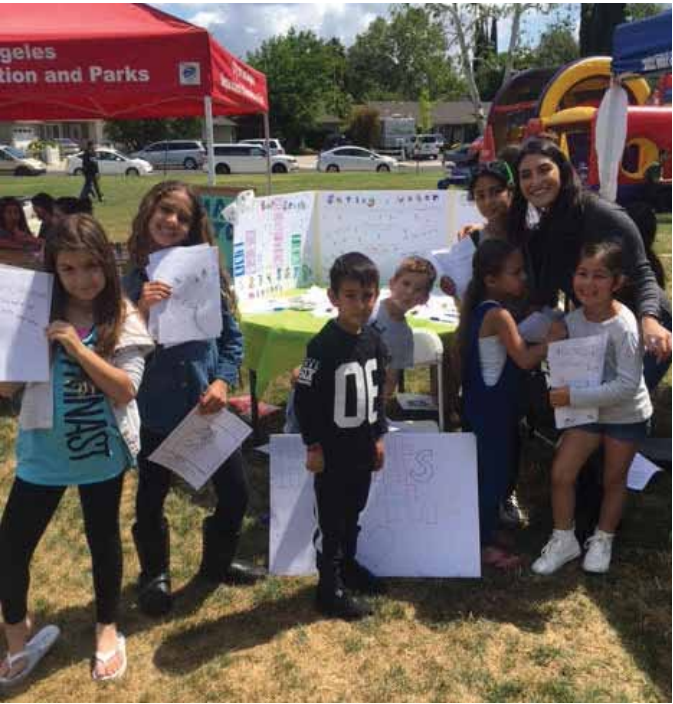


Teachers from multiple village schools gathered for a training workshop at Blessed Vale, in the Chibolya area of Lusaka, Zambia, in June 2017.

How Evaluations Measured Outcomes in 2017

92% of educators participating in Full-Circle Learning courses indicated “very true” on surveys asking whether they felt new inspiration about how to give students a greater sense of vision and purpose. The other 8% percent indicated “true.”

100% of parents who participated in FCL’s 19 Indicators survey in 2017 expressed that their children had improved beyond their expectations in all 19 aspects of academic, social and creative development.



Michele Tal’s Tarzana Elementary School students conducted waterconservation education among adults



Ten Testimonials from 2017

1. “This was a life-changing experience.”“All of the strategies collectively help students find purpose and instill character building.” “I sense now the true potential of the new generation.”... “I feel so dedicated to learning and implementing this new model!”

– Anonymous survey comments from newly trained Teacher Effectiveness Coaches in Santa Ana, California and in Quito, Ecuador

2. “Full-Circle Learning fits everywhere. We take it from the summer school to our year-round school classrooms, our youth groups at church, and we use it at home with our kids—even with ourselves. We take it out into the world!”

– Letty Abrego, Teacher
Fillmore, California

3. “Full-Circle Learning ... makes an impact on the Community Food Program, the Blood Bank and elsewhere—and when the children sing for the firemen or at the senior center, and we ask them to think of these as their grandmas and grandpas, these tokens of appreciation always bring sniffles.”

– Maria Enriquez, Teacher
Fillmore, California

4. “...Education should be about building sustainable communities...Since FCL began at our school, there have been 1,000 students who have gone through the system. This is the first year that we will offer 12th grade...Over time, our parents have seen changes in their children...I have noticed that FCL has made my students eager to learn.”

– Christopher Swen, School Leader
Korto School System, Liberia

5. “[Full-Circle Learning] is the missing piece of the puzzle. Now that I have it, I will treasure it, and so will the teachers.”

– Harry Kennedy, School Leader
Harvard Academy, Delta State, Nigeria

6. “This blessed opportunity was so inspiring and fulfilled my heart’s desire to discover such an all-embracing program.”

– Donna Sosnowski, Teacher
Sparks, Nevada

7. “I am inspired by Fatou Kpehe, a student at the school who leads Full-Circle Learning’s Girls United Club....Fatou has encouraged other girls to be more vocal and, more importantly, to stay in school. We used to have an issue with teenage pregnancy, but that number has dropped as a result of Girls United.”

– Mr. Molba Whalma K. Deshield, Teacher
Liberia



8. “My children...learn something new every day...I am so thankful for this program and the teachers because they are helping my children grow in a positive way. I love to see how their hearts are filled with love and empathy...”

– Yurriccy Gonzalez, Parent

9. “I have been part of Full-Circle Learning since I was a peacemaker (preschooler). What I looked forward to the most this year was learning more things... I learned about humanitarianism, farsightedness, and vision seeking. The habit-of-heart that stood out to me the most was humanitarianism because it means helping people and caring about them. The program has helped me be a better person because I help lots of people.”

– Axel Aguilar, age 8
Full-Circle Learning at Rancho Sespe



Inspirations from 2017

Children at the Mildred Academy, in Lusaka Zambia, set out to reduce traffic deaths after flooding left potholes in the dirt roads around the school. Applying their habit-of-heart, unity, they counted and sorted stones outside the school walls. They began to sing about unity until the neighbors came out and started singing with them. Soon everyone joined in the effort and filled the potholes in all the roads leading out to the main street. They had prevented injury as

well as waterborne illness from stagnant water in the potholes.

Mothers who started a farming project to fund a school for orphans and vulnerable children find new skills as they help girls stay in school and all learners learn life skills and professions. In nations where public education is not free, the skills they learn as teachers are changing the lives of 500 lives in the John Howard School.



Beauty Nzila, the director of a K-8 school called Blessed Vale, encouraged a family to enroll their five-year-old girl named Blessing, who had few skills and little joy as a special needs child without use of her arms or legs. Soon Blessing began to truly enjoy a meaningful life at school, often jumping for joy and moving about with classmates.

Joy is abundant, both for those who received scholarships to medical school this year, as well as for those new to school. When the Nzilas' neighbor left a toddler on their doorstep this year, too young for Blessed Vale, Beauty opened second school for preschoolers at home. She now has 80 children learning in her own living room.

In Monrovia, Liberia, multiple schools sent a team to clean up ocean pollution after studying its impact on living things. FCL alum Olivia Newcomb (now majoring in opera) interned to help introduce the unit on honor. Some found it life-changing to connect science, music, character and service in ways that shaped new career choices.

A trip to Zhejiang University, in Hangzhou China, offered many examples of the impact of Full-Circle Learning over the past decade. One mother said she came into her bedroom one evening and found her 3 year-old sitting there. When she asked what she was doing, she said, "Mommy, I'm warming up the bed for you." She knew at that point that Full-Circle Learning was shaping the altruistic identity of her child. In each of the schools, love permeated the relationships and themes among principals, staff and students.





In one Greentown school, students independently built objects. They also appeared at the G-12 Summit to give historical tours of the city featuring pagodas and other displays they had constructed. They asked international visitors what they wished for the world

Throughout Hangzhou, evidence of loving and clever teaching appeared everywhere. Master teachers had recently written books about their Full-Circle Learning projects. Art and literacy reinforced tradition as well as habits such as patience and creativity and provided gifts for mothers and guests.

and what they hoped for at the meetings.

A wise developer put the Lanteng School at the center of a city block with apartments all around it, a senior center and memory ward on one side and a factory on another. This complex reduced the traffic delays that might hamper travel among family members and increased opportunities for meaningful daytime contact between students and grandparents, whether biological or adopted.

The children grow fava beans and loquats on their agricultural project and walk down the block to deliver them to the elders. The fathers meet on special nights to help the children cook food for the elders at the nursing home. Several dads felt deeply moved to see video interviews revealing how their children felt about spending this extra time together with their fathers. This school and others in Hangzhou reflect the spirit of a Full-Circle community, where love, wisdom and service flow back and forth across the generations and into the neighborhood beyond.

In Papua New Guinea, students also learned about environmental gardening, as well as focusing on the habits of heroes throughout the year, at the Virtues Day School.



Ambassadors class, below, donned emergency vests and practiced rescuing others in emergency preparedness drills at the Full-Circle Learning Summer School at Rancho Sespe, in California. They also made earthquake kits for Haiti and photo holders for elders at the senior center, to help them preserve their memories in case of earthquakes. Studying the habits of humanitarians also brought projects on conservation and tree planting, and a visit to an observatory, where students honored astronomers for farsightedness.



The Tarzana Habits-of-Heart Club conducted a water conservation projects. Scientific research and positive habits became a springboard for teaching adults at a local park.

Rossana Kalulu, from Vanuatu, featured on the cover, earned a scholarship to attend a California program. Restoring a flood plain, learning about water catchment and permeable sidewalks, teaching the through dance, photography, spoken word and science exhibits—these are just a few ways the Climate Change Agents inspired the public to honor life for people on shrinking islands and to pass a 100% renewable energy resolution in their city. They also taught the community about freshwater needs around the world and designed improved tidal, solar and wind technologies at the Climate Change Agents week-long overnight camp in Nevada County, co-sponsored by the Climate Change Coalition.



My-Farm's Alagie NDow welcomed Solid Foundation School students on a joint-schools field trip in The Gambia in 2017. In every type of community, well implemented Full-Circle Learning projects help children develop their character, curiosity, conflict resolution, and critical thinking skills as it simultaneously nurtures their altruistic identities. Ultimately, the learners contribute to the wellbeing of others, through service projects that tap academic as well as life skills.

Nigeria and Ecuador held their first onsite trainings in 2017. Liberia, Zambia, Gambia, South Africa, Lesotho and Chad were also slated for onsite visits and support, in some cases training 50-100 new teachers in each location, in other cases offering guidance on sustainability for ongoing programs. Four major trainings took place in California in 2017, in addition to the teacher capacity building taking place on a regular place in university classrooms. China's Zhejiang University, celebrating its 60th anniversary, was among the sites that invited a guest lecture.

Awena Dorbor, the principal of Liberia's Deborah K. Moore School, passed away suddenly in August 2017. She had inspired many transformational projects, challenging children to speak out about peace, gender violence, food insecurity after Ebola and other Full-Circle Learning actions that grew out of the appreciation for habits-of-heart, literacy and music she brought to life in her students. As one of FCL Continental Director Davidson Efetobore's key volunteer trainers, she also assisted in the training of the 91 schools now practicing Full-Circle Learning in Liberia. As her nation, her students and her family mourn the loss, we have set up a scholarship in her name.

25-Year Timeline: A Quarter Century of Full-Circle Learning

1991-1997

April 29, 1992. The civil unrest in Los Angeles came as the culmination of a series of human rights crises in Los Angeles. The conflagration affected more than 50 city blocks, leaving children traumatized in its wake. In the aftermath, a program began to build trust and hope for some of those traumatized children, who walked from their local school to the Los Angeles Baha'i Center. At first, the children painted flowers on burned-out buildings. Over time, they came to feel cared for by the community. Volunteers came from all walks of life, from diverse ages, ethnicities and faith groups to teach simple concepts and coping skills. Their projects grew in complexity and depth, and in the meaning-

ful context of character, community service and skills application over the following decade.

After the first year, the key participants were asked by their hosts to form a nonprofit board and apply for 501-c-3 status, to develop curriculum, staffing and financial sustainability for the project. Habits-of-heart were developed based on the specific needs of the children. Local and global service became the fulcrum of each learning unit. Several NGOs heard about the program, and their participating schools around the world became the first wisdom exchange partners for the pilot program known as the Children's Enrichment Program.



Students in Lesotho connected hunger, deforestation and advocacy in this project. Here, they sing to pray for rain.



Early students sit outside at the Nishanth Full-Circle Learning Academy in Chennai.

1997-2002

Research ensued on how to develop the altruistic identities of those children, to help them become the humanitarians of their communities. The methodology that developed over the coming years shed light on the potential impact of education infused with character development, service, conflict resolution and an eye toward local and global community transformation. The emerging educational model became known as Full-Circle Learning.

News of the educational model spread. The curricula expanded into training programs for teachers at new sites such as a homeless project near Skid Row in Los Angeles and an after-school program at Tarzana Elementary called the Habits-of-Heart Club. Full-Circle Learning also became an integral part of the agricultural and migrant farmworkers' community known as Rancho Sespe, still a shining light among other projects.

Meanwhile, independent studies showed that graduating elementary students from FCL programs improved grade equivalency up to two grade levels, as their motivation to learn increased. Those students also generated positive impacts not only on local conflicts but on water sanitation, hunger, poverty, elder care, public health, girls' education abroad, and so many other social dilemmas by applying their habits-of-heart and budding cognitive and creative skills to the needs of the human family.



Sudanese-American learners from SANAD study statistics on homelessness out of concern about how to help members of their human family.

2002-2007

By this period in its history, the Full-Circle educational model had earned citations for nurturing altruistic identities from the Academy of Educational Development and for helping young people learn while reaching beyond borders from the Los Angeles County Human Relations Commission and Board of Supervisors.

The evidence became apparent that purposeful learning also inspires children around the globe, from Kenya to Afghanistan to Indonesia. Tsunami victims, war orphans, vulnerable children everywhere proved they could become change agents and signs of hope in their nations' darkest hours.

While the demand called for extended grade levels and two newly founded Full-Circle Learning schools in California, requests for teacher training programs also sprang from eight new countries, where schools and universities wanted assistance adapting the Full-Circle Learning model for their regions. Multiple schools in Asia and South America came on board during this period.

Zhejiang University, in China, challenged FCL to hold a "conference without walls." Calling it the Year of Love, we challenged our schools around

the world to each develop a unit plan showing how children can extend their love of family to love of the human family. We sent the resulting video, with the participation of all the countries, to each participating school, challenging each to host its own conference.

Some of the countries continually requested assistance. FCL's faithful and sacrificial supporters were there whenever we asked for help—and have always been there to provide a foundation of support, to ensure that all learners whose leaders reach out to us could receive the opportunities a Full-Circle Learning program provides.

2007-2012

During the next five years, Full-Circle Learning expanded exponentially. Stories of transformation multiplied.

At the School of the Nations, in Brasilia, the principal described valedictorians who had become leaders because, in their own words, they suddenly found purpose in education.

In the impoverished neighborhood of Chibolya, Zambia, a class practicing the habit of advocacy conducted on-the-street interviews about the connection between education and poverty. Their interviews resulted in street children marching and chanting "We want change!"



Children in Avril du Bois, Haiti learned biology, language arts, and the habit-of-heart as they taught their parents how to reforest the landscape.

They followed the students back to class and enrolled in school, and its student body doubled overnight.

The Nobel Peace Prize Center in Oslo dedicated an exhibit to the peace work of Full-Circle Learning students from around the world.

Over these years, new public education programs sprang up in California, New York and Florida. The Rancho Sespe Preschool, the Oak Park Full-Circle Learning Club, the SANAD cultural preservation school, the Alumni Club that launched its own charter school in South L.A—all added to the growing list of programs that helped children experience life as one compassionate human family.

Global programs also emerged and matured at new or existing schools in Lesotho, South Africa, Chad, Haiti, Gambia, Ethiopia, Japan, Liberia, Papua New Guinea, and Zambia. Wherever societies felt the need for transformation, educators who heard about Full-Circle Learning strived to implement and customize the model.



Children represented their various ethnic tribes on Independence Day in Papua New Guinea.



The late Awena Dorbor, school principal as well as a trainer, assisted in the Ebola projects. Here, she led her staff in the delivery of supplies in 2014. Just before the Ebola outbreak, students prepared pillow cases for Chad, inspired by their US wisdom exchange partners to offer pillow case flags of comfort in relation to handwashing campaigns

2013-2017

Capacity building within each nation became important in the last five years of the quarter century. Learners truly made a difference in the developing world. For example, in Zambia's Chilanga School, 4th graders convinced their mayor to electrify the village for the sake of the hospital and residents in need. Then they developed alternative energies to aid in the process of reform.





Liberian students learned the relationship between music, ocean pollution and the habit of honor, with help from FCL alumni Olivia Newcomb in 2017.

In Liberia, after a handwashing wisdom exchange sent by Tarzana, the teaching force at 31 Full-Circle Learning schools spread awareness of Ebola prevention techniques, also delivering food and supplies. As a result, no outbreaks of the deadly disease occurred among the students and their families. This prompted 50 more schools to request training in humanitarian education. Currently 91 schools have received help, with more teachers still on the waiting list.

Meanwhile, FCL’s Girls United Programs, which began in Haiti, took on special significance in multiple countries, as girls advocated for one another to stay in school and to avoid early marriage.

Regional site leaders became increasingly important to the growth process. In locations such as Rancho Sespe, they worked with parents and local teachers to develop strong, regionally customized programs. In Hangzhou China, they developed programs to mentor master teachers as learning leaders and principals. In Liberia, education as

transformation became a sweeping national movement, enhanced on the heels of the Ebola crisis.

Yet in some countries, even finding transportation to get to an FCL training course posed challenges regarding access. Materials are expensive. Ideas and capacities are the only commodities that do not have to pass through customs. Demonstrating teaching concepts and providing follow-up collaboration among hundreds of teachers from dozens of schools became a complex task, but supporters and deeply dedicated regional leaders mobilized their learning communities to help accomplish the task. In 2016, Liberia sponsored an Education as Transformation conference among all its NGOs, asking Full-Circle Learning to take the lead. In 2017 alone, Full-Circle Learning responded to requests for services in three new countries as the program continues to spread from America to Africa to Asia to Oceania.

Universities and schools also help set the stage for new teachers to enter the field, already inspired. Board members continued to make deep sacrifices,



Continental Director Davidson Efetobore listens to the plans of teachers. In Liberia, 91 schools have participated in Full-Circle Learning workshops by fall, 2017.

teaching the FCL pedagogy in their halls of learning, communicating the ideals of the program, rendering service without pay and even offering their skills to design scarves for international partners conveying peace, love and unity in multiple languages. Corporate partners from EDI began to accompany the board to distant sites to conduct community impact studies, deepening and broadening our understanding of the best practices and trending needs of learning communities abroad.

Young adults who had grown up as Full-Circle Learning students also went out into the world, volunteering to head up projects, open up new countries, start new foundations or to enter helping professions such as education, health care and engineering.

The growth of these young people reinforced the very premise upon which Full-Circle Learning was founded: Education that nurtures altruistic identities rewards the future with a generation committed to the wellbeing of others and the sustainability of the societies the youth inherit.

Thank you to those who are a part of that past and to those now leading us into that future.



Master teachers in Hangzhou shared their classroom experience as authors of new Full-Circle Learning textbooks.

Full-Circle Learning Board Philosophy Statement

This philosophy statement guides the way the organization strives to conduct collaborative relationships and also influences its approach to teaching students about global project development, capacity building, and learning partnerships that promote sustainable development.

The Full-Circle Learning organization recognizes the value of:

- The basic human right of all people to an integrated education with a world-embracing vision.
- The nobility of people of all cultural and ethnic backgrounds.
- Increasing socio-economic equity among all peoples.
- The equality of the station of women and men.
- The importance of developing the qualities of respectful communication, integrity and sacrifice in the future leaders who will address the challenges that face the world.
- The relationship of the personal character development, cognitive development and creative development of the individual and the social development of a whole community.
- The setting aside of differences to embrace the common vision of helping to carry forward an ever-advancing civilization through the love, nurturing and careful education of each new generation of world citizens.

To help students in their formative years enjoy purposeful lives today and a vision for the future, and to assist communities in facilitating this process, the organization shall encourage capacity building in the communities it serves:

In general, by:

- Responding to community needs as its primary focus and serving as a resource or a partner to schools, agencies, institutions, community groups, learning institutions or sponsors in communities requesting assistance.
- Helping communities to play a leading role in developing educational projects that teach young people to serve real societal needs, both local and global.



A collaboration with the Nevada County Climate Change Coalition helped these young Climate Change Agents advocate for a successful 100% renewable energy resolution to pass on their city council. They also conducted various forms of local and global service. They had a teaching exhibit at the farmers market and danced to honor shrinking islands, with their onsite wisdom exchange partners from Vanuatu. (See Rossana Kalulu o n cover photo).

Partial List of Organizations Supporting Full-Circle Learning through Material and In-Kind Support or Collaboration within Past 25 Years

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|----------------------------|--|
| EDI/EGH Fund | Center for Global Integrated Education |
| Mona Foundation | Taslimi Construction |
| One Planet Ops, Inc. | California Wellness |
| First Five/Ventura County | Paul Newman Foundation |
| Meridian Health Foundation | HUD Ventura County |
| Zambian Gems | Bessie Minor Swift Foundation |
| Phenomenex | Nevada County Climate Change Coalition |
| A & A Printing | (and its collaborating nonprofits: |
| UN Environment Programme | Rose Foundation, Forest Issues Group, Audubon) |
| UN Association | Center for Global Integrated Education |
| Aspen Environmental Group | Nevada City Retreats |
| Trenev Family Trust | Champion Group |
| Charity Network | Buckhantz Foundation |
| Todd Wagoner Foundation | |



Teacher effectiveness coaches in the Santa Ana, California Unified School District completed their Full-Circle Learning training course in August 2017.



Visitor Hamid Tagdiri needed only the common language of a smile to communicate with a man in a Chinese senior center.



At the Cry School, in Zambia, the youngest children gave gifts to the eldest seniors. In the photo below, Mrs. Dorbor's DKM students in Liberia prepared for post-Ebola service to increase understanding and reduce hunger.

Partners in Learning, Partial Listing

Names on the list below represent the most significant FCL school training locations or campuses as well as groups of multiple schools. Special thanks to these places of learning and to all schools, institutions or educational sites that have hosted or collaborated on Full-Circle Learning teacher or student capacity building.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Zhejiang University, China 2. Yamaguchi University, Japan 3. Greentown School System, China 4. Korto School System, Liberia 5. Deborah K. Moore School, Liberia 6. Web International School, Liberia 7. Kingdom Foundation School, Liberia 8. Education Ministry of Liberia 9. Chapman University, USA 10. Santa Ana, California School District, USA 11. UCI Orange County Center, USA 12. Tarzana California Elementary, USA 13. Nevada County California Union School District, USA 14. Los Angeles California Unified School Board, USA 15. Les Etoile Brilliante, Chad 16. School of the Nations, Brasilia 17. Blessed Vale School, Zambia 18. Mildred Academy, Zambia 19. One Planet School, Ethiopia 20. Nishanth Full-Circle Learning Academy, Chennai 21. Harvard Academy, Nigeria | <ol style="list-style-type: none"> 22. Avril du Bois School, Haiti 23. CAFT, Haiti 24. Gabazi School, East Cape, South Africa 25. Virtues Day Care, Papua New Guinea 26. Port Moresby Vocational College, Papua New Guinea 27. MyFarm, the Gambia 28. Starfish, the Gambia 29. Solid Foundation School, the Gambia 30. National Baha'i Center, the Gambia 31. Louis Gregory Centre, Lesotho 32. Lerato School, Lesotho 33. Arusha School, Tanzania 34. Jacksonville Florida Baha'i Center, USA 35. Venus School, Jacksonville, Florida, USA 36. Rawlings Elementary School, Gainesville, Florida, USA 37. CEI Village Cultural School, Richmond California, USA 38. California Community Foundation, San Francisco, USA 39. Kin dah lichii olta (The Little Red Schoolhouse), Ganado, Arizona, Navajo Nation 40. Bosch Baha'i School, Santa Cruz, California, USA 41. Anthony School District, New Mexico/Texas, USA 42. Ocean of Light School, Tonga 43. Plumas County Audubon, California, USA 44. New Jersey Unified School District 45. Kaiser Los Angeles & Oakland, California, USA |
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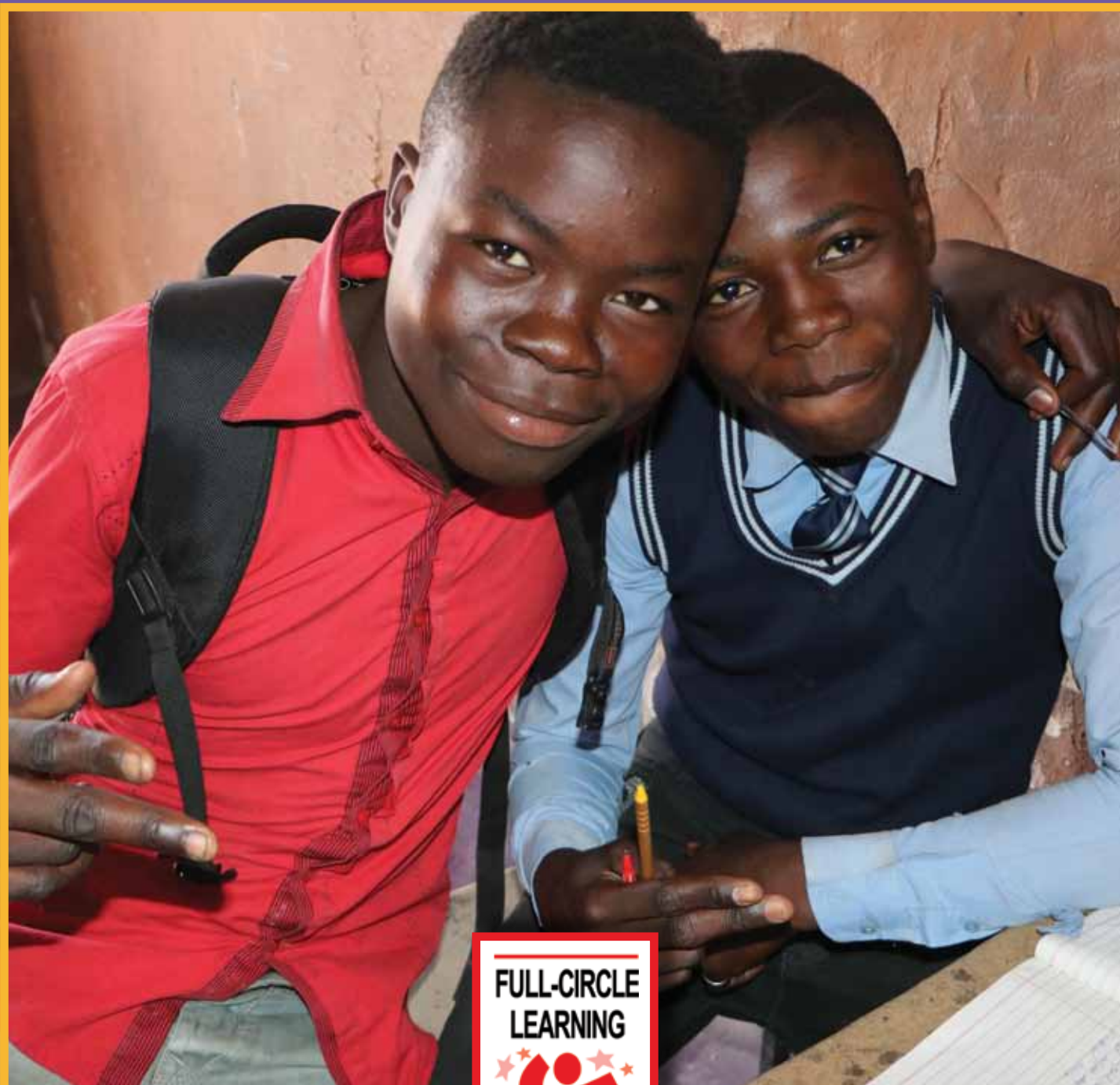
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Thank You for a Quarter Century of Support

Thank you to the private donors, pledgers, volunteers and vocal friends of Full-Circle Learning—too numerous to list here—whose assistance makes it possible to cost-effectively meet the demand for worldwide service. If you like what you see, refer others to www.fullcirclelearning.org, where:

- FCL-trained educators will find online resources.
- Supporters will find a path for online giving.
- Interested friends will find updates and global stories (here and on facebook).





www.fullcirclelearning.org

Full-Circle Learning Board

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