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Introduction

This volume reports on the fifth year of Projects for Peace, an initiative inspired and funded by philanthropist Kathryn W. Davis and designed and directed by veteran international educator Philip O. Geier. The projects recounted here are a powerful testimony to the vision and conviction of a person now 105 years young. Kathryn Davis has a clear purpose and strong sense of urgency about finding new pathways to peace in the 21st century. Without her, there would be no Projects for Peace.

The first projects took place in 2007, funded by Kathryn in celebration of her 100th birthday that year. Kathryn has renewed her generous support each year since and, because of her, there have been nearly 600 projects carried out in over 100 countries during the past five years. Inspired by her leadership and example, other philanthropists and college presidents have joined in to make still other projects possible. As an illustration of other philanthropists following Kathryn’s example, we are pleased to feature the generosity of Pete Colhoun and the Colhoun Family Fund on page 13 of this volume.

In these pages you will find highlights of the fifth round of projects, which took place during the summer of 2011. And on this fifth anniversary of Kathryn’s initiative, we also feature a selection of high-impact and sustainable projects which have grown from their incubation stages as Projects for Peace into their own freestanding and ongoing enterprises for positive change—stepping-stones to peace in the world.

These pages capture the innovation, energy, and effort of young people motivated by Kathryn’s inspiration and generosity. We thank Kathryn and all the students for their commitment to building peace in the 21st century.

“My many years have taught me that there will always be conflict. It’s part of human nature. But I’ll remind you that love, kindness, and support are also part of human nature. My challenge to you is to bring about a mind-set of preparing for peace, instead of preparing for war.”

Kathryn W. Davis
In August 2006, Kathryn Wasserman Davis made a momentous decision. She would be turning 100 years old in 2007, and she was feeling a great sense of urgency. Urgency about an elusive goal in her long life: peace in the world. As she reflected on the many years of her life, she felt frustrated that her generation and those that followed had failed in that great quest.

What might she do, Kathryn wondered? She decided it was time to see what fresh and motivated young minds might do about this perplexing issue. She decided to use her remaining years to unleash the potential of youth in the quest for peace. How to do that?

She had been watching with interest a program her son Shelby had started with his own philanthropy in 2000: the Davis United World College Scholars Program, which had grown into the world’s largest international scholarship program for undergraduates. Kathryn had met many of these United World College graduates as they had become Davis United World College Scholars matriculating at over 90 American colleges and universities—including her alma mater, Wellesley, and Princeton, where both her late husband and her son had earned their undergraduate degrees. Given the impressive scope of colleges and universities in her son’s program, it occurred to Kathryn that these would be accessible and dependable places for her to try out her idea of Projects for Peace.
With enthusiasm, Kathryn put up an initial $1 million and issued her challenge to any and all students on these campuses—and now to others at International Houses worldwide, Future Generations, and the Geneva Institute—to design and go do whatever projects they felt would contribute to peace. Kathryn was so gratified by the students’ projects in 2007 that she has continued her support for subsequent rounds of projects in 2008, 2009, 2010, and 2011. This volume reports on the 2011 projects and demonstrates how Kathryn’s vision has motivated young people and how those young people have drawn inspiration from Kathryn.

A Visionary for Peace
Kathryn Davis has been a lifelong internationalist. She discovered her passion for global engagement on her first trip to Russia in 1929. Shortly after graduating from college, she was traveling with a group through the Caucasus Mountains on horseback, and their horses were stolen. As Kathryn recalls it, “We ate wild berries for breakfast and spit-roasted mountain goat for dinner, and I couldn’t have been happier.” She went on to Geneva where she earned her doctorate and wrote a timely study, “The Soviets at Geneva,” about the League of Nations, forerunner to today’s United Nations, which was headquartered in Geneva. Kathryn has returned to Russia more than 30 times since and has become well known to the leaders of that country through its tumultuous recent history. She celebrated her 95th birthday with its former president, Mikhail Gorbachev.

Kathryn is also a lifelong philanthropist, supporting education, the arts, scientific research, the environment and conservation, and various forms of international relations. She has left her mark on a wide range of institutions and countless students. At her alma mater, Wellesley College, she has been supportive of numerous
projects including financial aid for students, global education initiatives, professorships in Russian economics, Slavic studies, Asian studies, and history. Wellesley’s Davis Museum and Cultural Center is named for her and her late husband, Shelby Cullom Davis, as is the International Center at Princeton.

Kathryn has been recognized for her achievements in many significant ways. In 2007, she was given the Woodrow Wilson Award for Public Service at a ceremony in Washington, D.C. This honor was bestowed on her for having “shown a special commitment to seeking out informed and thoughtful views” and for having devoted herself “to examining the historical background and long-term implications of important policy issues.” In her acceptance speech, Kathryn addressed those she called “movers and shakers of the world” this way: “My many years have taught me that there will always be conflict. It’s part of human nature. But I’ll also remind you that love, kindness, and support are also part of human nature. My challenge to you is to bring about a mind-set of preparing for peace, instead of preparing for war. We don’t know what tomorrow holds, and therefore let us take advantage of today to be as useful as possible.”

Continuous Innovation

For all her achievements, Kathryn was not content to rest on her laurels. Instead, she has wanted to do more, and not just more of the same. The wisdom of her years has led her to look to young people for new ideas and fresh energy to improve the prospects for peace. She recalled her own adventurous youth and what it had motivated her to do since. She reflected on her own unrelenting curiosity, her desire to keep learning, engaging, participating, shaping. She realized that her life had not been simply a matter of being willing to try things she had never done before; instead, she
realized that she had always been eager to do things she (or her parents) had never done before. She also realized that she had been fortunate enough to have those opportunities. She concluded that amidst today’s youth there must certainly be those with her kind of inclinations. They only need be given the opportunity. It would be a bargain at any price if she could set in motion steps toward a more peaceful world.

Kathryn made up her mind to establish Projects for Peace when she turned 100 and has renewed her commitment every year since, saying: “I want to use my birthday to once again help young people launch some initiatives that will bring new energy and ideas to the prospects of peace in the world.”

The Process
Projects for Peace is administered through the office of the Davis United World College Scholars Program, headquartered at Middlebury College. Over the past academic year, competitions were held and selections of projects were made on the many American college and university campuses already part of the Davis United World College Scholars Program, as well as through special arrangements with the worldwide International Houses, Future Generations, and the Graduate Institute in Geneva, Switzerland, where Kathryn had earned her doctorate. All students on these campuses—to make this as inclusive as possible—were invited to design their own grassroots Projects for Peace, which they themselves, if their proposals were among the winners selected, would implement anywhere in the world during the summer of 2011. Each of the winning projects was awarded $10,000 from Kathryn’s philanthropy, though each project’s total budget could expand as enterprising students might raise other funds or partner with existing initiatives or organizations.
Students were invited to give their own definitions of what a Project for Peace should mean. The idea was to spark the students’ own imaginations and to see what fresh thinking might come forth. Kathryn wanted to continue to encourage creativity, innovation, and social entrepreneurship. She expected projects would span the globe, that they could take place anywhere, including the U.S. And they did—see the listing and map of all the projects to date at the end of this volume.

Each of the participating institutions was free to promote the competition among its own students and design its own evaluation process for selecting the most compelling proposals. The idea was to push down the decision making to the campus level, making it more empowering and engaging for each educational community. Some college presidents and other philanthropists (see page 13) became so captivated by the idea and potential value of this initiative that they ended up funding additional projects beyond what Kathryn’s philanthropy made possible.

This year, thousands of student proposals were written, across the nation and around the world. The impact on campuses was inspiring. As one college official reports, “This opportunity and the proposal development process have produced a wonderful, exciting buzz on campus and among our students.” Kathryn’s vision and spirit took root in 2007 and the momentum and participation have expanded every year since. The winning proposals for 2011 were announced in the spring, and then it was up to the students to do their projects during that summer—demanding focus, engagement, commitment, and a high degree of personal responsibility. This volume illustrates the results of those Projects for Peace undertaken in 2011 and highlights selected projects from earlier years.
Howard P. (Pete) Colhoun, patriarch of the Colhoun Family Fund, was intrigued to read about Projects for Peace in a newsletter he received a few years ago from his alma mater, Princeton University. Pete already knew about Shelby Davis’ United World College Scholars Program since its inception at Princeton a decade earlier, and he became captivated by Kathryn’s vision—as she turned 100 years old—of challenging today’s students to find new pathways to peace in the 21st century.

Pete and some of his family members even made a special trip to meet Kathryn at her summer home on Mount Desert Island in Maine. That visit only increased Pete’s enthusiasm for Kathryn’s initiative and he decided to join Kathryn in underwriting additional Projects for Peace. Other Colhoun family members did likewise. The Colhoun family has made it possible for additional projects to be undertaken by students at Princeton, Amherst, Bates, Colby, and Middlebury. These additional projects have spanned the globe, including in Sierra Leone, Italy, Nepal, Guatemala, Germany, Zambia, Afghanistan, Turkey, Kenya, and the U.S.

“I am thrilled to be joining Kathryn Davis in supporting Projects for Peace, and hope others with similar interests will join in leveraging her investment to even greater heights.”

Pete Colhoun

Other philanthropists who share Kathryn’s vision and want to join Pete Colhoun and the Colhoun Family Fund in increasing the number of Projects for Peace at colleges or universities of interest to them are most welcome to contact Phil Geier at 802-443-3200.
Celebrating Five Years of Projects for Peace

Over the first five years of Projects for Peace, we have learned that paths to peace can take many forms. By inviting and encouraging student initiative, innovation, and entrepreneurship, we have witnessed building and rebuilding community around the world in myriad ways.

The imagination and resourcefulness of students have led to projects that have:

- Made contributions to conflict prevention;
- Ameliorated conditions that lead to violence and social disruption;
- Recognized and celebrated shared attributes among differing people, races, ethnicities, tribes, clans, religions, and nations;
- Promoted economic opportunity in post-conflict and underserved areas;
- Fostered dialogue at the grassroots level;
- Found creative ways to bring people together through art, sports, music, and technology;
- Developed leadership, conflict resolution, and mediation skills;
- Started or leveraged initiatives, organizations, or infrastructures to assist in the rebuilding of community.

In the first five years, there have been 592 projects in 105 countries, every one of which is listed in the back of this volume. More detail is available on our website: www.davisprojectsforpeace.org. The very best of these projects have continued to grow from the incubation stage into independent and ongoing enterprises for positive change and peace-building without any further support from Davis philanthropy. Impact and sustainability are the key words to describe the most successful Projects for Peace. In celebration of this fifth anniversary of Kathryn Davis’ vision, four of these projects are highlighted on the following pages: one in the Middle East, one in Asia, one in Africa, and one in the United States with outreach in many other places and to other peoples throughout the world.
The Middle East

In the summer of 2008, Williams College students Katherine Krieg and Anouk Dey created a sports camp for young Iraqi girls who were living as refugees in Amman, Jordan. They were inspired by a Williams professor and U.N. advisor who had taught them: “For refugee children and youth, there are few things more important than education and sport. They can make the difference between despair and hope.” Both athletes at Williams, the students designed a project that would use sport to give young Iraqi girls a respite from the poverty and danger of living in refugee camps. Their broader goals were to instill confidence and to teach skills of teamwork and leadership. They called their project “Reclaiming Childhood for Iraqi Children in Jordan.”

Despite unanticipated logistical and financial challenges, Katherine and Anouk ran a very successful program, enrolling 120 girls in four one-week camps that offered lots of sports, play, and reading. Key to their success was the integration of local social workers, the campers’ mothers, and other volunteers. By the time the first year ended, the organizers were planning for the next. And they returned to the U.S. and established their project as a tax-deductible, not-for-profit 501(c)3 organization to be able to fundraise and build for the future. In 2009 the project matured and was incorporated as Reclaim Childhood Inc.

Reclaim Childhood has run programs ever since, successfully impacting the lives of more than 800 girls, and now offers a year-round schedule of activities managed in part by volunteers from universities and colleges in the U.S. as well as students at the King’s Academy in Amman. Katherine and Anouk are still leading Reclaim Childhood in addition to pursuing their own professional careers.

www.reclaimchildhood.org
Africa

Kennedy Odede grew up in the Kibera slum of Nairobi, Kenya, witnessing the bleak prospects for girls like his two sisters who became teenaged mothers. In response, he started a grassroots organization in the slum called Shining Hope for Communities. Almost miraculously, without any formal schooling, Kennedy found his way at age 23 to Wesleyan University. Together with fellow student Jessica Posner, he won a Projects for Peace grant in 2009 and they returned to the Nairobi slum to found the Kibera School for Girls as part of the Shining Hope vision.

With several other volunteers they built an eight-room school building, recruited parent volunteers, developed a curriculum, and ordered uniforms for the first 45 students to start kindergarten. One of their biggest first-year challenges was selecting just 45 out of an applicant pool of over 500. The school has now expanded through 8th grade and Shining Hope has added a community health clinic adjacent to the school. This innovative model of student-centered education combats gender inequality and intergenerational cycles of poverty by linking free schooling for girls to social services for all in the community.

What was incubated as a Project for Peace has grown into a comprehensive social-services and educational organization in the Kibera slum that has uplifted the community socially, emotionally, and economically. From that first $10,000 grant helping 45 girls two years ago, the initiative has grown to a $500,000 annual budget serving thousands of all ages in the slum. The model has attracted extensive media attention (including the NBC Nightly News, CNN, and The New York Times) and garnered the founders many prestigious awards, including the grand prize in the Dell Social Innovation competition. Impact and sustainability for sure.
Asia

Shammi Quddus of MIT launched Building Bridges through Leadership Training in the summer of 2008 with her Projects for Peace grant. The purpose was to train young people to become effective and compassionate leaders in their community of Chittagong, Bangladesh. Thirty high-school students (out of 90 applicants) from English, Bengali, and Madrassa (Islamic seminary) backgrounds were selected for monthlong leadership training—for most, the first time they had worked closely with a peer from a different background. Broken into five small groups composed of members of each of the three differing backgrounds, these learners explored why leadership had heretofore failed in their country, undertook service projects together in a nearby slum (establishing two schools, introducing a health awareness campaign, and planting 100 trees), and developed a sense of common purpose leading up to their graduation ceremony.

Building Bridges through Leadership Training has come a long way in the last three years. The program has evolved as the Bangladesh Youth Leadership Center, the country’s first full-fledged leadership training institute, with more recent funding from the U.S. Department of State and the World Bank. Over 250 students from 150 different institutions have been among the eight classes of students to date, and the organization now occupies its own three-story building and organized the country’s first Youth Leadership Summit last year.

The program continues to evolve in response to on-the-ground learning, but its core vision remains the creation of active youth citizenship that shapes a new style of leadership and a new future for Bangladesh.

www.bylc.org
United States and the World

After high school, Jessica Rimington took a gap year before matriculating at Georgetown with the idea of launching a pilot educational program to prove her hypothesis that cultural exchange among youth of the world could lead to positive action. She founded One World Youth Project to implement “models of change making” such as international sister-school programs for middle-school and high-school youth and worldwide youth summits. Jessica was among the first to be awarded a Projects for Peace grant in 2007 and as a result turn some of her ideas into reality, initially through a youth summit in Ghana that grew out of a sister-school relationship between a school in San Diego, California and the RESPECT Intellectual Club in a refugee camp in Ghana.

The summit was the first of a string of innovative social ventures intended to help young people prioritize local challenges and take local action in a global context. It had a lasting impact on the local refugee community and inspired the participants from the U.S. and Africa to move on to other initiatives to alleviate conditions that cause conflict. One of Jessica’s organizational lessons was to learn how to prioritize when financial resources are limited.

One World Youth Project has since grown and, to date, has connected 67 schools in 26 countries. Its three-unit curriculum of cross-cultural communication, interconnectedness and collaboration, and community worth and positive change is leveraged through the Internet and has established long-term partnerships between local universities and nearby secondary schools. With offices in Washington, D.C., it has an active board of educators, economists, business leaders, and other committed volunteers. The pilot that was a Project for Peace has proven to be a workable new paradigm for global education that is poised for a 10-city expansion in the U.S. in 2012.

www.oneworldyouthproject.org
As these projects demonstrate, today’s youth—tomorrow’s leaders—are engaged and want to make a difference. They see the need to build a foundation for peace out of many different building blocks. They see that peace is more than the absence of war. They see that peace takes focus, persistence, cultural sensitivity, and plain hard work. And they are inspired by the vision and generosity of Kathryn Davis.

On the following pages are brief sketches of a cross section of the projects, informed by student reports and photographs. A complete list of the projects, participants, schools, and the countries where the projects took place can be found at the back of this volume.

Through these projects, many small yet meaningful steps have been taken toward “preparing for peace.”
“My mission is to alleviate poverty and promote gender equality so that women, children, and families will have the opportunities that make them less vulnerable to violence and the influence of the insurgents that prey upon the destitute.”

SULAIMAN NASSERI, COLBY COLLEGE
Sulaiman Nasseri read a study that ranked his home country of Afghanistan as the worst place in the world for maternal well-being. This struck a chord, and he imagined a Project for Peace that would help destitute mothers in Kabul earn enough money to feed their families and send their children to school. His idea was to accomplish this through the teaching of the traditional art of Afghan embroidery, and then to bring the hand-embroidered goods to market in Afghanistan and elsewhere.

Over the course of the summer, Sulaiman conducted three phases of his project. He first hired experienced embroiderers as trainers. Next, he worked with local organizations to find the most needy and highly motivated women to learn the embroidery techniques. Finally, after some weeks of training, participants took materials to their homes where they made up goods to be sold. The embroiderers are paid for their work, and roughly 10 percent of the profits go back into the program in order to expand and train more participants. The beautiful finished goods are marketed and sold in Afghanistan and through Etsy, an online marketplace.

From the outset, Sulaiman’s goal was not only to provide the women with the resources to help themselves, but to give them the means to get their children off the streets and into school. So far, more than 20 children have entered school, keeping them out of the child-labor market and making them less accessible targets for ever-present terrorist groups.
“It may be very difficult to change a system on a macro level, but starting to address the human problems on community and grassroots levels might be a good solution that can lead to a positive change.”

Elona Klaa-Zakharova
Elona Klaa-Zakharova and Salkynai Samatova are both students in the Columbia University School of Social Work, living at International House New York. Elona is from Tajikistan and Salkynai from Kyrgyzstan, and their project was dedicated to reducing cross-border conflicts on the Tajik-Kyrgyz border. Since the collapse of the Soviet Union, multiple border and customs checkpoints have been established with little education for the local populations on both sides, leading to conflicts between the Tajik and Kyrgyz people and conflicts between the people and the border and customs officials. Elona and Salkynai believed that the situation could be relieved if people on both sides of the border understood the prevailing laws and regulations, and if they were trained in basic principles of conflict resolution.

Elona and Salkynai designed and held training sessions in both countries, and there are future plans for combining sessions. Participants learned of the existing problems on the border, the actual border-crossing laws, and how to respond to and limit conflict. Materials were provided in both languages, and in evaluations participants rated the training as both timely and useful. In the short term, the project contributes to mitigating tensions between the populations and the border officials. The long-term potential is for the project to expand to more participants along the border and contribute to eventual stability and security in the area.
“The ‘Concert for Peace’ brought a very important message to my country—a message that youth, whose capabilities are often underestimated, can help to promote peace.”

NATALINO GUTERRES, LUTHER COLLEGE
Timor-Leste is one of the world’s newest democracies and poorest countries, still recovering from a long struggle for independence from Indonesia, a struggle that destroyed much of the country’s infrastructure and cost the lives of hundreds of thousands of its citizens. Natalino Guterres, a Timorese native and student at Luther College, was inspired by the opportunity of a Projects for Peace award to promote reconciliation and peace in his country through young people and music.

Natalino worked with Movimento de Adolescentes e Crianças (MAC), a nonprofit founded in 2001, with the goal to unite young people from different communities and backgrounds, using music and art to promote conflict resolution. Over the course of eight weeks, Natalino collaborated with MAC leaders and volunteers, purchased a full band of musical instruments, secured instructors, and promoted the idea of a “Concert for Peace” to be held at the residence of the president of Timor-Leste, Nobel laureate José Ramos Horta.

The “Concert for Peace” was held on August 13 to an audience of thousands, including President Ramos Horta and his wife, various government dignitaries, and the American ambassador to Timor-Leste. The 200 children presented music with themes of peace, reconciliation, and understanding while a large screen projected images of local children and their own words on peace in their country. Publicity for the event was extensive and covered by local newspapers, radio, and television. The concert was aired on national television twice during the week after the event. A powerful message to end violence and build peace was delivered.
“Our campers, despite being born into a deeply divided society, are given the chance to imagine their community as one rooted in shared experience, intellectual freedom, and social awareness. This is our vision of peace.”

Meg Sullivan and Alexandra Tabachnick, University of Chicago
Project Harmony was a four-week, English-language summer camp for Arab and Jewish middle-school children living in Jerusalem. The goal of the camp was to enable the Arab and Jewish children to relate to one another as peers and not as members of a religious group or citizens of a troubled state. The camp became a “safe place” where shared experience led to trust and support, where all they had in common was more important than any perceived differences.

English was the focus of the camp, as it is not only considered a crucial skill for Israelis today, but also the only language that every child in Israel studies and as such a common bond. In addition to English, the 50 campers learned team-building exercises and conflict-resolution skills, increased their computer literacy, and shared in outdoor activities each morning. The afternoons were devoted to photography, video, theater, and art.

Fifteen volunteer counselors were recruited and trained, and a local school contributed classroom and sports facilities. The camp was registered with the Israeli government as an educational summer program, and plans are in progress to create a registered nonprofit and secure future summer sessions. Next summer’s goal is to enroll 100 campers. The Project Harmony tagline says it all: “Peace through shared experience, one summer at a time.” Alexandra and Meg know that peace in the region will be a long-term process, but they are planting and nurturing a seed in each of their campers.
“Peace is not just a lack of violence. The BACK Project has helped American students, North Korean refugees, and South Korean citizens learn from each other and bridge beautiful connections.”

Uri Whang, Washington and Lee University
Uri Whang was inspired by stories of her grandparents’ escape from North Korea to Seoul during the Korean War. She knew firsthand how difficult it is for refugees to assimilate and prosper. She was further motivated by founder Wendy Kopp’s vision during a summer internship with Teach for America. This led to her application for a Projects for Peace grant to pair American college students with young North Korean refugees in the Seoul area. The college students, most of them studying abroad in South Korea, would be volunteer English tutors and mentors through BACK.

Students in South Korea are required to learn English, and it is difficult to find employment without English fluency. Most South Korean students supplement their time in school with evening English classes at fee-based private schools. North Korean refugees cannot afford these private schools, and fall behind in language acquisition. Uri’s idea was that American college students could help fill the learning gap by offering classes and tutoring sessions. She partnered with two schools to not only provide tutors and mentors, but also to build much-needed resources of English books and materials.

Uri’s project garnered much attention. In addition to her Projects for Peace grant, Uri won a Washington and Lee Johnson Opportunity grant and was honored with the Center for International Educational Exchange (CIEE) Student Recognition Award, given to one student from all the CIEE programs worldwide. Uri’s goal is to continue to form partnerships with U.S. colleges and to continue to provide training for young American volunteers to make a difference in the lives of many North Korean refugees.
I left Kono aware that when doing community-level development, one is dealing with individuals and complex and ambiguous local societies, cultures, and economies, and it is possible to implement a successful project if one gives enough time and flexibility to design a model with the community.”

Raphael Frankfurter, Princeton University
Microfinance for Kono’s Amputees

The Kono region of Sierra Leone was the center of the brutal civil war and is home to several resettlement camps for amputee victims. For several years, students from Princeton have traveled to Sierra Leone to volunteer in aid of this impoverished, at-risk population. Raphael Frankfurter’s goal was to introduce microfinance to the amputees to promote economic development and try to address widespread hunger.

When Raphael arrived in Sierra Leone, he realized the situation was dire and that the success of small-scale entrepreneurship would be limited, partly because the rising dollar increased the price of commodity goods beyond the capacity of most villagers. The prevailing problem was acute hunger. After lengthy discussions with community members and the staff of a local nongovernmental organization devoted to community health, Raphael decided on a microfinance scheme to build large animal structures and stock them with breeding goats.

Raphael financed the construction and the purchase of the goats and worked with the local NGO throughout the process. Veterinarians trained community microfinance workers in goat care and breeding. The community microfinance workers then trained the amputees. For each day worked, an amputee receives enough wages to support his family’s food needs for that day and a little extra for savings. As the program continues and the herds grow, goats will be sold and the funds will be directed toward introducing the project in other communities.
“It is far too common across the globe that people are being excluded from communities due to physical and mental disabilities as well as ethnicity, class, and gender. True positive peace can only be achieved by creating inclusive and accepting communities.”

SARA MINKARA, WELLESLEY COLLEGE
Legally blind since age seven, Sara Minkara, a Lebanese American studying at Wellesley, realized that she was fortunate to live in the United States and have access to innovations and tools not available to visually impaired young people in Lebanon. In 2009, Sara and classmate Maysa Mourad opened the first Camp Rafiqi. “Rafiqi” means together in Arabic, and the goal of the camp is for visually impaired and sighted children to enjoy a four-week summer session of recreational and educational activities.

For their Project for Peace in the summer of 2011, Sara and Maysa were joined by two other Wellesley students and ran two camps, one in Beirut and one in Tripoli. Their work began with recruiting and training volunteer counselors, most of whom were Lebanese college students. Throughout the camp sessions, math, science, and computer skills were taught and children participated in arts and crafts and sports. Visually impaired students were offered resources and educational tools common in the United States but rare in Lebanon. Sighted children learned about the challenges facing their peers and how they could be overcome.

Plans are underway for additional camps in Lebanon, and a nonprofit has been established in the United States to support the work of Camp Rafiqi. Ongoing collaborations with Lebanese corporations will lead to an internship program for the visually impaired and increasing opportunities for greater participation in society.
“We are confident that through local action we can impact global change.”

TASMIHA KHAN, WESLEYAN UNIVERSITY
During a summer of treating diabetes in a slum in Bangladesh, Tasmiha Khan found a passion. She realized that clean water and basic safe sanitation practices would be keys to limiting disease and preventing many unnecessary deaths in the Khalishpur slum. She vowed to return to Bangladesh and do something concrete to address the problem. With her Projects for Peace grant and an additional $5,000 Dell Social Innovation Fellowship, Tasmiha did just that.

Over the summer of 2011, Tasmiha worked with a local partner, the World Peace and Cultural Foundation, to establish 15 wells, two new bathroom facilities, and 20 latrines in Ward 12 of the Khalishpur slum. She distributed 1,000 basic sanitation kits, led seminars for adults and children on safe sanitation, and hired and trained women from the local community to be community health workers to monitor the wells and latrines and to teach the importance of basic sanitary routines.

Back in the United States, Tasmiha continues to work tirelessly on behalf of the people in Khalishpur. With the support of friends, family, and fellow students, she has established the nonprofit, Brighter Dawns, created a website, formed several chapters of Brighter Dawns at other colleges and high schools, and led fundraising efforts ranging from dinners to 5K races in support of the work in Bangladesh. Through Tasmiha’s hard work and passionate dedication, hundreds of people are aware of the issues and involved in a solution.

The World Health Organization has recognized the water situation in Bangladesh as being a significant health issue for a substantial portion of the population. Tasmiha’s ongoing efforts will bring lasting change for a population at great risk.
“Film is a powerful tool that allows individuals to tell stories in a creative way and encourages open communication about difficult issues.”

Duna Tatour, Middlebury College
Duna Tatour grew up in Israel as a member of the Arab minority, and she knows firsthand how difficult it can be to find an outlet in which to discuss complicated issues and concerns openly. She and Nejla Calvo, both Middlebury students, used their Projects for Peace grant to provide a group of Arab-Palestinian young people living in Yaffa, Israel a way to express themselves and the challenges they face—through the use of film.

Duna and Nejla partnered with the local organization Sadaka Reut and with the Doha Film Festival’s cross-regional project “Harrer Harrer” (“Liberate Liberate” in Arabic). Space was allocated at Sadaka Reut, and 15 young people were chosen to participate in workshops and discussions on contemporary issues, leadership, teamwork, and artistic expression. Each participant wrote a script for a one-minute film. The group ultimately produced seven films with the Doha Film Institute assisting in the final productions with professional sound, cinematography, and editorial staff. As a testament to the strength of the productions, the films produced will be presented in the traveling Doha Tribeca Film Festival along with other productions from around the Arab world.

While the main beneficiaries of Harrer Harrer Yaffa were the 15 participants who have learned to tell their stories through film, their families and the greater community were impacted as well. The project serves as a model for future programs in the community where peace and the resolution of conflict can be explored through the arts.
“It seems like a tall order for a comic, but I hope that this project helps Liberian refugees in Ghana to understand, talk about, and act upon their options for permanent settlement in light of the impending end of their official refugee status.”

Anna Pudimat, Dartmouth College
Anna Pudimat spent the summer before her senior year at Dartmouth volunteering in the Buduburam Refugee Camp in Ghana, a community of Liberian refugees who came to Ghana fleeing the horrors of civil war in Liberia between 1989 and 2003. Anna found the Liberian refugees to be a strong and resilient people, but unsure of their futures and largely unaware of their legal status. Ghana had recently invoked the 1951 United Nations Cessation Clause for refugee aid, and at the end of 2011, the Liberian refugees in Ghana would no longer have legal refugee status. The UN projected that at least 17,000 refugees would attempt to repatriate to Liberia, but confusion reigned over the implications of repatriation and rights and responsibilities of the refugees and their country.

Partnering with the U.S. organization Lawyers Without Borders, Anna used her Projects for Peace grant to produce a comic book, *Where Do I Go from Here?*, aimed to address the most important issues and to help the Liberians to make informed decisions about their futures. The comic-book format was chosen because the population is semiliterate and very accustomed to comic books as well as billboards and posters in comic form. The final product is nonthreatening and information filled, and will help to minimize confusion.

Anna has forged relationships with other organizations working in Liberia and Ghana, including the Ghana Refugee Board and the United Nations High Commissioner on Refugees, and further development and use of the comic book in other countries hosting Liberian refugees is planned.
“Fundamentally, we believe peace develops over the long term with the reduction of conflict and the creation of opportunities. Expanding and sustaining educational opportunities is a crucial—if not the most crucial—component in this process.”

JENNA CAMERON, SKIDMORE COLLEGE
Lending libraries are scarce in rural Nicaragua and access to books and research materials is limited. Working with several local and U.S.-based nonprofit organizations, Jenna Cameron and Taliah Hope-Griffith found a way to bring books to students and teachers in a project with the goal to reduce conflict and foster peace by enhancing educational opportunities.

The “Paz-Movil” or “Peace-Mobile” is actually a 25-passenger bus, now being driven around the remote communities of San Ramón and Matagalpa with an ever-growing number of children’s books, textbooks, novels, and other resources. Staffed by a team that includes one young adult staff member and several volunteers, the “Paz-Movil” visits preschools, elementary schools, and one community library on a weekly rotation, now serving over 1,200 learners. Staff and volunteers are able to work with students and teachers, assisting with homework and research, reading books and other activities. Teachers are invited to borrow materials for a week, and students proudly use their new library cards.

Jenna and Taliah were drawn to this project because of its long-term potential for growth and sustainability. They continue to work to raise funds and collaborate with others in support of the project and are confident of its continued success. As children have more access to books and literacy, they have more choices for the future.
“The Davis Peace Project has changed the way I think about the world. It makes me believe that everyone has the opportunity to help others, regardless of your age, job, or position in society.”

Lailul Ikram, Earlham College
Aceh is an Indonesian territory on the northern tip of Sumatra that rebelled against Indonesian rule for almost three decades of death and devastation. Aceh is also the nearest landmass to the epicenter of the 2004 Indian Ocean earthquake that triggered a massive tsunami, destroyed much of the area, and resulted in the loss of life in the hundreds of thousands. While peace was negotiated with Indonesia following the tsunami, there remain undercurrents of rebellion. Lailul Ikram’s project envisioned a better chance for future peace through working with women in the community.

Lailul grew up in Aceh, so he knew that many women in his community were members of the rebellion. Many of them were widowed by the conflict or by the tsunami, and had limited ways to support their families. Lailul knew that poverty and hopelessness might lead these women back to the rebellion and that peace in his region would be threatened.

Lailul used his Projects for Peace grant and funds from the local government to build an arts center that serves as a training site for traditional Acehnese arts that have a wide appeal throughout Indonesia. He is marketing these handmade goods in Jakarta and elsewhere. One of Lailul’s biggest challenges was that while he expected up to 100 women to be interested in his project, in fact over 500 women applied for consideration. His dream is that this arts center will not only be successful, but that it will be duplicated in other areas of Aceh and the resulting relative prosperity will have a positive impact on peace in the region.
“Over the course of the summer, I have been inspired by Kathryn W. Davis’ statement, ‘...love, kindness, and support are also part of human nature.’ I remained convinced that peace stems from the fundamental idea that we are all each other’s keepers.”

Hannah Porst, Bates College
Hannah Porst studied abroad in Peru during her junior year at Bates, and while there she visited the remote Andean community of Ch’allmachimpana. When she was leaving, she asked her hosts how she could thank them for their hospitality. After some initial conversation about soccer shoes or similar contributions, the villagers told Hannah that they really needed a school. While the region is recognized for strong indigenous traditions, elders were worried that their children were not well prepared for the modern world that is all too quickly approaching. They were afraid the children were easy prey for exploitation if they ventured beyond the mountain villages.

Hannah returned to Bates and started to brainstorm and to fundraise. Before the Projects for Peace grant was made, she had already raised enough money to begin the school in temporary quarters. The Projects for Peace award made construction of an actual school possible, and building was completed over the summer. Members of the community were responsible for curriculum design and all aspects of building the school, from acquiring the materials to thatching the roof. A certified bilingual teacher was hired to teach the children to read and write in Quechua, their native tongue, and in Spanish. The goal is to enable the students to be part of the outside world while at the same time to preserve and nurture their cultural heritage and traditions.
“Our project wasn’t so much about engineering or technology as it was about sharing ideas and working together.”

KEVIN MATTHEWS, BUCKNELL UNIVERSITY
In 2009, a group of Bucknell students traveled to Uganda with a Projects for Peace grant where they founded “Bicycles Against Poverty” (BAP). Their idea was to rent or sell bicycles to be used by community members in order to facilitate new business ventures and access to resources and social services. In 2011, another group of Bucknell students took their Projects for Peace grant to Uganda to build on the success of BAP.

Before they left Bucknell, students designed three simple devices that would greatly expand the usefulness of the hundreds of bikes BAP has brought to the community. Their goal was to make sure that the devices would be inexpensive to build and maintain, be made with local materials, and be completed locally. In Uganda, they worked with the local BAP team and with the Gulu Youth Development Association, a nationally accredited vocational school that reaches out to young people with no formal education, offering training in metal fabrication, carpentry, mechanics, and tailoring.

The 2011 Bucknell team worked beside students to build bicycle-powered grain mills, bicycle carts, and a bicycle taxi attachment. The grain mill uses the bicycle power to crush millet and sorghum grains, cutting down the time required to hand grind enough flour for a family for a day from over an hour to less than seven minutes. The bicycle cart is designed to be exceptionally stable, even carrying more than 200 pounds. The taxi attachment is still in the prototype stage, but two were built and students will continue to refine the design. This project successfully built on an earlier Project for Peace, extending its reach and deepening its impact.
“In order to truly achieve peace, old scars may need to be reopened to fully be healed. It is only through this healing process that we can then look to a brighter future.”

Eliza Ramos, International House New York
In the 15 years since the end of the Guatemalan civil war, progress has been made toward reconciliation and harmony. But for many indigenous families living in the Huehuetenango region, pain and anger linger as the remains of their loved ones are unidentified in mass graves. Eliza Ramos devoted her summer and her Projects for Peace grant to try to help these families find closure, and to teach their children about the war and its causes in order to promote future harmony.

Eliza worked with the Red Cross and other local agencies to ensure professional forensic work and to provide proper death certificates for 50 victims of the war from five Mayan communities. The bodies were exhumed and given dignified burials and formal memorial services, bringing closure and comfort to families, friends, and the community.

The second part of Eliza’s project was the development of a youth history curriculum designed for schoolchildren to learn about the civil war through story, theater, and music. Fifteen classrooms in five local schools took part in the workshops, and materials were given to the schools to continue to teach the past in order to promote peace in the future.
“Peace, to us, is about creating an inclusive community where racial and social understanding and tolerance are a norm rather than a rarity. Peace is about inclusion, not exclusion, and community, not isolation.”

Nicholas Kang, St. Olaf College
“Li-k’ei” means “peace” in the Tlingit native language, and this project’s goal was to advance peace, conflict resolution, and understanding between young people in the racially and socially segregated community of Merritt in British Columbia, Canada. Building on an earlier project that Nicholas Kang began in the community, the project’s objectives included renovating a space and developing programs for a local Teen Center, and reaching out to the young people in the First Nations community and engaging with them and other community members through a Youth Council.

The Teen Center was opened early in the summer, with programming developed by a committee of teenagers representing all voices in the community. Up to 50 young people between 12 and 19 years old frequented the center each day for workshops, meetings, and recreation. After the summer, a local nonprofit will assume the day-to-day management of the center.

The Merritt Youth Council is the first of its kind in the area. After a thorough application process, 10 young people were organized into a racially diverse group that met weekly to discuss issues of importance to youth in and around Merritt, and to learn the skills necessary for presenting issues to the greater community and governing bodies. The Youth Council meets with the Merritt City Council, and has not only won support from the mayor, but also one city councilor has agreed to continue to work with the Youth Council in an advisory capacity.
“The opportunity to design and implement this project taught me how much difference a small group of idealistic, motivated undergraduate students can truly make in the world.”

Samantha Stein, Lewis and Clark College
Samantha Stein and 10 fellow Lewis and Clark students spent the summer building and staffing a human rights cultural center within the framework of a local educational complex in the impoverished district of Hay Mohammadi in Casablanca, Morocco. With a target audience of seven- to 13-year-olds, the center consists of classroom space, a computer lab, and a library stocked with human-rights-related materials. Over the course of the summer, the Lewis and Clark students not only constructed the spaces, but also worked with local educators to develop curriculum, deliver workshops, and tutor children in the community, reaching more than 300 children.

One unique aspect of this project is that it was conceived as an ongoing opportunity for Lewis and Clark and other college students whereby volunteers will continue to staff the center every summer. Volunteers do their own fundraising to cover their travel and living expenses, and are expected to return to school and home and share their experiences. A steady stream of student volunteers will mean the center will become an ongoing source of educational enrichment for children in the community. A by-product of this effort is the inevitable shift in cross-cultural understanding, as Arab youth meet and befriend American students and discover tolerance and shared values.
"Peace must start from individuals making a difference in another’s life, then in another, and so on. Reading toward Dreams planted a seed in many children’s minds: that they can make a difference simply by learning to read and going on to secondary school."

Merretta Dickinson, Wheaton College
Reading toward Dreams

Namibia
Merretta Dickinson
Wheaton College

Merretta Dickinson spent the summer of 2010 working for a nongovernmental organization in Namibia dedicated to enhancing educational opportunities for local children. When she returned to Wheaton, Merretta won a Projects for Peace grant to go back to Namibia and work with children again, this time with a goal to establish a sustainable literacy program in two schools in Katutura, near the capital city of Windhoek. Merretta firmly believes that if the children learn to read, they can succeed in school and have a chance to escape a cycle of poverty.

Merretta brought to her schools laptop computers loaded with phonics games, early reader books, and noncomputerized phonics and word-recognition games. Her summer was spent teaching phonics, reading to and with students, practicing drills, and instructing students and teachers alike how to use the computers and how to get the most out of the computer-based phonics programs. Her students ranged from first-graders to a 16-year-old seventh-grader who had never learned the alphabet.

As a result of Merretta’s work, the students made significant progress and the schools have committed to a focus on literacy using the resources she provided. Computers will be utilized for after-school literacy classes, and the phonics programs and resource materials will be adopted as part of the permanent curriculum.
“This project opened the eyes of an entire community to the fact that it is possible for promises to be kept.”

Jessica Ladd, University of Oklahoma
Jessica Ladd and Juan Galindo worked with many local constituencies to build a neighborhood park and offer hundreds of children, young adults, and even elders a healthy and safe outdoor recreational area in the slums of Cartagena, Colombia.

Developing an empty plot of land designated to them by the local government, the students worked with local foundations, corporations, the University of Cartagena’s medical school, the Institute of Recreation, and local community members to ensure the success of the park. Five sections surrounded the land allocated for the park, each ruled by a different gang. While cause for concern at first, the community came together and embraced the idea of the park with support from the first days of construction with a spontaneous “Peace Walk,” with more than 200 children and family members marching to celebrate peace and the new park.

The park will not only serve as a recreational area for games of soccer and softball, but will also be a place where the community can come together for music and workshops and other activities. The medical school at the University of Cartagena has already provided a bus of doctors, dentists, and social workers to provide checkups and workshops in the park. The mayor’s office is so assured by the potential of the park that they have promised to build a police station nearby to help keep the area safe for all.
“What I love most about Solid’Africa is their commitment to the philosophy that real, sustainable change does not come from outside, but from within through the efforts of individuals and communities.”

Lydia Hsu, Northwestern University
Lydia Hsu devoted her Projects for Peace grant to work in Rwanda with the grassroots organization Solid’Africa in construction of a sustainable soup kitchen and in the establishment of a countrywide Solid’Africa Honor Society for high-achieving high-school students.

Isabelle Kamariza, a Rwandan law student, founded Solid’Africa in 2010. The organization is dedicated to serving the most vulnerable patients in Rwandan hospitals. While access to health care has improved dramatically in Rwanda, food is not offered to inpatients. As more than half the country’s population exists under the poverty level and many patients travel long distances for hospitalization, hunger is a great concern and has a direct and negative impact on recovery rates. When Lydia was introduced to Solid’Africa, volunteers were working out of two makeshift kitchens, trying to supply at least one meal a day to hundreds of patients. Lydia realized that a professional kitchen could make a significant difference, and one of her goals became the building of the Gemura Kitchen. “Gemura” means “to bring food” in Kinyarwanda. Lydia secured materials for the construction of the Gemura Kitchen and has future plans for the creation of a chicken farm to benefit Solid’Africa.

Lydia was awarded a Fulbright grant to continue her work in Rwanda, and will continue to work with Solid’Africa on the Gemura Kitchen and the chicken-farm enterprise this year while also putting together the Solid’Africa Honor Society. A nationwide organization roughly modeled after the U.S. National Honor Society, it will recognize high achievement and train and support students volunteering in district hospitals.
Projects for Peace in the World 2007–2011

Afghanistan  Afghanistan
Albania  Albania
Argentina  Argentina
Australia  Australia
Bangladesh  Bangladesh
Bolivia  Bolivia
Bosnia and Herzegovina  Bosnia and Herzegovina
Brazil  Brazil
Bulgaria  Bulgaria
Burkina Faso  Burkina Faso
Burma  Burma
Burundi  Burundi
Cambodia  Cambodia
Canada  Canada
Chile  Chile
China  China
Colombia  Colombia
Congo  Congo
Costa Rica  Costa Rica
Cyprus  Cyprus
Denmark  Denmark
Djibouti  Djibouti
Dominican Republic  Dominican Republic
Ecuador  Ecuador
Egypt  Egypt
El Salvador  El Salvador
Ethiopia  Ethiopia
Finland  Finland
France  France
Georgia  Georgia
Germany  Germany
Ghana  Ghana
Greece  Greece
Guatemala  Guatemala
Guyana  Guyana
Haiti  Haiti
Honduras  Honduras
Hungary  Hungary
India  India
Indonesia  Indonesia
Iraq  Iraq
Ireland  Ireland
Israel  Israel
Italy  Italy
Jamaica  Jamaica
Japan  Japan
Jordan  Jordan
Kenya  Kenya
Kiribati  Kiribati
Kosovo  Kosovo
Laos  Laos
Lebanon  Lebanon
Liberia  Liberia
Macedonia  Macedonia
Madagascar  Madagascar
Malawi  Malawi
Malaysia  Malaysia
Maldives  Maldives
Mali  Mali
Mexico  Mexico
Morocco  Morocco
Namibia  Namibia
Nepal  Nepal
New Guinea  New Guinea
New Zealand  New Zealand
The Davis Projects for Peace 2007–2011

Agnes Scott College

2007
Fighting Domestic Violence, Creating Domestic Peace
USA
Meg Beyer
Rachel Bunker
Chevonne Golden
Martha Lee
Tammy Leverette
Hanwen Li
Rhonda Lowry
Colleen McCreight
Margaret McMillan
Hodan Osman
Rocio Rodriguiz
Nancy Thebaut
Maryam Trowell
Lauren Whitton
Jennifer Whitton
Kelso Wyeth
Shannon Yarbrough

2008
Providing Women and Children with a Haven of Peace
China
Hanwen Li

2009
Center for Inner Peace and Outer Health
Mexico
Andrea-Paola Martinez
Charleen McClure

2010
Empowering Women for Peace and Prosperity
Cambodia
Darah Tabrum

2011
Freedom to See Beyond
USA
Jillian Edosomwan
Randal LeDet

Amherst College

2007
Hope for Kibera: Afya na Maendeleo (Health and Development)
Kenya
Hyowoun Jyung
Laura Taylor

2009
Eco-Pad Project
Kenya
Olutosin Akinyode

2010
The Young Writers’ Project
Kenya
Jackline Makena

Art of Aging
Turkey
Bessie Young

2011
Peace through Shared Experience
Uganda
Conny Morrison
Lexojme, Enderojme, Arrijme
Albania
Iris Aliaj
Kathryn Libby

Bard College

2008
Expressive Arts Therapy Center
Sri Lanka
Jennifer Lemanski

2009
Bringing the Bronx to Budapest
Hungary
Bálint Misetics

2010
Listening, Education, and Action
Nicaragua
Elysia Petras
Chelsea Whealdon

2011
Bard Palestinian Youth Initiative
Palestine
Lauren Blaxter
Daniel Gettinger
Mujahed Sarsur
Kasra SariKhani
Rosana Zarza Canova

Barnard College

2008
The Right to Smile
Egypt
Kristine Hassan

2010
Knowledge as Power
Honduras
Lena Newman
2011
Stages of Development: Empowering Girls through Theatre
Dominican Republic
Elizabeth Richardson

Bates College
2007
GITAGATA
Rwanda
Katie Conkling
Annie Connell
Kate Harmsworth-Morrissey
Kate Lyczkowski
Emily Maistrellis
Brooke Miller
Dylan Morris
Alicia Oas
Julia Resnick
Catherine Zimmerman

2008
Food for Peace: Breaking the Hunger—Violence—Hunger Cycle
Tanzania
Emmanuel Drabo
Chomba Kaluba
Lauren Pluchino

2009
An Educational Economic Stimulus Plan for Shimbwe
Tanzania
Sam Nagourney
Jake Nudel

2010
Empowering the Land-mine Victims with Mobility
Afghanistan
Mustafa Basij-Rasikh

Literacy and Microfinance
Zambia
Chomba Kaluba

2011
The Ch’allma School
Peru
Hannah Porst

Boston Conservatory
2007
The Music Inter-Cultural X-change
Israel
Eran Houja
Sebastian Plano
Rasa Vitkauskaite

MuzikoMonda, a World Music Ensemble
USA
Asako Okamoto
Tomina Parvanova

2009
Cyprus: Theatrum Mundi
Cyprus
Sebastian Plano

2010
Not a Curse from God
India
Katie Winder

2011
Finding New Harmonies
Brazil
John Bachelder
Juan Sebastian Delgado
Redi Llupa

Bowdoin College
2007
Multi-Ethnic Education
China
Mo Zhou
Lu Bian (Grinnell College)

2008
Maine-Ghana Youth Network Film Project
Ghana
Steven Bartus
Anna Karass
Aisha Woodward

2009
The Voice of Forgotten Mothers
China
Angel Cheng

2010
Prescriptions for Peace
Peru
Michael Barish
Mark Oppenheim

2011
Words for Peace
Pakistan
Mariya Ilyas

Brandeis University
2007
Media Lab Project, Santo Domingo Petapa, Oaxaca
Mexico
Jefferson Arak

2008
INEZA, Creating Economic Sustainability for Women
Rwanda
Margot Moinester
Susan Younger

2009
Between Two Fires
Uganda
Benjamin Bechtolsheim

2010
Empowering through Education
Haiti
Shaina Gilbert
State of Peace
Costa Rica
Jonah Cohen
Ned Crowley

2011
Women2Women, Youth2Youth
Rwanda
Noam Shouster

Brown University
2007
SPARKS Academy—Kabul
Afghanistan
Samira Thomas

2008
Growing Gardens for Health
Rwanda
Emma Clippinger

Painting Pictures of a Peaceful Future
Israel
Rosi Greenberg

2009
Rainwater for Humanity
India
Christina Tang

2011
Water Supply: Helping Local People Build Their Own Village
Nepal
Kumud Ghimire
Savant Shrestha
(Middlebury College)

Bryn Mawr College
2007
Building Girls Building Dreams (BGBD)
Zimbabwe
Takudzwa Kanyangarara

2008
Peace in the City of Brotherly Love
USA
Lucy Edwards
Adaobi Kanu

2009
Assessing Lead in Community Gardens
USA
Ari Briski
Cecily Moyer
(Haverford College)

2010
A Publication for Peace
USA
Apocalipsis Rosario

2011
Sharing Knowledge for Peace
Nepal
Briana Bellamy

Bucknell University
2007
Mi Refugio: Peace through Education
Guatemala
Danielle Winter
Julie Pfromm
(Bloomsburg University)

Pumping Station to Provide Water for El Porvenir
Nicaragua
Ashley Curry
Adam Donato
Meghan Feller
Rob Gradoville
Julie Jakoboski
Saskia Madlener
Laura Roberts
Ryo Sueda

2008
How Much Does a Banana Really Cost?
Nicaragua
Bianka Ballina-Calderon
(University of Florida)
Grace Han
Connie Low
Dick Muyambi
Brittany Szabo
Lauren Weinstein

2009
Bicycles Against Poverty (BAP)
Uganda
Molly Burke
Alyson Cobb
Erika Iouriev
Sophia Magalona
Kevin Matthews
Nicole Meyers
Dick Muyambi
Megan Vodzak

2010
A Sustainable Drinking Water Solution
Suriname
Alesandra Agresti
Jon Campbell-Copp
Scott Teagarden
John Trimmer

2011
Appropriate Technology and Small Business Development
Uganda
Thomas Apruzzese
Tom Bollinger
Brian Chiu
Kevin Matthews

Yehri Wi Cry (YWC)
Hear Our Cry
Sierra Leone
Nadia Sasso
Carleton College
2007
The Napkin Project: Health Education on the Street
Brazil
Michael McCulloch
Nazish Zafar
2008
Talking with Our Hands: Personal Expression through Puppetry Arts
Ireland
Emily Litwin
Melissa Mayer
2009
Public Health Campaign for Maternal Health
Honduras
Ashley Baugh
Greer Donley
2010
Alcanzando Nuevas Alturas
Paraguay
Francesca Ioffreda
Keila Novoa
Clark University
2008
Empowerment through Opportunity
Namibia
Amelia McPheeters
Emily Negrin
Kesem Rozenblat
2009
Seeds of Peace
Sudan
Chelsea Ellingsen
2010
The Energy for Education Project
Nepal
Anuj Adhikary
Joseph Kowalski
Ashish Rana
(Westminster College)
Kaustubh Thapa
(Westminster College)
2011
Lekol Dete for Restavek and Free Children in Les Cayes
Haiti
Amanda Mundt
Colby College
2007
Peer-Based Sex Education for Gao Zhong (High School) Students
China
Melynn Heckelman
Victoria Yuan
2008
Afghan Scholar Initiative
Afghanistan
Qiamuddin Amiry
John Campbell
Awn Be Se: A Project for Empowerment in Bamako
Mali
Emily Goodnow
Nancy McDermott
2009
In Peaces: Reconstructing Religious Tolerance
India
Sarah Joseph Kurien
Encouraging Youth Entrepreneurship
Kosovo
Ermira Murati
Claremont McKenna College
2007
Displaced Art
Colombia
Andres Angel
Child Development Center, Karachi
Pakistan
Marya Husain
2008
Makrepeni Community Center
South Africa
Vanessa Carter
2009
Displaced Art
Colombia
Andres Angel
Child Development Center, Karachi
Pakistan
Marya Husain
2010
Speech Bubbles Editorial Panel Program
USA
Jenny Chen

Journey into Culture II
Germany and France
Ahmed Asi
George Carpenter
Michael Hempel
Sulaiman Nasseri
Fazal Rashid

2011
Finding Community
USA
Tamer Hassan

Empowering Afghan Women through Embroidery
Afghanistan
Sulaiman Nasseri

College of the Atlantic
2007
Adjumani Apicultural Initiative
Sudan
Lombe Simon James Lojogo

Asylum and Acceptance
USA
Michael Keller

College of the Holy Cross
2009
United Sugar Nations
Dominican Republic
Scarlett Piantini

Colgate University
2010
Peacemakers Club
Uganda
Rubayiza John

Colorado College
2007
Unheard Voices for Peace
Nigeria
Michael Shum

2008
Cover One in Honduras
Honduras
Ericka Baer
William Blaustein
Jocelyn Corbett
Misael Fernandez
Alina Ford
Max Green
Jason Steiert

Solar Water Disinfection (SODIS)
Ecuador
Valerie Grosscup
Jonathan Spear

2009
The Prozor Project
Bosnia and Herzegovina
Joel Burford
(McGill University)
Samuel Carter
(Brown University)
Melissa Serafin
Antonio Skarica

2011
Landmine Victims in Bosnia and Herzegovina
Bosnia and Herzegovina
Cathleen Carr
Jennifer Spindel

College of the Atlantic
2011
Riparian Stabilization in St. Lucia
St. Lucia
Zimmerman Cardona
Andrew Louw
Neil Oculi

Mundus Socialis Youth Camp
Finland
Samuli Sinisalo

United Sugar Nations
Dominican Republic
Scarlett Piantini

2010
Homelessness and Voting in a Democracy
USA
Margaret Longley

Organic Gardens: Working with Nature for Self-Empowerment
Uganda
Katarina Jurikova

2009
Riparian Stabilization in St. Lucia
St. Lucia
Zimmerman Cardona
Andrew Louw
Neil Oculi

2010
Resolving the Stinking Heaps
Afghanistan
Nafisa Mohammadi

2011
Mundus Socialis Youth Camp
Finland
Samuli Sinisalo

2007
Found Footage
USA
Emily Katz
Alyssa Martino
Sachi Schuricht

2008
Education and Health Services
Zambia
Michael Wenger

2009
Practice Makes Peace
USA
Jen Rusciano

2010
The Nagasaki-America Peace Project
Japan
Carolina van de Mensbrugghe
Aleksandr Sklyar
2010
Ain’t No Stoppin’ Da Bus
USA
Shire Brown
Eduardo Hazera
Jody Joyner

2011
The Zuia Initiative
Kenya
Akie Mochizuki
Nikhil Ranadive
Melissa Serafin
Erin Yamamoto

Columbia University
2007
Global Life Focus
Haiti
Gabrielle Apollon
Jennifer Calvin
Lori Hartman
(University of California)
Danielle Ogez
(University of California)
Jennifer Wang

Promoting Peace through Education
Uganda
Elizabeth Mooers

2008
Vulnerable Woman Empowerment Program
Ethiopia
Haleta Belai
Heran Getachew

2009
Piece It Together
Ghana
Clayton Dahlman

The Art of Peace
Lebanon
Marya Hannun

2011
Critical Thought for Tolerance
Pakistan
Sameea Butt
Nyma Khan
(University of London)

Connecticut College
2007
New Ambassadors for Peace
Nepal
Nayan Pokhrel
Pragya Lohani
(Southern Methodist University)

2008
Organs for Peace
Paraguay
Jazmin Acuna
Andrea Burt

Changing Perspective for Peace: A Summer Camp
Israel
Christina Gossmann
(Wellesley College)
Thayer Hastings
Joseph Hauck (Colorado College)

2009
The Power of Health and Awareness
India
Susan Taylor

Harmonization Summer Camp
Vietnam
Phuong Le

2010
The End to a Blue Book
Uganda
Brigid O’Gorman

Dartmouth College
2007
The Bimbilla Peace Project
Ghana
Kobbina Awuah
Sarah Long

Peace in the Motherland
Nigeria
Adebayo Paul Omole

2008
Development of a Peer HIV/AIDS Education Network
China
Jessica Shih

2009
Economic Peace of the Shipibo Ethnic Group
Peru
Constanza Ontaneda
Angeline Stuma

2010
The Conflict-free Community Initiative
Ghana
Daniel P. Clerk

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Sustainable Tourism and Education for Mugu
Nepal
Mona Aditya

Cornell University
2007
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Ghana
Daniel P. Clerk

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Sustainable Tourism and Education for Mugu
Nepal
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Project Playwright
USA
Jean Ellen Cowgill
Erika Sogge
2008
Peace in the Middle East: A Film Festival
Israel
Lilian Mehrel

Youth Empowerment Program: Bringing Vision into Action
Ghana
Emmanuel Mensah

2009
Bronx Gardens: Cultivating Peace
USA
Sarah Schewe
Julia Schneider

2010
The DeSoto Peace Camp
USA
DeVon Mosley

iMHere!
Liberia
Mahmud Johnson

2011
Colombian-Ecuadorian Integration Project
Ecuador
Julio Santiago Guerrero

Comics for Progress
Liberia and Ghana
Anna Pudimat

2008
Ten Years of Recovery: Healing Processes in Post-Conflict
Northern Ireland
Ireland
Ian Darrow
Kara Lemarie

2009
The Hospital CAN Be Your Home
Bolivia
Dana Meyer

Clean Drinking Water for Rural China
China
Mark Magnus
Lin Mu
Eric Stachura

2011
Slum Women for Peace
India
Sibylle Frelermuth
Megan Keaveney

2007
Interfaith Dialogue and Religious Understanding of Peace in Kathmandu
Nepal
Raju Kandel

Empowering Women to Work against Structural Violence
USA
Caroline Salamack

2008
Breaking Barriers by Reframing Color Symbolism
Northern Ireland
Sarah Smith
Kyle Delbyck (Scripps College)

2009
Pirambu Peace Project
Brazil
Anna Valiante

2010
Camp WISER (Women’s Institute for Secondary Education and Research)
Kenya
Mike Arndt
Andrew Cunningham
Elise Dellinger
April Edwards
Tyla Fowler
Chetan Jhaveri
Patrick Messac
Kelly Teagarden

Beyond the Border: Building Relationships among South Korean and North Korean Refugee College Students
South Korea
Priscilla Baek
Mimi Kim
Myung Ko

Solar Cooking for Tibetan Communities
China
Nanjie Caihua
Zhuoma Gadou

Confronting Malaria in Mbarara
Uganda
Rebecca Agostino
Joshua Greenberg
Erica Jain
Eddie Zhang

Literacy for Peace
Nigeria
Jane Yumi Chong

Promoting Primate Welfare & Public Health
Sierra Leone
Melanie Subramanian
2011
Promoting Women’s Health Awareness
Honduras
Kirasten Brasfield
Anna Brown
Bo Sun

Earlham College

2007
Talk for Tomorrow
Kosovo
Behar Xharra

A Sense of Place: A Mural of Peace
USA
Jamie-Rose Rothenberg

2008
Change from Within
USA
Daniel Mahle
Ian Shaw (University of Oregon)
Jamie Utt

Arts for Peace
Sierra Leone
Ishmail Daoh
Syed Kamal

2009
Hope—An Agent for Peace
Swaziland
Sanele Thulani Mahlæla

2010
The Voices from Mountains
Tajikistan
Shanoz Aqnazarbekova
Bunyodjon Tusmatov

2011
Crafting Empowerment
Indonesia
Lailul Ikram

Franklin & Marshall College

2007
The Goal Is Peace
Uganda
Scott Peterman

2008
Environmental Leadership Program
China
Brian Marshall
Yupu Zhao

2009
Tarisiro Yeramangwana
Zimbabwe
Faith Musengezi
Jason Owen
Abby Zoltick

2010
Zero-lead for Future Generation
China
Yuan Cao
Wanlin Deng

2011
The ONE Goal
South Africa
Mona Lotfipour

Gettysburg College

2007
grEAT/Campus Kitchens Project
USA
Aimee George
Lia Nigro
Louisa Polos

Georgetown University

2007
Argentine Shantytown
Argentina
Elena Stewart

One World Africa Youth Summit
Ghana
Jessica Rimington

2008
“I Have a Dream” in the Dheisha & Jalazone Refugee Camps
Palestine
Hammad Hammad
Rod Solaimani

Peer-Mediation: Empowerment through Conflict Resolution
Zambia
Donna Harati

2009
Proper Sanitation Facilities for AIDS Orphans
Malawi
Reed Morrissey

2010
Stinky Peace Project
Tajikistan
David Lee

2011
Women LEAD Nepal
Nepal
Claire Charamnac
Meredith Jacobs
Claire Naylor

2009
Peace-building and Natural Resource Management
Uganda
Joy Bongyereire

2010
Building Relationships and Trust for Peaceful Elections
Burundi
Rene Claude Niyonkuru

2011
Promoting Nonviolence among Guyanese Youth
Guyana
Goldie Scott
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**Hamilton College**

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**Harvard College**

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<td>Sierra Leone, Elizabeth Nowak</td>
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<td>Ugunja Center for Peace and Healing</td>
<td>Kenya</td>
<td>Maryam Janani</td>
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2010
Peace in Pedernales
Dominican Republic
Kristen Calandrelli
Min Lee
Toby Norman

2011
Global Development Innovators
Dominican Republic
Annemarie Ryu

Haverford College
2007
Combating Poverty Among and Violence to Women in Juarez
Mexico
Anna Marschalk-Burns
Amy Pennington

2008
Project to Further Economic Opportunities
Guatemala
Katie Johnston-Davis

2009
Learning about Violence; Understanding Peace
Indonesia
Madeleine Schlefer

2010
Bridging Health and Culture
Kenya
Kelsey Bilek

2011
Art, Basketball and Condoms
Madagascar
Maia Freudenberger
Moving Pakistan into Light
Pakistan
Naila Ijaz

Johns Hopkins University
2007
School and Community Water Pumping System
Guatemala
Alexander Baish
Wan-Hsin Chen
Hope Corsair
Ryan Harrison
Cale McPherson
Zainab Nejati
Sruti Maya Sathyanadhan
Yuri Semenyuk
Allison Suarez
Katherine Wattington
Xiaowan Zhang

2008
New Thorala Computer Project
India
Raj Parikh

2009
Clean Water for Peace
Bangladesh
Paul Baublitz
Minhaj Chowdhury

Kalamazoo College
2008
Nets for Prevention and Peace
Burma
Arianna Schindle
Julianna Weaver
Stephanie Willette

2009
Growing Peace
USA
Nathania Dallas
Therese Perlowski

2010
Brightening Girls’ Futures with Solar Energy
Kenya
Anne Baldwin

2011
The Voice of Peace (Sauti ya Amani)
Kenya
Paloma Clohossey

Kenyon College
2008
Empowering Ethiopia’s Blind
Ethiopia
Laule’a Gorden-Kuehn
Matthew Huber
Henry Mathes
Anne Severe

2009
Building and Opening Doors: Combating Inequality
Guatemala
Hannah Ahern
Nicole La Fetra
Helping Russian Children
Russia
Matt Innes
Vito Mantese
Riley Witte

2010
Helping Overcome Stigmas
Zimbabwe
Keith Dangarembwa
Isabel Plourde
Chinagozi Ugwu
Tatenda Uta

2011
Keep Those Hearts Beating!
Nigeria
Alice Adebiyi
Daniel Akuma

Lake Forest College
2007
Training and Micro-Enterprise
Nepal
Suman Gautam
Annada Rajbhandary

2008
A Chicken Farm for Boys
Bolivia
Andrew Myers

2009
Madres Fuertes: Developing a Sustainable Future for Young Mothers
Peru
Antti Isoaho
Henry Salas Lazo

2010
The Uncovered Artistry Project
USA
Angela Spoto
Sarah Spoto

2011
Yozhifupin (Green Diet)
China
Wanzhen Gao
Minxu Zhang

Lehigh University
2009
Water Treatment and Distribution System
Honduras
Evan Baugh
Holly Canada
Elizabeth Couillard
Michael DeCrosta
Mark Degenhart
Nick Kastango
Hilary Lewis
Dana Newcombe
Andrew Schweitzer
Natalie Smith

2010
Providing Sustainable Water Access
Tanzania
Lisa Boyd

2011
Sustainable Empowerment through Agricultural Development
Ghana
Lauren Collins
Glen De Villafranca
Nicholas Lancaster
Daniel Letts
Katherine McCarthy
Diego Molina

Lewis & Clark College
2007
Intimate Violence and Visions for Peace
Nicaragua
Elizabeth Fussell
Kate Iris Hilburger
Frazer Lanier
Megan McBride
Loren Speer (Metropolitan State College of Denver)
2008
Cultivating Peace
Brazil
Claire Battaglia
James Cotton
Casey Nelson
Betto van Waarden

2009
Crafting Peace: An Artisans’ Collective
India
Katie Jo Walter

2010
Peace through the Art of Motorcycle Maintenance
China
Sara Eichelberger
Jesse Schouboe
David Willis

2011
Drilling Well, Providing Clean Water and Promoting Peace
Ethiopia
Seile Alemayehu
Temesghen Habte
Selam Mentire
Leah Scott-Zechlin
Mihret Teklemichael

Tools for Tolerance
Morocco
Samantha Stein

Luther College
2007
Soccer for Peace
Ghana
Katy Fiedler
Emily Jacob
Chelsea Koenigs
Joel Martin
Godson Sowah

Promoting Peace through Forgiveness
Sierra Leone
Alyssa C.D. Cheadle
Anthony Sellu

2008
Sowing Seeds of Peace
El Salvador
Antara Busse-Rein
Val Fano
Ana Molina
Maritza Navarro
Sikachila Ng’andu
Merima Sofradjiza

Constructing Classrooms... Promoting Peace
Sudan
Christine Meling

2009
Collaborating on Irrigation to Fight Hunger
Ethiopia
Kiflu Arega Tesfaye

2010
Economic Empowerment: Establishing an African Market
Uganda
Dickson Kwatampora

2011
Music for Peace
Timor-Leste
Natalino Gutierrez

Massachusetts Institute of Technology
2008
Selsabila
Sudan
Mustafa Dafalla
Zahir Dossa

2009
Language for Ledra
Cyprus
Eleni Orphanides

2010
Building Bridges through Leadership Training
Bangladesh
Shammi Quddus

2011
Women and Peanut Processing
Niger
Rayanatou Laouali

Macalester College
2007
Project for Cultural Support and Sustainable Economies
Brazil
Dara Hoppe

Peace Building Workshops
Peru
Fiorella Ormeno Incio
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<td>Scouts to Promote Peace and Unity</td>
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<td>Enlightening Pakistan</td>
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<td>Yelizaveta Kalashnikova-Luby</td>
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<td>Katherine Wofsey</td>
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<td>Daniel Perlman</td>
<td>Priscila Moscoso Meiller</td>
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<td>Orly Stampfer</td>
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<td>(Columbia University)</td>
<td>David Fisher</td>
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<td>Emily Osvold</td>
<td>Ariana de Lena (University of California, Berkeley)</td>
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<td>Education Workshops to Promote Health and Peace</td>
<td>Adapting to Climate Change</td>
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<td>Michael Fox</td>
<td>Chris Suzdak</td>
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</tbody>
</table>

**Notre Dame of Maryland University**

**2007**
- Perceptions of Civil War and Peace in San Lucas Toliman
  - Guatemala
  - Lauren Ackerman
  - Gokila Pillai
  - Yelizaveta Kalashnikova-Luby

**2008**
- The Voice of Youth in a Time of Conflict
  - Bolivia
  - Lisset Castro
  - Maria Coca
  - Yelizaveta Kalashnikova-Luby

**2009**
- United Youth for Peace
  - Kenya
  - Maria Coca
  - Yelizaveta Kalashnikova-Luby

**2010**
- Peace-building in Caminos a la Libertad
  - Ecuador
  - Melanie Moscoso Meiller
  - Orly Stampfer
  - (Columbia University)

**2011**
- Intergenerational Harmony through the Arts
  - Peru
  - Brianna January
  - Emily Osvold
  - (St. Louis University)
Pomona College  
2009  
Stories of Versailles: A Youth-led Community Oral History Project  
USA  
Ashwin Balakrishnan  
Jacob Cohen  
Patricia Nguyen  

2010  
Cultivating Youth Earth Connections  
USA  
Priscilla Bassett (Scripps College)  
Samuel Lewis  

2011  
Youth and Community Development in Valle de Angeles Honduras  
Ariel Gandolfo  
Daniel Low  

Princeton University  
2007  
The SALAAM Initiatives in Cairo  
Egypt  
Celene M. Lizzio  

Ashraya Initiative for Children Computer Education Center India  
Julia Neubauer  

After Kosovo: A Project for Peace  
Kosovo  
Danilo Mandic  

2008  
Pinas de Paz (Pineapples for Peace) Panama  
Peter Dunbar  
Michael Smith  

2009  
Jorit Water Project  
Ethiopia  
Fatu Conteh  
Hassen Yesuf  

2010  
Combating Negative Posters with Positive Wall Art  
Italy  
Katherine Zaeh  

Beacon Solar Energy Project  
Sierra Leone  
Meghan McNulty  
Henry Rounds  
Neal Yuan  

2011  
Express Yourself!  
Sri Lanka  
Nushelle de Silva  

Microfinance for Kono’s Amputees  
Sierra Leone  
Raphael Frankfurter  

Randolph-Macon College  
2009  
Roots of Reconciliation  
Rwanda  
Kirsten Mandala  
Skye Macdonald  

2010  
Empowered Voices: Ndi Amba English  
South Africa  
Erin Wilkus  

2011  
Connect Hungi  
Nepal  
Suraj Pant  

Ringling College of Art & Design  
2008  
Teaching Art  
Mexico  
Paulette Bravo  
Ana Carmichael  
Shawna Pino  

2009  
A Story of Peace  
Swaziland  
Ana Carmichael  
Stevie Lewis  

2010  
Love Each One  
USA  
Emily Carlton  
Stanley Moore  
Ginger Waugh  

2011  
Intercultural Dialogue Camp for Peace Building  
Tanzania  
Donald Rusimbi  

Reed College  
2008  
Community and Schools Gardens Initiative  
Ecuador  
Robin Fink  

2009  
A Story of Peace  
Swaziland  
Ana Carmichael  
Stevie Lewis  

2010  
Love Each One  
USA  
Emily Carlton  
Stanley Moore  
Ginger Waugh  

2011  
Intercultural Dialogue Camp for Peace Building  
Tanzania  
Donald Rusimbi
San Francisco Art Institute
2009
Peace Out Reach
USA
Natasha Agrama
2010
The Art of Yoga
USA
Lauren Visceglia
2011
Empowering Survivors of Sex Trafficking
Cambodia
Benjamin Ashlock
Sarah Lawrence College
2009
Theater for Peace
Brazil
Devin Bokaer
Talya Hernandez-Ritter
Lauren Sutherland
2010
Cultivating Peace
India
Amanda Ota
Meghan Roguschka
2011
Peace-ing Together a Community in Transition
USA
Kioka Williams
School of the Art Institute of Chicago
2007
Complacent Nation
USA
Marisa Holmes
2008
Maypole Garden Project
USA
Brendan Hudson
2009
Brighten Arts: Community Art Enrichment
USA
Isac Enriquez
Scripps College
2008
From Repression to Expression
Jordan
Fatima Elkabti
2009
Promoting Breast-milk Donation
South Africa
Alissa Petrites
2010
Project Freedom
USA
Sara Townsend
2011
Community Education Center
Mali
Sarah Smilkstein
Simmons College
2007
Love Peace Hope
Haiti
Marie Francine Gay
Charline Gay (Tufts University)
2008
Youth for Community Education
Haiti
Marie Gay
2009
Bringing Clean Water Solutions
Liberia
Asia Norton
2010
There’s War in the Streets, We March On
South Africa
Maya Semans
Vanessa Shea (Smith College)
2011
Peer-to-Peer Joint
USA-Ukrainian Workshop on HIV/AIDS Prevention
Ukraine
Anastasia Penezina
Skidmore College
2007
Library as a Project for Peace
Sierra Leone
Joseph Kaifala
Peace Curriculum
Tanzania
Jazzmina Moore
2008
Building Peace through Empowering Women
Nepal
Peter Brock
Meghan Morris
Education for Peace:
Expansion and Repair of an Amdo Tibetan School
China
Spencer Xiangjiandangzhi
2009
Paz a traves de mis ojos
(Peace through My Eyes)
Guatemala
Verena Bunge
Elana Hazghia
2010 Play for Peace
Swaziland
Melvis Langyintuo
Johane Simelane

Building Bridges
Iraq
Hanne Behrens Brynildsen
(Brown University)
Wissam Khalifa

2011 Paz-Movil (Peace-Mobile)
Nicaragua
Jenna Cameron
Taliah Hope-Griffith

Smith College
2007 Peace through Crafts
Ghana
Kirby Capen

Well Project
Kenya
Neema Scott

2008 Children’s Photovoice Project
Paraguay
Amelia Hawkins Mitchell

2009 Rebuilding Hope: Women and Children Prisoners with HIV/AIDS
Tanzania
Sarah Perkins

2010 Learning and Mentorship Center
Kenya
Marguerite Davenport
Margaret Mumbi Mongare

2011 Low-cost Technologies in Agriculture for Peace and Development
Nepal
Sanita Dhaubanjar

St. John’s College
2007 International Partnerships through Education and Collaboration
USA
Malcolm J. Cecil-Cockwell

2008 The Epigenesis Program
USA
Jamaal Barnes
Joshua Becker
Raphaela Cassandra
Rachel Davison

2009 A New Conversation for Peace in Caucasus
Georgia
Mariam Aduashvili
Nino Aduashvili
Charmaine Benham
Noel Brockett
Acacia Pappas
Vincent Tavani

2010 Founding Peace
Nepal
David McGee
Rachel Milner
Shishav Parajuli
Prakash Pathak
Manish Thapa
Brian Woodbury

2011 Founding Peace (Part II)
Nepal
Brittany French
Shishav Parajuli
Prakash Pathak
Manish Jung Thapa
Richard Brian Woodbury

St. Lawrence University
2007 Providing Water, Empowering the Samburu Women
Kenya
Alice Lenanyokie
Mukhaye Muchimuti

2008 Building a Brighter Future for Kids at the Amazing Grace Children’s Center
South Africa
Shazia Shahnaz
Alexander Tedeschi

2009 Reinstalling Peace in the Lives of Street Youth
Nepal
Yuki Poudyal
Nicole Szucs

2009 Micro-financed Sewing and Education Project
Kenya
Grace Ochieng’

2010 Educational Infrastructure and Peace Building
Nepal
Brijlal Chaudhari

2010 Peace through Interaction and Education
Turkey
Melih Cokaygil
2011
Empowering Young Girls to Break the Cycle of Violence
Maldives
Khadeeja Hamid

Fishing for Peace
Sudan
Nathan Rotich

St. Olaf College
2009
Fulbari Summer Camp
Nepal
Subhash Ghimire

2010
Saadani Water Project
Tanzania
Monica Southworth

2011
The Li-k’ei Project
Canada
Nicholas Kang
Daniel Murphy

Stanford University
2009
We Remember the Polish Jewish People
Poland
Sarah Golabek-Goldman

2010
Building Healthy Families
Ghana
Eunice Lee

2011
Empowering and Celebrating Chilean Mapuche Women
Chile
Karen Ladenheim

Swarthmore College
2008
Swarthmore Bosnia Project
Bosnia and Herzegovina
Jess Engebretson
Andrew Loh
Trude Raizen
Lisa Riddle
Deivid Rojas

2009
Madagascar Peace Project
Madagascar
Joshua Cockroft
Kimberly St. Julian

2010
Taller de Paz: Workshop for Peace
Colombia
Andrés Freire
Alex Frye
Deivid Rojas
Mariela Puentes
Jovanna Hernandez

2011
Pemón Health Project
Venezuela
Michael Fleischmann
Elisa Lopez
Olag Mezhelbovsky
(Brandeis University)
Kanayo Onyekwuluje

The College of Idaho
2008
Fighting Malaria to Improve Life
Malawi
Jacob Fulcher
Samantha Fundingsland

2009
Tanzania Rural Education
Tanzania
Kaitlin Justice

2010
The Recycling School
Egypt
Keats Conley
Casey Mattoon

2011
The Working Boys Center
Ecuador
Sophie Dresser

Trinity College
2007
Peace through a Community Approach to Solar Lighting
Nepal
Vinit Agrawal
Matthew Phinney
Michael Pierce

2008
Peace in Jail
Bolivia
Daniela McFarren
Ezel Poslu

2009
Developing Peace through Health Education
Zambia
Jacob Gire
Alden Gordon
Michael Pierce

2010
Promoting Peace in the Middle East through Robotics
Israel
Sarthak Khanal
Binay Poudel

Using Rainwater to Foster Peace
India
Lam Hoang
David Pierce
Nitin Sajankila
2011
Tanzanian Women’s Health
Tanzania
Rosalia Abreu
Ibrahim Diallo
Sofia Melograno
Madeleine Shukurani

Tufts University
2007
The Rising Tide
Kiribati
Casey Beck
Austin Blair

2008
Documenting Local Justice and Reconciliation
Uganda
Jessica Anderson
Rachel Bergenfield
Adam Levy

2009
Peace of Land: Project Santa Anita
Guatemala
Sasha de Beausset
Michael Niconchuk
Kathryn Taylor

2010
The Nesans Project
Haiti
Helaina Stein

2011
Building a Sense of Ur
India
Rena Oppenheimer
Jennifer Sanduski
Nithyaa Venkataramani
Alexandra Wollum

Caring for the Whole Refugee Family
Jordan
Lucy Perkins

Union College
2007
Students for a Mine-Free World
USA
Karyn Amira

2008
Improving the Status of Women
Cambodia
Kara Lightman

2009
Border Stories: A New Perspective on Mexican Immigration
Mexico
Kaitlyn Evans
Jared Yacolucci
Erin Schumaker

2010
Birds for Peace
Kenya
Jonathan Chew
Mcolisi Dlamini

2011
Survey of Water Well Systems in Ethiopia
Ethiopia
Max Balter
Connor Owen
Rebecca Wentworth

University of Chicago
2009
The Nyandano Project
South Africa
Aliza Levine
Rebecca Thal

2010
Aaj Ki Kishori
India
Shashin Chokshi

A Sweet Alternative to War
Rwanda
Ioana Tchoukleva

2011
Opportunities through Operating Systems
Guatemala
Emily Chen
Sam Pollock
Kelly Wolenberg

Project Harmony Israel
Israel
Meg Sullivan
Alexandra Tabachnick

University of Florida
2007
Plastic Waste Recycling in Kratovo
Macedonia
Kelly Hodoval
Paul Indelgia
Chris Rokicki

Potable Water
Uganda
Minh Quang Vo

2008
Protein Malnutrition and the Moringa Tree
Swaziland
Edward Lin
Abhi Lokesh
Alexi Theodore

2009
Children’s Hope India: Every Child Counts
India
Brian Halston

Yalla Palestine Initiative
Palestine
Jehad Ayoush
Travis Hornsby
Ali Zuaiter
University of Richmond  
2007  
Project for Peace in Kemissie  
Ethiopia  
Dereje Gudeta  
Good Hope Peace Project  
Tanzania  
Agathamare John Mushi  
2008  
Participatory Budgeting for Peace  
Peru  
Shaun Dozier (Duke University)  
Nicolas Raga Legarraga  
(Skidmore College)  
Luciano Romero  
(Duke University)  
Mario Villalba Ferreira  
2009  
The Purse Project  
Thailand  
Tran Doan  
Carter Quinley  
2010  
Faces of Communism  
Bulgaria  
Zhivko Ilieff  
Charles Mike  
2011  
Promoting Peace through Education  
Uganda  
David Davenport  

Vassar College  
2008  
Theater for Peace in New Orleans  
USA  
Rachel Lee  
Danielle Morvant  
2009  
Building New Mythologies:  
(A Fountain of Peace)  
Honduras  
Marie José Méndez  
2010  
Children and the Living Environment by the Red River  
Vietnam  
Trang Nguyen  
2011  
Documenting the Abuse of Migrant Workers  
Singapore  
Rokuhei Fukui  
Wartburg College  
2007  
Summit and Walk for Peace and Inclusion  
USA  
Laura Baker  
Sara Jane Jones  
Leo Sweeting  
2008  
Remember Cambodia:  
Connecting Two Worlds  
Cambodia  
Victoria Breshears  
Jessica Foster  
Ryan Hahn  
Jessica Knutson  
Katie Wright  
2009  
A Gain for Guyana  
Guyana  
Rachel Coleman  
Abhay Nadipuram  
2010  
Water for Life  
Nigeria  
Hyeladzirra Banu  
Chikemma Nwana  
2011  
Empower Women for Peace  
Sudan  
Yvonne Tracy Ayesiga  
Lomoro Moses Santino  
Washington and Lee University  
2007  
School Library  
Rwanda  
Sally Logan Gibson  
Healthy Community  
Curry Kitchen  
Sri Lanka  
Anne Gleason
2008
Microcredit
Peru
Drew McWay

2009
Language Laboratory/
Multimedia Center
Argentina
Eduardo Rodriguez

2010
The General
Development Initiative
Dominican Republic
Cailin Slattery

2011
Benefiting All Children
in Korea (BACK)
South Korea
Uri Whang

Washington University
in St. Louis

2007
Shoot for Safety:
A Hepatitis C Awareness
Network for Youth in Cairo
Egypt
Aryan Weisenfeld
Anant Vinjamoori (Stanford
University)

2008
HIV/AIDS Education Initiative
Dominican Republic
Fidel Desir
Priya Sury

Wellesley College

2007
Empowering Youth
through Service
South Africa
Dawoun Jyung

2008
Language for Coexistence
Israel
Dafna Ashkenazi
Noga Ashkenazi
(Grinnell College)

Global Learning Summer School
Program
Mexico
Shayla Adams

2009
Let’s Give Back
through Playback
South Africa
Margaret Chidothe
Roni Nitecki (Dartmouth College)

2009
“Give a Man a Fish,
Teach a Man to Fish. . . .”
Panama
Annie Smith

2010
Xelaju Stove Project
Guatemala
Ana Lucia Medrano Fernandez

2011
Camp Rafiqi
Lebanon
Lana Dweik
Sara Minkara
Maysa Mourad
Melda Salhab

Westminster College

2007
Healing the Souls through Arts
Thailand
Brianna Andrade
Janepicha Cheva-Isarakul
Brittany Doscher
Julio Noguera
Courtney Richter

Refugees in the Making of Peace
Colombia
Shauna Aminath
Edinson Arrieta
Felipe Cordero
Gustavo Godinez
Matthew Lowell
Mohamed Shakir

Central-Missouri
Interfaith Initiative
USA
Gina Campagna

2008
Noontoto Women’s
Biogas Project
Kenya
Nyambura Gichohi
Robert McCourt

2009
Kibera School for Girls
Kenya
Kennedy Odede
Jessica Posner

2010
Artistic Expression and
Healing through Music
Uganda
Allana Kembabazi

2011
Water Sanitation for
Brighter Dawns
Bangladesh
Tasmika Khan

Wesleyan University

2007
The Nagarote-Wesleyan
Partnership
Nicaragua
Sean Corlett
Lorena Estrella
Nelson Norsworthy
Jessica French Smith
2008
Education: The Master Negotiator for Peace
Swaziland
Sithembile Mabila

P4: Pioneering Perpetual Pathways for Peace
Rwanda
Gina Campagna
Clayton Jordan
Scott Oldebeken
Samantha Richman

2009
Growing a Future for Peace
Trinidad & Tobago
Edinson Arrieta Aguas
Sera-Leigh Ghouralal
Matthias McCurren
Andres Veintimilla

2010
Children’s Library
Ethiopia
Behailu Bekera
Derick Dailey
Eyob Demeke

Solar Panels
Pakistan
Hassaan Sipra

2011
Making Lives Better
Nepal
Sneha Bhandari
Pradipti Rajbhandari

Wheaton College
2007
Fighting for Our Lives: Creating Schools for Peace
Jamaica
Derron Wallace

Whitman College
2007
Chiapas Lending Program
Mexico
Samuel Clark
Sophia Kittler

Youth Empowerment
Sierra Leone
Henry M. Kpaka

2008
The Sing’isi Village After-School Program at the Hopeful School
Tanzania
Ashley Mott
Caitlin O’Connor

2008
A Dream Grows in Brooklyn
USA
Kelly Maby

To Live, Love, Laugh and Learn: YODIFEE
Cambodia
Siu On Ann Kwan

2009
From 3 Stone to No Stone
Uganda
Matthew Kuch

Puente Alto Safe Zone After-School Program
Chile
Caroline Cornwall

2010
Overcoming Malnutrition
Peru
Arielle Burstein
Rachael Powell

2011
Reading toward Dreams
Namibia
Merretta Dickinson

Williams College
2008
Reducing Stigma for Ethiopian Children Orphaned to HIV/AIDS
Ethiopia
Meheret Endeshaw

2009
Cultivating Community Independence
Honduras
Curt Bowen
Jesse Phillips

2010
Wage Claim for Migrant Workers
USA
Alice MacLean

2011
Waste Management: Improving Health and Human Dignity
Honduras
Carson Burns
Nate Rankin

2009
Reducing the Environmental and Health Dangers of Small-scale Mining
Papua New Guinea
Henry Kernan

2010
Establishing a Generation of Promise
Afghanistan
Matiullah Amin
Yale University

2007
A Well in Batey Libertad
Dominican Republic
Sarah Kabay

Empowering Mombasa’s Agents of Peace
Kenya
Alexandra Suich

2008
One Mango Tree
Uganda
Julie Carney

Water for Peace in the Horn of Africa
Djibouti
Stuart Symington

2009
ArtYu Don Beteh: Development through Business
Sierra Leone
Alaina Varvaloucas

Sustainability, Skills Workshops, and Personal Testimony
Rwanda
Caitlin Clements
Christina Hueschen

2010
Guatemala Nutrition Centre
Guatemala
Laura Brookbanks
Dunia Joulani
Yilang Karen Kang
Dilshan Samarkoon

Conectados
Peru
Matthew Jeppesen

2011
Teaching English for Peace
Morocco
Caitlin Cobb
Nyamal Guet
Alex Freeman
Joyce Tani
Tinu Johnson
Victoria Yeo

The Davis Projects for Peace—International Houses Worldwide

IH–Alberta

2008
Water Quality Lab—Ngobe Bugle Comarca
Panama
Laura Brookbanks
Ross Duncan
Amanda Gabster

2009
Ceramic Initiative
Kenya
Andrea Landriault
David Poon

2010
Guatemala Nutrition Centre
Guatemala
Laura Brookbanks
Dunia Joulani
Yilang Karen Kang
Dilshan Samarkoon

Conectados
Peru
Matthew Jeppesen

IH–Berkeley

2008
Peace Camp & Peace Center—Kandal Province
Cambodia
Ana T. Villarreal

Writing Workshop
Cambodia
Aaron Sorenson

Safe Water for a Safe World
India
Ayse Ercumen

Projects Sastimasa: Education for Liberation
Kosovo
Sina Akhavan

2009
Micro-blogging for Peace
India
Usree Bhattacharya

2010
Healthy Ka Pamilya
Philippines
Jacqueline Barin

Outdoctrination
Ethiopia
Jason Atwood

2011
Mobile Library for Peace
India
Aravind Unni

Empowering Citizens with Environmental Awareness
Sri Lanka
Lisa Fleming
Andrew Stokols
IH–Brisbane
2008
Partners in Peace: Growing a New Generation of Global Citizens
Australia
John Braithwaite
Grace Duckham
Jose Gato
Rosanne Gomez
Jacqueline King
Amra Naidoo
Casey Northam
Sheannal Obeyesekere
Fraser Orford
Jay Anand Prabhu
Cassandra Strike
Tony Swain
Victoria Toal
2009
Mbambanga Island Rest House and Health Clinic
Solomon Islands
David James
Michael Kreltszheim
Fraser Orford
Anthony Swain
2010
Road Trip for a Cause
Malaysia
Amanda Card
Kaitlyn Close
Melody Dobrinin
Alexander Foo
Jose Gato
Alex Maskiell
Fraser Orford
Ping Tee Tan

IH–Chicago
2008
Village Banking in Rural Peru
Peru
Genevieve Cour
Peace Park in Kabul
Afghanistan
Zaid Al-Farisi
2009
Local Cancer Testing System for Peace
Pakistan
Maliha Asma
Empowering Chicago Refugees
USA
Ifrah Magan
2010
Cross-Strait Student Leadership Conference
China
Li Chen
Financial Literacy Summer Seminar Series
China
Haishu Chen
Xi Chen
Xiaolun Cheng
Kejia Jin
Ying Li

IH–New York
2008
Hassa Hit: Remembering Us
Guam
Marie Auyong
Cyrus Luhr
Joining Together through Song
Hungary
Mariane Lemieux
Stretching towards Peace
Serbia
Vandana Sood
Peace through Safe Drinking Water
Peru
Michael Halperin
Water Peace Initiative
Uganda
Andreas Ring
A Piece for Peace
Israel/USA/Canada
Jean-Olivier Begin
Library of Hope
Afghanistan
Mujda Amini
People Building Peace
USA
Salim Al-Jahwari
Liat Shetret
From Apathy to Action: Educating against Child Abuse
Jamaica
Nikhit D’Sa
<table>
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<td>2009</td>
<td>A Concert in Honor of Peace at Carnegie Hall</td>
<td>USA</td>
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<td>Nimrod Pfeffer</td>
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IH—Philadelphia
2009
Engaging 4 Peace
USA
Cho Kim
Ari Yasunaga

2010
Painting for Peace
USA
Kyle Billings
Stephanie Davis

IH—Washington D.C.
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Jamaica
Adnan Kummer
Florence Maher

IH—Wollongong
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Houcine Chraibi
Swati Dhamaraj
Damien Dunstan
Owen Everitt
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Catherine McNamara
Jessica Pratten
Kiri Yapp

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Creating Understanding
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Michael Rosalky
Graeme Wolgamot

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Celebrating the Voice
Australia
Emily Ivins
Taneile Kitchingman
Shane Smith

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Kenya
Victor Wu

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Defusing Ethnic Tensions in Kuria
Kenya
Enzo Haussecker
Sarah Sypris

IH—Sydney
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Lebanon
Nathalie Bou Karam
Bjoernar Snann Lassen

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India
Siaw-Yean Woon

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African Refugees in an Arab World
Egypt
Katie Hickerson

Empowering Women in Northern Ghana
Ghana
Nana Sarpong Agyemang-Mensah

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Giving a Peaceful Future for Children
Lebanon
Nathalie Bou Karam
Bjoernar Snann Lassen

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Prevention & Education for Villagers’ Peace of Mind
India
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Acknowledgments and Credits

For all their work on and assistance with this project, many thanks go to the following people:

Agnes Scott College: Ms. Susan S. Constantine
Amherst College: Ms. Carolyn S. Bassett
Bard College: Mr. David Shein
Barnard College: Mr. James Runsdorf
Bates College: Ms. Shanna Bruno
Boston Conservatory: Mr. Gordon Homann
Bowdoin College: Mr. Christopher Tassava
Brandeis University: Prof. Gordon Fellman
Brown University: Ms. Linda Dunleavy
Brym Mawr College: Ms. Isabelle V. Barker
Bucknell University: Ms. Paula Cogan Myers
Carleton College: Mr. Norman Keul
Claremont McKenna College: Ms. Abigail Flores
Clark University: Mr. Donald M. Horner
Colby College: Ms. Marcella Bernard
Colgate University: Ms. Helen Keabian
College of the Atlantic: Ms. Anne M. Kozak
College of the Holy Cross: Dr. Anthony B. Cashman: III
Colorado College: Mr. Jeffrey Noblett
Columbia University: Mr. Todd M. Smith
Connecticut College: Mr. Scott Alexander
Cornell University: Mr. Jason Locke
Dartmouth College: Ms. Christianne Wohlforth
Denison University: Ms. Joyce Meredith
Duke University: Mr. Norman Keul
Earlham College: Mr. Musa Khalidi
Franklin & Marshall College: Dr. Marion Coleman
Future Generations Graduate School: Ms. Christie Davis
Georgetown University: Ms. Jane C. Kirchner
Gettysburg College: Ms. Gretchen C. Natter
Graduate Institute/ Geneva: Dr. Laurent Neury
Grinnell College: Mr. Douglas Cutchins
Hamilton College: Ms. Virginia Dosch
Harvard College: Ms. Janet Irons
Haverford College: Mr. Parker Snowe
Hood College: Mr. Mike Deegan
International House: Ms. Sandy Hardina
Kalamazoo College: Ms. Diane Kiino
Kenyon College: Ms. Meg Galipault
Lafayette College: Ms. Julia A. Goldberg
Lake Forest College: Ms. Heather Brown
Lehigh University: Ms. Laura Severin
Lewis & Clark College: Mr. Greg Caldwell
Luther College: Mr. Jon Lund
Macalester College: Ms. Helen Warren
Massachusetts Institute of Technology: Mr. Matthew L. McGann
Methodist University: Mrs. Magda G. Baggett
Middlebury College: Ms. Elizabeth Robinson
Mount Holyoke College: Ms. Elizabeth Mandeville
Northwestern University: Mr. Bradley Zakarin
Notre Dame of Maryland University: Ms. Sharon H. Bogdan
Oberlin College: Ms. Susan Morse
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The College of Idaho: Dr. Bob Dayley
Trinity College: Ms. Amy Brough
Tufts University: Dr. Bruce Hitchner
Union College: Ms. Margaret Tongue
University of Chicago: Ms. Michelle McGuire
University of Florida: Dr. Tracey Reeves
University of Michigan: Mr. David Waterhouse
University of North Carolina at Chapel Hill:
  Ms. Jenny Huq
University of Notre Dame: Ms. Anna Van Overberghe
University of Oklahoma: Mr. David Quirk
University of Pennsylvania: Ms. Cheryl Shipman
University of Richmond: Ms. Krittika Onsanit
University of Virginia: Ms. Lucy Russell
Vassar College: Ms. Lisa Kooperman
Wartburg College: Dr. Edith J. Waldstein
Washington and Lee University:
  Mr. Laurent Boetsch
Wellesley College: Ms. Gail Jong
Wesleyan University:
  Ms. Elizabeth J. McCormick
Westminster College: Ms. Jill Olson
Wheaton College: Mr. Evelyn Staudinger
Whitman College: Mr. Keith Raether
Williams College: Ms. Mary Ellen Czerniak
Yale University: Ms. Diane M. Frey

Project Manager: Philip O. Geier
Writing/Editing: Amy Yeager Geier
Project Assistant/Research: Jane Schoenfeld
Design: Scuola Group, Burlington, Vermont
Photography: 2011 FFP Participants

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www.davisUWCscholars.org
Projects for Peace

Internationalist Kathryn W. Davis turned 100 years old, then 101, 102, 103, 104, and now 105, challenging today’s generation of college students to undertake “Projects for Peace.” She said to the students: Come forward with your ideas, shape them into actionable projects, and I’ll give you the resources to do your projects. This volume portrays what unfolded in the summer of 2011 as a result of this challenge.

Students heard the call and responded to the challenge. They demonstrated that today’s youth—tomorrow’s leaders—want to be engaged, want to make a difference. The students’ projects took place in many different places around the world, but all of them were built on person-to-person relationships, the role of leadership, and finding ways to improve the human condition in the quest for peace.

Kathryn Davis is a leader, leading others as she invests in “preparing for peace.”

Davis United World College Scholars Program

Funded by Gale and Shelby Davis, the program is a major philanthropic force in promoting international understanding. Currently, Davis philanthropy partners with 94 colleges and universities to internationalize the American undergraduate experience through scholarships awarded to nearly 2,500 students.

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