2014
Projects for Peace
THE VISION OF KATHRYN W. DAVIS
Projects for Peace

When Kathryn W. Davis turned 100 years old in 2007, she set out to challenge 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.

Students heard the call and responded to her challenge; this volume portrays what unfolded in the summer of 2014 as a result. 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 locations 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.

We celebrate the life of Kathryn Davis as a leader—leading others in “preparing for peace.”

Fellowships for Peace

Established in 2007 as a sister program to Projects for Peace, Fellowships for Peace was envisioned by Kathryn W. Davis as another way to bring about a better world. Fellowships for Peace is a long-term investment in students and professionals poised to create change. Each year, 100 aspiring and experienced peacemakers from all walks of life are granted the funding they need for summer study at the Middlebury Institute of International Studies at Monterey. Kathryn Davis Fellows for Peace receive the very best training in foreign language or policy studies, and go on to use their skills for the greater good—in peace-related professions and initiatives all around the world.

Davis United World College Scholars Program

The Davis United World College Scholars Program is a major philanthropic force in promoting international understanding. Currently, Davis philanthropy partners with 91 colleges and universities to internationalize the American undergraduate experience through scholarships awarded to more than 2,500 students.

These globally minded scholars are from the U.S. and 148 other countries, and have proven themselves while completing their last two years of high school at one of 14 United World College schools located in Armenia, Bosnia, Canada, Costa Rica, Germany, Hong Kong, India, Italy, the Netherlands, Norway, Singapore, Swaziland, the United States, and Wales. Since its inception in 2000, the Davis UWC Scholars Program has become the world’s largest privately funded international scholarship program for undergraduate education.
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Introduction

This volume reports on the seventh year of Projects for Peace, an initiative inspired by the late philanthropist Kathryn W. Davis and designed and directed by veteran international educator Philip O. Geier. The projects recounted here are a powerful testimony to Kathryn’s vision and commitment to finding new pathways to peace in the 21st century. To honor Kathryn and her vision, the Davis family remains committed to perpetuating Projects for Peace in the future.

The first projects took place in 2007, funded by Kathryn in celebration of her 100th birthday that year. Kathryn renewed her generous support each year thereafter; because of her, there have been more than 830 projects carried out in more than 100 countries during the past seven years. Inspired by her leadership and example, other philanthropists and college presidents joined in to make still other projects possible. All of this tremendous momentum continues to grow, even as we mourn the loss of Kathryn, who died in April 2013 at the age of 106. Kathryn’s legacy, however, is alive and well — as you will see in the pages that follow.

In these pages you will find highlights of the seventh round of projects, which took place during the summer of 2014. They capture the innovation, energy, and effort of young people motivated by Kathryn’s inspiration and generosity to build stepping-stones to peace in the world.

“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
Remembering the Founder of Projects for Peace

By Philip O. Geier, Executive Director, Davis United World College Scholars Program

The Power and Wisdom of Our Founder: Kathryn W. Davis

In August 2006, Kathryn 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 how fresh and motivated young minds would tackle this perplexing issue. She then made the commitment 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, and remains today, 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 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.

Kathryn W. Davis
1907-2013
With enthusiasm, Kathryn provided funding annually and issued her challenge to any and all students on these campuses—as well as to others at International Houses worldwide, Future Generations Graduate School, the Graduate Institute in Geneva, (where Kathryn earned her doctorate) and the University of Maine—to design and go do whatever projects they felt would contribute to peace and a better world. This volume reports on the 2014 projects and demonstrates how Kathryn’s vision has motivated young people, and how those young people have drawn inspiration from Kathryn.

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 those mentioned above. To make the competition for grants as inclusive as possible, all students on these campuses were invited to design their own grassroots Projects for Peace, which, if their proposals were among the winners selected, they would implement anywhere in the world during the summer of 2014. Each of the winning projects was awarded a $10,000 grant, thanks to Kathryn and others who now share her vision. Each project’s total budget could expand, of course, dependent on how enterprising the winning students might be in raising other funds or partnering with existing initiatives or organizations.

Students are invited to give their own definitions of what a Project for Peace should mean. The idea is to spark the students’
own imaginations and to see what fresh thinking might come forth. The Projects for Peace initiative is intended to encourage creativity, innovation, and social entrepreneurship. Projects span the globe, and can take place anywhere, including in the U.S. (see the world map on page 52 and listings of all projects to date beginning on page 55 of this volume).

Each of the participating institutions is free to promote the competition among its own students and design its own evaluation process for selecting the most compelling proposals. The idea is to encourage all decision making to take place at the campus level, making it more empowering and engaging for each educational community. Other philanthropists and some college presidents have become so captivated by the idea and potential value of this initiative that they are now funding additional projects beyond what Kathryn’s philanthropy makes 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 2014 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.
Evaluating Projects for Peace

By Jonathan Isham

The Center for Social Entrepreneurship (CSE) at Middlebury College has begun a longitudinal evaluation study of Projects for Peace. Under the direction of Jonathan Isham, Professor of Economics at Middlebury and co-founder of CSE, a team of researchers is seeking to define the attributes of successful projects. The following presents Professor Isham’s and CSE’s preliminary findings.

For two years, researchers at Middlebury’s Center for Social Entrepreneurship have studied the Projects for Peace, Kathryn W. Davis’s uniquely successful philanthropic gift. We have comprehensively evaluated the 2008 projects, including conducting interviews with leaders of 10 projects. We are honored to share here results and selections from those interviews, grouped into 12 observations about the Projects for Peace that most clearly achieve Kathryn Davis’s vision.

1. Projects for Peace leaders should be familiar with the target area of their project.

Betto van Waarden (Lewis and Clark ’10) led “Cultivating Peace: Empowering the Orphaned Children of Criamar” in Ceilândia, Brazil, a region where he had previously studied. “It definitely helped to have some knowledge and experience of how things work in Latin America and Brazil. If we hadn’t spoken any Portuguese it would have been extremely difficult.” Katherine Kreig (Williams ’08) engaged translators before “Reclaiming Childhood for Iraqi Children in Jordan” was underway. “Wherever you’re going, the more research you can do and the more you can understand the community, and the more local organizations you can partner with, the more effective you’ll be.”
2. Students should seek out mentors who know the region and can help design the project.

For “Protein Malnutrition in Rural Swaziland: Introducing Moringa as a Nutritional Supplement,” Edward Lin (University of Florida ’07) counted on his mentors. “We researched a lot and it was a good scheme, but when it got down to the nitty-gritty, that’s when we used help from our mentors, [on] strategic and tactical levels.” Kreig’s project in Jordan was first sparked by an inspiring Williams professor. “We let a lot of other professors know, we told our friends, we spread a lot of awareness. Once we expressed interest in continuing it, a lot of those people came out and said, ‘Oh, I know this person you should talk to.’”

3. Students should set realistic goals that cater to their skill sets.

Students do not need highly technical skills to effect change. In designing “Project Heal” in Ghana, Lauren Slive (UNC Chapel Hill ’09) and her colleagues thought: “We don’t have medical training, but what if we work with some Ghanaian doctors? We can do something for first aid. You don’t have to be a doctor to do that.” And less is sometimes more. Shujaat Khan (Middlebury ’10), an organizer of “Healing the Rift,” a rally for peace in New York City, learned that “there needs to be idealism for a project to be successful or for it to be even interesting, but a lot of the times people tend to be too idealistic about what they can achieve.”

4. Students must have a deep commitment to listening and to placing community needs at the center of their plans.

The most frequent advice from 2008 Projects for Peace leaders was to listen. As Edward Lin put it: “Listen to everything. Listen to the community, listen to your mentors. Don’t just rely on reports and columns and opinions—go figure out what’s going on.” According to Slive’s collaborator Emma Lawrence (UNC Chapel Hill ’09), “The biggest thing is to make sure to involve the community every step of the way, not just at the planning or execution phase, but in that very first phase when you’re thinking of a project.”

5. Students should consider partnering with existing organizations.

According to Kreig: “It’s important for these new Davis Peace Project applicants to partner with local organizations that are already trusted in the communities, because it can take a really long time to build up that trust—maybe longer than you have in the Davis Peace Project timeline.” Reflecting on his experience in Swaziland, Lin agrees: “We actually realized that we had to engage with the NGOs because they already had the trust. You can’t just go into someone’s community and expect them to trust you and accept your advice. These organizations have been there and have relationships with the communities.”
6. Students should have a clear plan to involve as many stakeholders as possible.

During the implementation of “Water Purification System in South Africa,” Eric Harshfield (University of Virginia ’09) reached out. “We were all working together: with faculty at the university, and with the local community members. We talked about the issue of safe water in the community, did a survey that addressed the problems, and tested water samples for microbes. We found E. coli and salmonella and things in the water showing it was contaminated, and so we presented all the findings to the community and said, ‘What do you want to do about it? Can we do something?’”

7. Students need to prepare for the complexities of creating and leading a project.

At the start of “Computers and Child Care: Training Mothers for a Peaceful Future” in Argentina, Emily Usher Shrair (Mt. Holyoke ’08) discovered that offering computer classes to single mothers was not possible without child care. So she arranged to pay local unemployed women to watch over the children. Based on his South Africa experience, Harshfield advises: “You might think you understand something just by doing research and learning about the problem, but there are always many layers. Human beings are very complex and we don’t live alone, we live in communities where there are a lot of forces at work.”

8. Students need to show a commitment to being as flexible and adaptive as possible.

One can’t prepare for everything. For Krieg’s project in Jordan, “We had originally written the project to work specifically with Iraqi refugee girls, [but] in these refugee communities you had some Syrian girls, you had some Lebanese girls, you had some Israeli girls, you even had some really poor Jordanian girls, and they were all living together and they were all friends. We had to
reevaluate whether it was worth saying ‘No, we’re only accepting Iraqi refugee girls’ because that’s what our project is supposed to be.” Slive’s project in Ghana also changed dramatically. “We had an idea in our head: maybe we would build a library at first. But then we quickly realized that was a terrible idea. We didn’t have the money to build a new structure. So then we worked with the hospital to find a room that they could dedicate to this library instead. By the end, I just learned not to have a hard-and-fast set of expectations.”

9. Students should try to stay in the community as long as possible.

Arianna Schindle (Kalamazoo ’08), a leader of “Nets for Prevention and Peace” in Burma, recalls: “I stayed there for almost three and a half years after I did the project. … I constantly came across that issue where [outside] people came, didn’t understand the complexity of working with grassroots organizations and in contexts that were really diverse. … To create ownership from the ground up takes a lot of training, is a really long process, and involves complex dynamics that we’re often not aware of.”

Reflecting on his experience in Brazil, Van Waardan recalls: “If we had had a bit more time, it might have been easier to [secure] more structural things that we were trying to do, like the collaboration with the international school. If you had more time, it gives you more of an ability to figure out how things will be continued when you’re gone.”

10. Some Projects for Peace leaders should consider creating an NGO.

According to Max Green (Colorado College ’08), nonprofit status led to success for “Cover One in Honduras: Promoting Athletics and Health Care.” “The biggest thing about [nonprofit status] was that it allowed us to go to sporting equipment stores and say:
‘We’re a nonprofit organization, here’s what we’re doing, do you have any equipment that was last year’s model and you’re not really going to be able to sell?’” But creating an NGO is not the only road to sustainability. Schindle’s plans changed after her experience in Burma: “We didn’t officially file for a 501c3, but we intended to make it a lot more sustainable. [After the summer though,] we recognized that the need and the context had changed. We didn’t want to be there doing the fund-raising and advocacy; we wanted to be teaching and training on the ground.”

11. Students should have a plan to train locals.
For “Growing One Mango Tree in Uganda,” Julie Carney (Yale ‘08) selected 20 women for a training program; she paid trainers, rented space, and bought sewing machines and fabric for each trainee. “One Mango Tree” also hired a director to help coordinate orders and make payments. The women who still work for “One Mango Tree” know how to sew, sell their products, and make a profit. Lin’s project in Swaziland was built around a similar plan: “We hired a Swazi farmer that was recommended to us and trained him on everything. He ran all of the workshops because we didn’t want the relationships to be farmers and foreigners, we wanted it to be among peers. Our trainer [still] makes a living doing these workshops.”

12. Students should plan to connect new volunteers to their project.
After founding a 501c3 in the spring of 2009, Krieg developed a model built around new volunteers in Jordan. “We started this volunteer program where U.S.-based volunteers could apply to coach for the summer and to have this really unique experience living in Jordan.” Since Harshfield finished his Project for Peace in South Africa, “UVA professors and students have formed an NGO and they’re continuing to work in this community and continuing to do more water projects.” UVA now sends undergraduates back to work on water projects every year; these new leaders have changed the water purification model with new and improved versions.

So what are the main lessons from our research to date? We are certain that these 12 characteristics capture the essence of the best Projects for Peace. They can help guide the selection of projects in 2015 and beyond. Yet the deepest legacy of the Davis Projects for Peace, the greatest tribute to Mrs. Davis’s vision, is not the success of any set of projects. It is rather the lives that former project recipients are now leading, lives of purpose and meaning dedicated to promoting peace and addressing the root causes of conflict.

Jonathan Isham is a professor of economics at Middlebury College. He is the co-founder and director of the Center for Social Entrepreneurship at Middlebury, which was established through the generosity of Alan Hassenfeld and the Hassenfeld Family Foundation.
Projects for Peace Captivates Other Philanthropists

Inspired by Davis Family Example

Kathryn Davis personified “leading by example.” Her vision and philanthropy inspired and motivated many others to follow her lead. And she didn’t even ask them. They were just taken by her powerful principles and programs. Such is the case with Projects for Peace. Here are two very personal stories from family foundations that have joined the Davis family in growing Projects for Peace.

The Colhoun Family

“My first introduction to the importance of Kathryn Davis’s Projects for Peace program/mission was more than 50 years ago when I left Princeton and was a Fulbright scholar in Norway. It was here, for the first time, that I saw the value and significance of learning about foreign cultures. Only by going abroad for extended times does one learn both how different and how similar foreign countries are to the USA. In the many years since my first trip to Norway, the value of this experience abroad has only increased exponentially. The Colhoun family thinks the Davis family is one of the most generous in America and deserves the support of others. The various Davis family programs efficiently and effectively select exceptional young people, and give them an opportunity to become future world leaders. The Colhoun family has invested and continues to invest some of its philanthropy in Kathryn Davis’s vision, and encourages other philanthropic families to join us in supporting the unique and imaginative focus of Projects for Peace. We in the Colhoun family especially appreciate giving in this way because our funding goes directly into additional projects, and we need not be concerned with the operational or administrative dimensions of the program. We have confidence that our philanthropic dollars are going directly to the beneficiaries through the innovative design and management of Projects for Peace.”

—Howard P. Colhoun
The McGillicuddy Family

“My wife Linda and I attended a talk given by Phil Geier about what Kathryn Davis was making possible through Projects for Peace. We were simply blown away. To think of a program that expands the imagination and horizons of young college students while planting uplifting demonstration projects in communities across the globe was compelling to us.

“We were envious that this kind of opportunity didn’t exist in our college years, but it occurred to us that we could participate even now. We offered to fund projects at my college of 50 years ago, the University of Maine, known for its engineering college and especially active in climate studies and sustainability. We were gratified that liberal arts as well as science majors responded so eagerly to the prospect of a Projects for Peace grant. And the results of our first projects—in Honduras in 2013 and in Ecuador in 2014—were equally gratifying.

“Linda and I knew Kathryn Davis for many years. She was a brilliant woman with a consuming desire to promote global peace and understanding. We are proud to play an ongoing part in carrying on her vision. We are committed to future Projects for Peace alongside the Davis family.”

— Clement and Linda McGillicuddy
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 the Davis family.

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 beginning on page 55.

Through these projects, many small yet meaningful steps have been taken toward “preparing for peace.”
“By digitizing the community health program, we have helped empower CHWs to do their jobs more professionally and efficiently, increasing the quality of care for people living with HIV as well as increasing the respect for and tolerance of HIV and HIV care in northern Togo.”

Alicia T. Singham Goodwin, MIT
Emma, Kristen, and Alicia’s project aimed to empower community health workers (CHWs) and improve the quality of care by digitizing the collection and analysis of community health data at Association Espoir pour Demain (AED), an HIV clinic in northern Togo that serves more than 2,000 patients. To this end they used CommCare, a mobile health application, to build an initial set of forms, train the CHWs to use the CommCare application, on donated smartphones, and observe the use of the forms in the field, revising as necessary. They also trained the CHW director and other relevant staff on how to build CommCare forms and analyze CommCare data.

AED has pioneered the use of community health workers in northern Togo to make monthly visits to the homes of patients to ensure good adherence to medication regimens and to reinforce educational lessons learned at the clinic. As the collection and management of data from these home visits is very labor intensive and complicated, the project sought to facilitate those tasks and in turn improve the quality of patient care through the conversion of paper forms, lists, and reports into digital records. Data from these home visits—lists of reported symptoms, referral information, and results of tests performed at other facilities—can now enter records at the clinic.
“Twese for Peace is actively paving the way for a better Burundi; there is no sustainable economic development without sustainable peace and there is not sustainable peace without sustainable economic development.”

ARMELO ARNAD NIBASUMBA, MIDDLEBURY COLLEGE
Twese for Peace
National Camp

Burundi
Armel Arnaud Nibasumba
Middlebury College

Armel grew up in the shadow of the central African genocide of the early 1990s, even fleeing as a toddler with his family from their home in Burundi before it was burned by a mob. Today he is dedicated to helping end the tensions that led to the death of more than one million people in the region. Armel has created Twese for Peace (using the word for “everyone” in Burundi’s predominant language of Kirundi), a summer camp in the capital of Bujumbura where ethnic Hutus and Tutsis in their late teens and early twenties can break down ethnic barriers and get to know one another while learning the value of using for-profit business to produce social change. The underlying objective of the project is to build leaders for the future, which is why he has combined conflict management with social entrepreneurship.

During the summer of 2014, Armel brought together 35 participants (selected from a pool of 168 applicants) from 10 of the 17 provinces of Burundi to be part of “Twese for Peace,” a camp to teach the fundamentals of conflict resolution, peace building, and entrepreneurship. For the entrepreneurship training, Armel used a model called BUILD (Build, Understand, Invent, Listen, Deliver) developed by the African Leadership Academy for its entrepreneurship and leadership curriculum, as well as Babson College’s “From Ideas to Action: A Guide for Young Entrepreneurs.” For the conflict management and peace building components, Armel focused on the history of conflicts in Burundi and new ways of thinking in light of the forthcoming elections in 2015. The camp finished with an Idea Festival where the participants engaged in a pitching competition, putting to work what they had learned. The camp served as a catalyst for camaraderie, tolerance, and development of future leadership.
“Immersing myself in Mostar for several months helped me connect the dots between conversations I had with community youth and how to implement a summer program that incorporated their ideas and goals. Coordinating and managing MSYP was a meaningful experience that solidified my interest in long-term development work and research in the region.”

Dilia Zwart, Harvard College
Building Bridges in Mostar

Dilia Zwart, Freya Nowell, and Sho Igawa
Harvard College

Dilia, Freya, and Sho combined their efforts to achieve two main goals: to bring youth of Mostar together to interact and learn together through a three-week summer institute; and to develop leadership skills and an entrepreneurial work ethic among these young people by fostering connections between them and local organizations. They created the first annual Mostar Summer Youth Programme (MSYP) and engaged 40 students with an average age of 16. The project was hosted by the United World College in Mostar, which donated four classrooms for courses taught by a number of volunteer teachers in a wide range of subjects including debate, ethnic relations in practice, sustainable tourism and urban development, creative language and idioms, Ted Talk 101, English, and event planning.

MSYP created a unique and friendly environment in which young people of Mostar enjoyed integrated educational and social experiences. The project aspired to have a long-term impact by demonstrating a successful, alternative model of education to young Bosnians—one based on multiculturalism, creativity, discussion, debate, and critical thinking. And Dilia, Freya, and Sho are hopeful that the second annual MSYP will attract even greater interest from local students and volunteer teachers. Two of their great lessons were the importance of collaboration between Mostar’s NGOs and the importance of focusing on practical and common goals.
“Through our program we realized that service is really a kind of exchange. As much as we gave to the students with our time and resources, they also taught us incredible lessons about perseverance and life.”

Farah Amjad and Wardah Bari, Princeton University
Fostering Peace between Native and Refugee Communities

Wardah and Farah’s project aimed to bring Syrian refugees and Jordanian youth together through an exploration of the peaceful mechanisms of education, art, and dialogue. With additional support raised through the crowd-sourcing fund-raising website Crowdrise, they organized a summer program in the Jordanian city of Zarqua in partnership with a Jordanian aid organization, ARDD-Legal Aid. The program was originally designed for 20-25 students; 33 students applied, but once the doors of the program opened an additional 50 students showed up. Wardah and Farah quickly expanded their program team with staff and volunteers provided by ARDD.

Respecting the cultural norms, there were separate sessions for boys and girls but all were taught the three curriculum areas of education (notably English), art, and dialogue. Then they moved from the classroom to the community and transitioned into a common service project. In partnership with HU-Green, a local environmental organization, the students transformed their neighborhood by building a Green Wall, a sustainable arrangement of plants placed into recycled bottles. The building of the Green Wall served to bring the refugee and native youth together, giving all a sense of community about the space they share in spite of the frustrations and neighborhood issues that challenge both the native and refugee populations.
“Living in the conditions of La Y gave me a new respect and understanding for the people in the community. The experience gave me something personal to accomplish, which is giving them a basic human right: clean water.”

Nathan Roscoe, University of Maine
Water System Improvement in La Y de La Laguna

This group of students at the University of Maine launched a long-term collaborative relationship between their school’s chapter of Engineers Without Borders (EWB) and the community of La Y de la Laguna (La Y), with the goal of working together over future years to jointly address the community’s water needs. Six students and two professional engineering mentors teamed up to work in the rural, agrarian 300-person community of La Y. Beginning with an open meeting and subsequent visits to many local wells and springs, the organizers learned that water insecurity was a widespread issue throughout the region. They discovered that communities are accustomed to having the government provide them with a water system but then are offered no support when the system fails. They found a countryside full of broken-down water systems.

With local support, the organizers launched a door-to-door survey that revealed numerous stories of broken pipes, weak pumps, and inoperable water systems. Additionally, they conducted a pump test to determine the hydraulic capacity of the soil formation around La Y, and drew up a rough map for a potential route for a pipeline from the lake to the village. They came home with the information needed to begin designing an effective water system dependent not on the government but on self-reliance and self-sufficiency. Next year, they plan to implement the design in La Y.
“Projects for Peace reaffirms hope in miracles. It was no less than a divine intervention for Jurr’s inhabitants to have the decade-long water crisis successfully resolved in a matter of weeks.”

Hamza Farrukh, Williams College
Hamza’s project aimed to ease issues of clean-water scarcity in the village of Jurr, providing its residents with a sustainable, energy-free, and maintenance-free supply of clean water. The project also sought to understand and resolve some of the conflicts between neighbors due to the lack of clean water. The project had two phases: conducting a survey to better understand the problems, and constructing and installing a solar water pump. Hamza saw that nothing upsets the fine balance of peace more than the lack of basic necessities, and sought to address that in a tangible way.

Hamza engaged numerous friends and volunteers and trained them in conducting surveys. They interviewed 50 households in Jurr about the severity of the water crisis and how the local people had managed to cope with the lack of clean drinking water over the years. Taking the survey was beneficial in three ways: revealing past and current deficiencies; involving and training volunteers in a meaningful undertaking; and, most importantly, engaging and learning from the villagers who then became avid supporters of the project. Nonetheless, Hamza and his team had an initial setback in the implementation phase when the selected drilling site brought only “khara pani”—salty water. Fortunately, a subsequent drilling attempt informed by the surveys was successful, and the solar-powered pump was then installed without difficulty. The new pump now provides clean water to 600-700 people on a daily basis and is essentially cost-free (the solar panels powering it have a life of 25 years) and maintenance-free.
“This project thrived because a myriad of hands and minds embraced its simple yet intuitive framework with spirit and inclusivity. Projects for Peace illustrated to me that peace lies at the intersection of inclusivity and community well-being.”

Grace Bachmann, Denison University
The goal of Grace’s project was to implement a solid waste system for the 1,400 residents of the Senegalese village of Dindefelo, provide related educational programming and community outreach, and promote human and livestock health. By reducing trash dumping, the project also underscored the relationship between the economy and the environment. Grace reports that the villagers celebrated the project, which became known as “Laabal Dindefelo”—meaning “Cleanup Dindefelo” in the local language of Pulaar—for its inclusivity and community-focused design. Extensive participation by community members drove the project from the start and bodes well for its sustainability and growth.

Initial village meetings were attended by partnering organizations, the mayor, religious leaders, women’s group leaders and the head of the Red Cross youth. The Red Cross youth quickly became key players in the success and perpetuation of the project, including a yearlong education curriculum to sustain the cleanup. In spite of the rainy season and the peak of the planting season taking precedent, the project gained momentum over the summer and led to both physical and behavioral changes. A waste storage magazine was constructed in the village and a waste processing site was developed outside of the village. Key local participants began using a donkey and cart purchased by project funding to collect trash from the village bins and transport it to the processing site outside the village. And community leaders saw the project as a model for other community-integrated programs, both in terms of how it fulfilled local needs and stimulated participation through hard work and shared ownership.
“A lot of us take potable water for granted and unfortunately we live in a world where clean water is a privilege and not a right.”

Jorge Clemente de Leon Miranda, Wheaton College
Purified Water in
El Coyol, Jutiapa

Guatemala
Jorge Clemente de Leon Miranda
Wheaton College

Jorge sought to provide a water purification system to the remote community of El Coyol—where there has been a history of waterborne illnesses—and more broadly improve the education and health in the community. Jorge’s project was initially inhibited by difficult access to the village and by skepticism of its residents that the water filters and school supplies offered were some sort of scam. Eventually, Jorge won the confidence of the villagers who then took ownership of the project. Jorge reports that every single family in the village decided to use the water filters provided and they agreed to save collectively for future water purification expenses.

Over the years inhabitants of El Coyol were worried about “el mal de mayo” (May’s disease) that came each year with the rainy season. Jorge is proud that in the wake of his project there has not been one case of “el mal de mayo.” And he found that taking leadership of the project helped him grow as a person and realize that in any community it is necessary to work collaboratively to make positive change. He also developed a new perception of what giving means—as many impoverished families in El Coyol were pleased to host him for a meal or give him chickens, eggs, milk, or grains in spite of their scarcity.
“In many ways this project has reinforced my understanding of on-the-ground work and the importance of the local actors. As much as the world desires peace in the western Balkans, it will only happen if this desire is shared by the residents.”

Kelsey Aho, University of North Carolina at Chapel Hill
Kelsey’s project in the Balkans is predicated on the need for sustainable efforts at collaboration and shared goals in a region of recurring conflict. She partnered with the UK charity Balkans Peace Park Project (B3P) to enhance multilateral dialogue between the youth of Albania, Kosovo, and Montenegro focusing on their common environment and a future collaboration around ecotourism. Twenty young people were assembled in each of the three separate states—initially each discussing and articulating key environmental features of their homelands, which they portrayed on postcards sent to their counterparts in the other locations. This led to the whole group mapping a theoretical boundaryless regional map and planning future activities for all three cohorts to come together. The project was successful to the extent that it provides new tools for the Albanian, Kosovar, and Montenegrin youth in the so-called Accursed Mountains to advance the dialogue about and across borders.

What Kelsey discovered was that while this project exposed separate groups to the benefits of regional collaboration through a multilateral dialogue, the missing key ingredient was actually getting together in person. And this physical interaction between people within the region must occur regularly in order for genuine collaboration and shared views to emerge. Hence, planning is now underway for a youth exchange and for the separate national parks to work more closely on the theme of ecotourism.
“I have learned that every disabled human being consists of potential skill and talent. It just needs to be paid a little more attention to be observed. Three months of continual effort on the project has provided means for the disabled kids to overcome their disability to some extent.”

Noorullah Zafari, Luther College
Mahadeva and Noorullah’s project consisted of three main goals: (1) to build a pavilion at Sivabhoomi Arakkatalai, a school for disabled children; (2) to build two toilets and paint buildings at Muthuthamby Maha Vidyalayam, a school for orphans; and (3) to interact with the children and have peer counseling sessions at both schools. In preparing for the project, they successfully raised more than $3,000 in Decorah, Iowa, hometown of Luther College, to supplement the Projects for Peace grant.

Volunteers and professional workers combined to successfully complete the construction projects earlier than expected; but due to budget constraints, the toilet project, after consultation with local officials, changed from two toilets to one unisex toilet. The opening ceremony was highlighted by a soccer match between two teams that Mahadeva and Noorullah coached as part of their overall interaction with the children.

Mahadeva and Noorullah report that the project definitely changed the way they think about the world. They discovered that achieving peace is not a giant task which takes endless effort and countless hours. Instead, they found that peace could blossom from a simple gesture or a gentle smile.
“I was given a chance to see the refugee camp through the eyes of Palestine refugee youth. There is a lot of hope in those pictures; hope to live an ordinary life, to be accepted as equals in society, and to one day live in a normal house, in a normal village in Palestine. I realized the world I live in and take for granted is very different than the reality that Palestine refugee youth live every day.”

Husam Alsousi, International House, New York
Picturing the Road
to Possibility

Jordan
Husam Alsousi
International House, New York

Husam’s project sought to break the vicious cycle of unemployment and hopelessness of Palestinian refugee youth living in refugee camps by offering skills training through interactive workshops. His aim was to pave the way for these youth to be able to imagine a better future. Husam worked in collaboration with the United Nations Relief and Works Agency (UNRWA) as well as the Community Centre for Social Welfare in the Souf refugee camp in Jordan. Participants in the project were a mix of young, third-generation Palestinian refugees whose grandparents were displaced by the 1948 war. Adhering to the conservative culture, the groups were divided by gender and the workshops began with simple icebreakers, conflict-resolution basics, intermingling English and Arabic, and always returning to dialogue circles in which participants expressed their opinions and hopes.

Husam’s curriculum for the conflict resolution part was derived from YOUCAN—Youth Canada Association’s Peacebuilding Principles—exploring ways to use positive and peaceful skills in addressing real-life conflicts. A highlight of the project was a trip to the Hussein Parks in Amman, the capital of Jordan. The project ended with a dreamcatcher activity—where each person stated their own dream for the refugee camp community while tossing a ball of yarn to one another while holding onto their own thread, thereby connecting all the dreams. This connectedness—to one another and to the refugee camp collectively—was empowering to the participants. With the ongoing support of UNRWA and the Community Centre, the project’s participants will themselves become trainers for other groups of refugee youth.
“Sharing our stories and creativity by culture and art demonstrates how communication can occur between people from different cultural backgrounds, living together in a world society and promoting peace together.”

REYHANEH G. HUSSAINI, FUTURE GENERATIONS GRADUATE SCHOOL
Reyhaneh’s project sought to bridge the ethnic divide between Hindu and Muslim youth through community-based dialogue, on the assumption that this kind of dialogue can bring a message of peace and brotherhood to those of different religions. Through this concept of interfaith dialogue, Reyhaneh hoped to demonstrate a model for others elsewhere. Initial resistance from both sides held things up considerably. It took more than two months and long discussions with community members to find willing participants. Eventually, 10 representatives of the Hindu and Sikh community (a combination of high-school students, a mullah, and a few young business-people) and 15 from the Muslim community (students, social workers, and civil society activists) got together. At their sessions, games and activities brought them together to express their ideas and thoughts about a future for all.

Reyhaneh concluded that the project achieved some measure of success as the participants had a chance to listen to each other’s stories and share experiences, initial steps to finding trust and tolerance between different Afghans. He concluded that change in a community can come from “the revolution of self-expression” and that shared experiences can challenge and alter perceptions. Sikh participant Alandar Singh put it this way: “If more people understood the nature of dialogue, there would be fewer problems in our country. It is true that we are from different cultures and religions. But the only important thing in all our religions is humanity, and we are here for this common feeling.”
“My project was initially an overwhelming dream. However, with each step I received so much support from others that wanted to be part of the effort to provide computer education to open up access to the world for rural youth in Vietnam who will pass their knowledge on to others. I have learned that peace can come with small committed groups of people working together on a common goal.”

Ngan “Jasmine” Nguyen, Macalester College
Virtual Learning Buddy in Rural Vietnam

Vietnam
Ngan “Jasmine” Nguyen
Macalester College

Jasmine’s project provided underprivileged youth in the village of Vinh Phuc with access to computer education by establishing a sustainable “Interactive Learning Center” and basic computer training programs. She sought to not only engage rural youth in learning technology but also to help them begin to see and engage the world in positive ways by using their new skills. She recruited 14 volunteer instructors who taught computer science, English, public speaking, and logistics. They equipped the center with 10 computers, furniture, and other materials including over 500 books and an Internet connection. Collectively, Jasmine and her volunteers trained 50 students, ages 10 to 18 years old, most of whom had never seen a computer before. At the conclusion of the summer project, Jasmine left things in the hands of the local school principal who has integrated the center into the school’s curriculum and opened the center in the evening for community use and self-study.

Now given access to technology, students in Vinh Phuc—who before had never left their village—are connected with the world through the Internet. The project opened doors for these students to gain access to many parts of the world, stimulating exploration and communication with others from many different cultures. For Jasmine, the project taught her leadership, project management, time allocation, networking, and teamwork—as it did her volunteers.
“Raising a well-educated and fully integrated generation of children is the greatest way to achieve peace. It is difficult to learn on an empty stomach, so we have to make sure to take care of the basics first and guarantee that our children have access to basic human necessities.”

Mariam Aghayan, Gettysburg College
Creating Opportunities for Marginalized Children

Mariam’s project aimed to educate disabled, homeless children of war-torn families in English, computer literacy, social skill, and healthy living through three weeks of high-intensity, interactive workshops in her home country of Armenia. Her project was greatly enhanced by St. Peter’s Armenian Apostolic Church in the U.S., especially by the fund-raising and in-kind support that came from its annual Armenian festival. Mariam returned to her native land bolstered by the support of a dedicated team including a World Health Organization doctor, various teachers, and other peers. The 68 students who learned English as well as sports and other activities were particularly amused that their teacher from America could speak their native tongue.

Mariam went into the project thinking that the greatest benefits the children in Armenia would get would be their English knowledge or their computer skills. What she quickly came to realize was that it is difficult to learn on an empty stomach. Her dedicated team responded by providing healthy and organic meals to all the students. And the positive camaraderie of the classroom easily translated to the soccer field. Mariam returned to the U.S. proud of her students and hoping to play a part in expanding this type of programming to other regions of the world.
“This project created a public space where everyone can cultivate their right to the city. It is hopeful to see people be stewards of their future commons. Through engaging with shared space, people will build trust and peace among each other.”

Ana Puhac, College of the Atlantic
Ana and Boglarka set out to build a publicly accessible rooftop community garden in Slovakia’s capital of Bratislava in order to facilitate societal conversation on food security and urban agriculture, civic engagement with youth and minorities, and the architectural sustainability and quality of public spaces. They garnered additional support from the Intenda Foundation, the Tatra Banka Foundation, and Johnson Controls Blue Sky Fund as well as from many volunteers. They built a community garden on the terrace of the iconic inverse pyramid building of the Slovak National Radio, whose new generation of leaders allowed for more than 20,000 square feet of terrace for the project’s multifunctional garden. Architects, urban activists, social workers, youth parliaments, and neighborhood organizations came together for the common cause of a community space.

In addition, the project created a “garden hub of herbs and vegetable” in one of the courtyards of the Primate’s Palace for public debates and regular community meetings. This central location gave added visibility to contradicting stereotypes held by traditional policy makers about urban gardening and student engagement on issues.

Ana and Boglarka credit the project for teaching them new skills in public-event organizing, graphic design, botany, gardening, negotiation and contract writing, facilitation, and place-based education as well as helping each of them to define their individual roles as effective change agents.
“Originally, I was expecting to use music as a vehicle for teaching principles to the children, but in the end it was myself who had to learn what the words maturity, appreciation, diligence, and conviction really meant and to what extremes they might be taken.”

ERIC HOLLANDER, THE BOSTON CONSERVATORY
Gerle and Eric’s project was inspired by two related objectives concerning music and its role in the artistic development in contemporary Mongolian culture, specifically in the city of Ulaanbaatar. One goal was to bring musical education and inspiration to some of Ulaanbaatar’s underprivileged orphan population, and another goal was to bring high-quality music into the city’s public spaces to promote artistic enrichment and accessibility. As is often the case with Projects for Peace, things did not go exactly as planned, but the goals were achieved and along with them came a plethora of wonderful surprises. While hoping to involve a number of orphanages, circumstances limited the project to reaching only two. But this brought the advantage of working more in depth with fewer children and allowing for the budget to purchase 11 violins for those they taught with young conservancy musicians in Ulaanbaatar.

Teaching violin to small children in groups of five or six at a time with only a month to prepare for a public performance was an incredibly strenuous, albeit rewarding task. Gerle and Eric were proud of what they accomplished, but more meaningfully they credit the children and the volunteer young musicians for their maturity, appreciation, diligence, and conviction. On top of that, the public performances proved very successful. And the young local conservatory students are continuing the public outreach and connections with the orphanages.
Projects for Peace in the World

2007–2014

Afghanistan
Albania
Algeria
Argentina
Armenia
Australia
Bangladesh
Belize
Benin
Bhutan
Bolivia
Bosnia & Herzegovina
Botswana
Brazil
Bulgaria
Burkina Faso
Burundi
Cambodia
Canada
Chile
China
Colombia
Congo
Costa Rica
Cote d’Ivoire
Cyprus
Democratic Republic of Congo
Denmark
Djibouti
Dominica
Dominican Republic
Ecuador
Egypt
El Salvador
Ethiopia
Finland
France
Germany
Ghana
Greece
Guatemala
Guyana
Haiti
Honduras
Hungary
Iceland
India
Indonesia
Iraq
Ireland
Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kenya
Kiribati
Kosovo
Laos
Lebanon
Liberia
Lithuania
Macedonia
Madagascar
Malawi
Malaysia
Maldives
Mali
Mexico
Mongolia
Montenegro
Morocco
Myanmar
Namibia
Nepal
New Zealand
Nicaragua
Niger
Nigeria
Northern Ireland
Norway
Pakistan
Palestine
Panama
Papua New Guinea
Paraguay
Peru
Philippines
Poland
Puerto Rico
Republic of Georgia
Republic of Guinea
Russia
Rwanda
Senegal
Sierra Leone
Singapore
Slovakia
Solomon Islands
South Africa
South Korea
South Sudan
Sri Lanka
St. Lucia
Sudan
Suriname
Sri Lanka
Swaziland
Taiwan
Tajikistan
Tanzania
Thailand
Timor-Leste
Togo
Trinidad & Tobago
Turkey
Uganda
Ukraine
United Kingdom
USA
Venezuela
Vietnam
Yemen
Zambia
Zimbabwe
### The Projects for Peace 2007–2014

**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 Rodriguez  
Nancy Thebaut  
Maryam Trowell  
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  

2012  
**Integrated Water Resources Management**  
Botswana  
Shilin Zhou  

2013  
**Technology Inspiring Peace**  
Benin  
Maureen Klein  
Aba Quagrainie  

2014  
**Peace and Prosperity through Renewable Energy**  
Haiti  
Ranran Li  

**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, Enderrojme, Arrijme**  
Albania  
Iris Aliaj  
Kathryn Libby  

2012  
**Foutbol Bayonnais**  
Haiti  
Tahina Vatel  

2013  
**Esperanza: Bridging Gaps in Education and Community**  
Dominican Republic  
Melissa Aybar  

2014  
**Stimulating Reading Culture**  
Ethiopia  
Hewan Semon Marye  

**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  
Ely sia Petras  
Chelsea Whealdon  

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

2012  
**Qingda’s Liberal-Arts Seminar**  
China  
Willem Molesworth  

2013  
**Living Together—Navigating Common Grounds**  
Turkey  
Saim Saeed
Bard Palestinian Youth Initiative
Palestine
Lauren Blaxter
Ameer Shalabi
2014
Sustainable Apiculture
Armenia
Lia Soorenian

Barnard College
2008
The Right to Smile
Egypt
Kristine Hassan

2010
Knowledge as Power
Honduras
Lena Newman

2011
Stages of Development: Empowering Girls through Theater
Dominican Republic
Elizabeth Richardson

2012
Reconciliation through Play
Bosnia & Herzegovina
Ajila Karajko

2013
Join the Circle, Break the Cycle
South Africa
Shilpa Guha
Adair Kleinpeter-Ross

2014
The Belizean Leadership Youth Summit
Belize
Shanice Sanchez
Dhvani Tombush

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

2012
Enabling Rural Communities to Build Equality
India
Natacha Danon
Olivia Krishnaswami

2013
Tweets for Peace
Israel
Spencer Collet
James LePage

Minorities, Monasteries, and Conversations
Myanmar
Aung Phone Myint

2014
Restoration, Reconciliation, and Rehabilitation
Rwanda
Simone Schriger
Devin Tatro

Bennington College
2012
Community Action Workshop “Kuch Karo”
Pakistan
Maliha Ali

2013
One Man’s Trash
Nepal
Benjamin Underwood

2014
Mizizi kwa Amani: Roots for Peace
Kenya
Varney Glassman

The 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

2012
Music for Youth, Music for Peace
Colombia
Goran Daskalov
Sergio Escalera
Zura Kobakhidze

2013
Breaking Down Barriers through Romani Music
Macedonia
Goran Daskalov
Sergio Escalera
Zura Kobakhidze

2014
Breaking the Silence
Mongolia
Eric Hollander
Gereltuya Tumurbaatar
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

2012
Classrooms for Peace
Uganda
Kristopher Klein

2013
Pariwartan
Nepal
Apekshya Prasai

2014
A Healthier Peace
Zambia
Lonnie Hackett

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

Brown University

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

2012
Engaging Hands and Minds
Zimbabwe
Kayla Dincces
Lena Morrison

2013
Back to Basics: Food for HIV
Swaziland
Mangaliso Mohammed

HIV/AIDS Education
Kazakhstan
Ardak Meterkulova

2014
A Call for Dignity: Ending Manual Scavenging
India
Abraham Troen
Andrea Verdeja

Al Quds University Student Dialogue Initiative
Palestine
Eli Philip
Catriona Stewart

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

2012
Peaceful Minds, Peaceful Community
USA
Mary Fessler

2013
Making Peace Accessible
Kenya
Keshia Koech

2014
Unconditional Love, Vietnam
Vietnam
Huong Giang Le

Bucknell University

2007
Mi Refugio: Peace through Education
Guatemala
Danielle Winter
Julie Pf romm (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
Alessandra 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

2012
Puerto Rico Se Anima
Puerto Rico
Stefan Ivanovski
José Saavedra Valdivia

Boloka Ngwao — Preserve Your Culture
Botswana
Relebohile Letsie

2013
Light the Way
China
Melissa Dunne
Yiliang Jiang
Shenyun Xiao
Yi Xu

2014
Cycling Out Poverty
Zambia
Leo Fotsing Fomba
Zwelani Ngwenya
Chanda Singoyi

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
Project SHAKTI
India
Lipi Gupta

2010
Community Development through Photography
Burma
Khart Khant Kyaw

2011
Volunteer for Lahore
Pakistan
Yoni Blumberg
Sana Rafiq

2012
Kalamkari Kalai
India
Meera Sury

2013
Urban Agriculture Project
Brazil
Sarah Hooker

2014
Connected! PeerToPeer
China
Yawen Chen

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
Public Health Campaign for Maternal Health
Honduras
Ashley Baugh
Greer Donley

2010
Alcansando Nuevas Alturas
Paraguay
Francesca Ioffreda
Keila Novoa

2011
The C.H.I.L.E. Project
Chile
Nicholas Egger-Bovet
Veronica Pugin

2012
Mitigating Vulnerability
China
Igor Tischenko

2013
Language and Life-Skills Training
Thailand
Sesa Bakenra-Tikande

2014
Code for Humanity
Madagascar
Nora Studholme

Community-based Ecotourism: Unity, Conservation, and Empowerment
Ecuador
Erin Ristig

Clark University

2008
Empowerment through Opportunity
Namibia
Amelia McPheeters
Emily Negrin
Kesem Rozenblat

2009
Seeds of Peace
Sudan
Chelsea Ellingsen

Colgate University

2007
Found Footage
USA
Emily Katz
Alyssa Martino
Sachi Schuricht

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

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

2012
Recycling for Peace
Swaziland
Bonginkhosi Petros Vilakati

2013
Critical Dialogue
Ethiopia
Melat Seyoum

2014
Mitigating the Human-Leopard Conflict
Sri Lanka
Sanjiv Fernando

2011
Finding Community
USA
Tamer Hassan

Empowering Afghan Women through Embroidery
Afghanistan
Sulaiman Nasseri

2012
Connecting the Dots
USA
Jenny Chen

2013
The Migrant Peacebuilding Project
Guatemala
John Bengtson
J. Samuel Chase
Joseph Long
Javier Monterroso Montenegro

2014
Tumaini (Hope) Learning and Development Center for Orphan Girls
Kenya
Mackenzie Kennedy

Project Cuidamos
Nicaragua
Sara Lo Templio

Colgate University

2007
Found Footage
USA
Emily Katz
Alyssa Martino
Sachi Schuricht

2008
Afghan Scholar Initiative
Afghanistan
Qiamuddin Amiry
John Campbell

Awn Be Se: A Project for Empowerment in Bamako
Mali
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Nancy McDermott

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Kaustubh Thapa (Westminster College)

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Amanda Mundt

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Swaziland
Bonginkhosi Petros Vilakati

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Critical Dialogue
Ethiopia
Melat Seyoum

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Sri Lanka
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USA
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J. Samuel Chase
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Javier Monterroso Montenegro

2014
Tumaini (Hope) Learning and Development Center for Orphan Girls
Kenya
Mackenzie Kennedy

Project Cuidamos
Nicaragua
Sara Lo Templio

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

2012
Recycling for Peace
Swaziland
Bonginkhosi Petros Vilakati

2013
Critical Dialogue
Ethiopia
Melat Seyoum

2014
Mitigating the Human-Leopard Conflict
Sri Lanka
Sanjiv Fernando

2011
Finding Community
USA
Tamer Hassan

Empowering Afghan Women through Embroidery
Afghanistan
Sulaiman Nasseri

2012
Connecting the Dots
USA
Jenny Chen

2013
The Migrant Peacebuilding Project
Guatemala
John Bengtson
J. Samuel Chase
Joseph Long
Javier Monterroso Montenegro

2014
Tumaini (Hope) Learning and Development Center for Orphan Girls
Kenya
Mackenzie Kennedy

Project Cuidamos
Nicaragua
Sara Lo Templio

Iron Man
Senegal
Emily Enberg (George Washington University)
Kimia Raafat

2010
Alcansando Nuevas Alturas
Paraguay
Francesca Ioffreda
Keila Novoa

2011
The C.H.I.L.E. Project
Chile
Nicholas Egger-Bovet
Veronica Pugin

2012
Mitigating Vulnerability
China
Igor Tischenko

2013
Language and Life-Skills Training
Thailand
Sesa Bakenra-Tikande

2014
Code for Humanity
Madagascar
Nora Studholme

Community-based Ecotourism: Unity, Conservation, and Empowerment
Ecuador
Erin Ristig

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)

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Lekol Dete for Restavek and Free Children in Les Cayes
Haiti
Amanda Mundt

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Recycling for Peace
Swaziland
Bonginkhosi Petros Vilakati

2013
Critical Dialogue
Ethiopia
Melat Seyoum

2014
Mitigating the Human-Leopard Conflict
Sri Lanka
Sanjiv Fernando

Colby College

2007
Peer-Based Sex Education for Gao Zhong (High School) Students
China
Melyn Heckelman
Victoria Yuan

Camelids, Water, and Peace
Ecuador
Christine Avena

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

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

2012
Connecting the Dots
USA
Jenny Chen

2013
The Migrant Peacebuilding Project
Guatemala
John Bengtson
J. Samuel Chase
Joseph Long
Javier Monterroso Montenegro

2014
Tumaini (Hope) Learning and Development Center for Orphan Girls
Kenya
Mackenzie Kennedy

Project Cuidamos
Nicaragua
Sara Lo Templio
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

2011
Land-mine Victims in Bosnia and Herzegovina
Bosnia & Herzegovina
Cathleen Carr
Jennifer Spindel

2012
Lake Victoria: Aiding Violence or Promoting Peace?
Kenya/Uganda
Evan Chartier
Caroline Crawford

2013
Coexistence within the Old City of Jerusalem
Israel
Christina Crowley
Rebecca Fine

2014
A Threat to Homogeneity
Iceland
Sarah Dickson
Michelle Van Veen

College of the Atlantic
2007
Adjumani Apicultural Initiative
Sudan
Lombe Simon
James Lojogo
Asylum and Acceptance
USA
Michael Keller

2008
Homelessness and Voting in a Democracy
USA
Margaret Longley

2009
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

2012
Harvesting Rain as a Method of Resilience
Bolivia
Adrian Fernandez Jauregui

2013
Organic Coffee and Fruit Production for Peace
Nepal
Surya Karki

2014
Empowering Local Initiatives: Building Food Sovereignty
Colombia
Ana Maytik Avirama
Maria Alejandra Escalante
Rooftop of Eden
Slovakia
Boglárka Ivanegová
Ana Puhač

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

2010
Peacemakers Club
Uganda
Rubayiza John

2011
Peace by Numbers
South Africa
Mark Francis Drago

2012
Playing for Peace: Wellness and Diplomacy in Rural Russia
Russia
Jeffrey Reppucci

2013
Restoring Hope in Nuevo Progreso
Peru
Phillip McNamara
Edward Ryan

2014
Children in Action: Chukwani
Tanzania
Meghan Casey

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 & Herzegovina
Joel Burford (McGill University)
Samuel Carter (Brown University)
Melissa Serafin
Antonio Skarica

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

Vijana Amkeni Sasa Initiative: Workshop on Creating a Peaceful Society
Kenya
Benjamin Munyao
Collonius Mukaria (Nairobi University)

2012
The Shaanti Project
Bangladesh
Tashbid Shafat Sattar (Nawar)

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

Piece It Together
Ghana
Clayton Dahlman

The Art of Peace
Lebanon
Marya Hannun

2009
Critical Thought for Tolerance
Pakistan
Sameea Butt
Nyma Khan (University of London)

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

2011
Cultivating Roots of Peace
USA
Meredith Byrne

2012
A Peace of Art, A Place of Peace
Kenya
Gabrielle Arenge

2013
ACT Up
USA
Liam Lawson
David Rojas

2014
The East Portland Lunch Cart
USA
Emily MacGibeny
Azul Tellez

Cornell University
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
Angelina Stuma

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

2011
Sustainable Tourism and Education for Mugu
Nepal
Mona Aditya
2012
Reforestation and Sustainable Agriculture
Mexico
Sidney Madsen

2013
Bridging the Gap
Nigeria
Kelechi Umoga

2014
Enhancing Child Nutrition through Animal Source Food Management
Ghana
Edgar Akuffo-Addo

Dartmouth College
2007
The CO-OP Project
Uganda
James Allison
Gabrielle Emanuel

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

iMHe/re!
Liberia
Mahmud Johnson

2011
Colombian-Ecuadorian Integration Project
Ecuador
Julio Santiago Guerrero

Comics for Progress
Liberia and Ghana
Anna Pudimat

2012
Cultivating a Sustainable Peace
Swaziland
Thabo Matse

2013
Equity in Education and Peaceable Relations
China
Tsomo Cuomaoji

2014
Shoemaking Project at the Unique Continental Centre
Nigeria
Alexander Adelabu

Davidson College
2014
Fish Farming for Economic Peace
Zimbabwe
George Mukosera

Denison University
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

2010
Clean Drinking Water for Rural China
China
Mark Magnus
Lin Mu
Eric Stachura

2011
Slum Women for Peace
India
Sibylle Frelerimuth
Megan Keaveney

2012
Project Kirotshe
Congo
Makorobondo Salukombo

2013
Peace, Hope, and a New Life for Fistula Women
Ethiopia
Abdi Ali
Shiyu Huang

2014
Waste Management in Dindefelo
Senegal
Grace Bachmann

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

2008
Empowering Women to Work against Structural Violence
USA
Caroline Salamack

2009
Breaking Barriers by Reframing Color Symbolism
Northern Ireland
Sarah Smith
Kyle Delbyck (Scripps College)

2010
Pirambu Peace Project
Brazil
Anna Valiante

Duke University
2007
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
2008
Solar Cooking for Tibetan Communities
China
Nanjie Caihua
Zhuoma Gadou

2009
Confronting Malaria in Mbarara
Uganda
Rebecca Agostino
Joshua Greenberg
Erica Jain
Eddie Zhang

Literacy for Peace
Nigeria
Jane Yumi Chong

2010
Promoting Primate Welfare & Public Health
Sierra Leone
Melanie Subramanian

2011
Promoting Women’s Health Awareness
Honduras
Kirasten Brasfield
Anna Brown
Bo Sun

2012
Reusable Sanitary Pads for Peace
Haiti
Lauren Zalla

2013
Community Empowerment: Agricultural Initiative
South Sudan
Nyuol Lueth Tong

2014
Reading and Studying for Peace
Swaziland
Aristide Sangano

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 Mahlala

2010
The Voices from Mountains
Tajikistan
Shanoz Aqnazarbekova
Bunyodjon Tusmatov

2011
Crafting Empowerment
Indonesia
Lailul Ikram

2012
The Townsend Food Project
USA
Mary Margaret Jones
Sarah Waddle

Vuwa Enterprise “Rainwater Enterprise”
Kenya
Silviano Valdez

2013
Stepping Out from the Shadow
Bosnia & Herzegovina
Ana Mihajlovic

2014
Navigating Discourses of Sexuality: Resistance to Homophobia
Brazil
Kavi Ramburn
Marcos Ramos

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 Generations
China
Yuan Cao
Wanlin Deng

2011
The ONE Goal
South Africa
Mona Lotfipour

2012
100 Goals for Peace
South Africa
Rebeca Green
Morgan Reed

2013
Leadership Project in Ivory Coast
Cote d’Ivoire (Ivory Coast)
Nadine Zoro

2014
L’Union Fait la Force (Unity Is Strength)
Ivory Coast (Cote d’Ivoire)
Mawupemor Kofi Alorzuke
Nadine Zoro

Future Generations

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

2012
Promoting Cultural Competency in Youth in Kuresoi
Kenya
Stanley Nderitu
2013
A Community Driven Cross-Border Peacebuilding Project
Uganda/S. Sudan
James Latigo

2014
Promotion of Peace in Afghanistan through a Cultural Dialogue
Afghanistan
Reyhaneh Gulcom Hussaini

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

2012
Karen Education and Empowerment at the Border
Burma
Jocelyn Fong
Laura Grannemann
Carly Rosenfield

2013
Environmental Education
Kenya
Katie Ferrato
Margaret Ferrato

2014
A Breath of Fresh Air
Rwanda
Philip Dearing
Philip Wong

Gettysburg College

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

2008
GREEN GOODIES Farming, Food, Fun.
USA
Megan Crowe
Heather Grace-Rutledge

2009
Reading and Reflection
Nepal
Jacquelyn Powell
Sneha Shrestha

2010
Create a Library to Encourage Reading & Inspire Dreaming
Burkina Faso
Munyardazi Choga
Lyudmila Marinova

2011
Street Children’s Soccer and Educational Development
South Africa
Laura Block
Andres Lorenzo Pinga

2012
Engaging Differences
Malawi
Allan Kawala

2013
Painted Turtle Farm
USA
Jasmine Colahan

2014
Creating Comprehensive Educational and Social Opportunities
Armenia
Mariam Aghayan

The Graduate Institute, Geneva

2007
IFIL.ch
Venezuela
Tim Fauquex
Martin Keller

2008
Bridges for Peace
Kosovo
Elena Gadjanova
Ina Iankulova
Ryan Murray

2010
Theater for Peace
India
Evelyne Tauchnitz

2011
Hip Hop 4 Peace
Guatemala
Stéphanie Eller

2012
Apples for Peace
Nepal
Alexander Molterer
Anna Scherer

2013
Telling the Story
Thailand
Emilie Fortin

2014
Voice It Out!
Brazil
Anne-Cecile Leyvraz

Grinnell College

2007
Women in Solidarity for Development
Nicaragua
Jaime Swiebel

2008
Local Foods for Local People
USA
Meredith Groves
Victoria Mercer
Eric Nost
Alex Reich

2009
Legal Aid Program for Migrant Workers in Shanghai
China
Liting Cong
David Wang (Georgetown University)
Equal Access to Education: A Road to Peace and Development
Cambodia
Joe Hiller
Chandara Veung

2010

Peace in the Mountains
Nepal
Ami Shrestha

2011

Straws of Steel
Nepal
Ashraya Dixit

2012

50 Yuan that Can Change Lives
China
Xiaorong Yin
Tinggong Zhan

2013

Stars for Knowledge, Knowledge for Change
Bangladesh
Inara Sunan Tareque
Thomas Yim (Brown University)

2014

Weaving Peace and Stringing Hope
Guatemala
Leah Marie Lucas
Emily Nucaro

Los Niños Son el Futuro
Ecuador
Anam Aslam
Matthew Miller (Messiah College)

Hamilton College

2007

GlobalYouthUnite
USA
Winter Burhoe

2008

A Hundred and Fifty-Six Children
Zimbabwe
Fallon Chipidza

2009

Empowering the Hadzabe: Health for Cultural Preservation
Tanzania
Caroline Davis
Laura Gault

2010

Education for Peace
Kenya
Lydia Rono

2011

Karate Ka for Peace Summer Camp
USA
Tiffany Sanders

2012

Pulling Villages Out of Poverty with a Community Tractor
Kenya
Hillary Kip Langat

Harvard College

2007

Building Community through Sports
Bosnia & Herzegovina
Emina Kobiljar

2008

Pujehun Youth Center for Peace and Wellness
Sierra Leone
Elizabeth Nowak

Citizens for Peace
Guatemala
Kristine Boehm

2009

Ugunja Center for Peace and Healing
Kenya
Maryam Janani

2010

Peace in Pedernales
Dominican Republic
Kristen Calandrelli
Min Lee
Toby Norman

2011

Global Development Innovators
Dominican Republic
Annemarie Ryu

2012

Building Active Literacy
Ethiopia
Mehron Price

Resolving Resource Scarcity Conflict
Belize/Guatemala
Jane D’Ambrosia
Julian Moll-Rocek

2013

Sanitation as a Means for Peace
Bangladesh
Rayhnuma Ahmed

2014

Building Bridges in Mostar
Bosnia & Herzegovina
Freya Nowell (London School of Economics)
Dilia Swart

Empowering East African Youths to Engage in Dialogue
Tanzania
Abuubakar Ally
Andrew Nalani (Dartmouth College)

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

2012

Futures Factory
Egypt
Mohamed Abdalkader

Hood College

2009

Life Connection Mission School Expansion Project
Haiti
Dale Moyers
Peace in Palestine
Palestine
Justin Abodalo
Michelle Marquardt
Samantha Murphy
Carlin Rabie

2010
Investigating Islamophobia
France
Alice Butler

2011
Community Artivism/ProjectArte
Peru
Sissi Hamann
Piret Mägi

2013
Words for Peace
Palestine
Nada Elbasha
Jackson Monzon

2014
Live to Learn—Learn to Love
Bosnia & Herzegovina
Ana Filipovic

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
Juliana 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

2012
Lighting a Fire for a Better Jamaica
Jamaica
Chelsea Wallace

2013
Education and Training
Haiti
Azia Carle
Carline Dugue

2014
Umeed Ki Kiran
Pakistan
Komal Khan

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 Fatra

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

2012
Shelter for Growth
Nepal
Palista Kharel

2013
Alternative Energy Education
Dominica
Tim Jurney
Madeline McGrady

2014
Fighting Malnutrition
Mongolia
Zolzaya Erdenebileg
Tselmegtsetseg Tsetsendelger

Lafayette College

2007
Entrepreneurial Economic Development, Self-Agency and Sustainable Peace
Honduras
Michael Adelman
Samir Awuapara
Sebastian Barreto Ortiz
Kavinda Udugama

2008
Politics through Art
Kenya
Ng’ang’a wa Muchiri
Catherine Munyua

2009
Reducing Recidivism
USA
Ashley Juavinett
Amanda Pisetzner

2010
Summer Cooperative Learning Experience
Colombia
Lindsey Getches
Bryan Hendrickson
Martin Melendro
Benjamin Swartout
2011
Turning Over a New Leaf
USA
Melissa Foley
Bridget Greeley
David Wenger

2012
Save Me from Arsenic Poisoning
Bangladesh
Taneesha Tate-Robinson
Thafhim Siddiqua

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
Youzhitupin (Green Diet)
China
Wanzhen Gao
Minxu Zhang

2012
Likusasa — “The Future”
Swaziland
Nikita Kotecha
Kosova Kreka
Txi-Ching Anica Lin
Katlin Sandvik

2013
Senuyaa: To Purify
Republic of Guinea
Jesus Ayala
Matthew Cunliffe

2014
The Start of Illukhena Revolution — A Step Towards Its Growth
Sri Lanka
Pulkit Diwan
Linh Tran
Sherin Varghese
Shashikala Wanigasinghe

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
Jennifer Paull
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

2012
Water Treatment and Distribution System
Honduras
Josh Bryant
Daniel DePietro
Hannah Marker

2013
The RASS Project
Ghana
Alexandra Barone
Brittany Hendricks
Melissa Tickle

2014
Fresh Wheels
USA
Gelmar Moraga

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

2012
YES (Youth Engagement for Somalis)
USA
Hannah McCain
Nima Moamed

2013
Women’s Dance and Self-Defense for Peace
India
Miranda Benson
Hillary Patin
2014
Teaching to Build Trust, Connections, and Friendship
Myanmar
Nway Khine
Katie Schirmer
Samuel Shugart
Irada Yeap

Luther College
2007
Soccer for Peace
Ghana
Kat 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
Marielen Lima
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 Guterres

Support for Post-Conflict Angolan Orphans
Angola
Isilda Hulilapi

2013
Women’s Economic Empowerment for Community Transformation
Zimbabwe
Mavis Phiri

Reconciliation through Rural School Development
Sri Lanka
Mahadeva Illanco Kavindra
Noorullah Zafari

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

Peace-Building Workshops
Peru
Fiorella Ormeno Incio

2008
Sierra Leone Muslim Brotherhood School
Sierra Leone
Zainab Mansaray
Arthur Sillah

Ending the Silence
Cambodia
Leah Roth-Howe

2009
Empowering Vuka Resettlement Community
Zimbabwe
Douglas Mapondera

2010
Building Walls and Breaking Barriers
Philippines
Michael Manansala
Cecilia Martinez-Miranda

2011
Women and Peanut Processing
Niger
Rayanatou Laouali

2012
The Bike Library for Carishinas
Ecuador
Charlotte Fagan

Green Lake Water Project
Ethiopia
Selamawit Gebremariam

Zinc and Latrines for Peace
Sierra Leone
Andrea Grimaldi
Omar Mansour
Joseph Sengeh

Reconciliation through Education in Ljubuski
Bosnia & Herzegovina
Valentino Grbavac

2013
Cultivating Peace: Virtual Learning Buddy
Vietnam
Ngan “Jasmine” Nguyen

Massachusetts Institute of Technology
2008
Selsabila
Sudan
Mustafa Dafalla
Zahir Dossa

Building Bridges through Leadership Training
Bangladesh
Shammi Quddus

2009
Language for Ledra
Cyprus
Eleni Orphanides

2010
Sana Lab
Philippines
Christopher Moses

2011
Hygienic Peace
Kenya
Benjamin Moncivaiz

2012
Creating Sustainable Educational and Economic Opportunities
Nepal
Uddhav Sharma
2013
Creating a Sustainable Future
Zimbabwe
Fidelis Chimombe

2014
Empowering Community Health Workers
Togo
Emma Fitzgerald Broderick
Kristen Finney
Alicia Singham Goodwin

Methodist University

2007
Youth Summer Camp for Peace
Afghanistan
Rahila Muhibi

Empowering Women through Education
India
Sana Sabri

Digging to Surface Water Wells
Ethiopia
Husein Nasiro-Sigo

2008
Greenhouses for Peace
Ecuador
Heather Eckhardt
Marco Marin

A Call for Help
Honduras
Gladys Michelle Reyes
Cathryn Sinkovitz

2009
Community Water Project in Baguia
Timor-Leste
Milca Baptista

2010
Build to Educate
Guatemala
Fredy Oxom
Andres Camilo Rubiano

2011
Collecting Smiles in Srebrenica
Bosnia & Herzegovina
Anna Causevic
Dzenana Dzanic
Emina Hodzic
Samra Mrkovic

2012
Rebuilding Ruins and Promoting Peace
South Sudan
Talata Evers
Joy Minalla (Macalester College)
Clement Nyoma

2013
Sewing and Business Skills for Integration of Women in Society
Yemen
Esra Al-Shawafi

2014
Educating Future Leaders
Swaziland
Natalie Mathews
Busiswa Vilakazi (Stanford University)

Middlebury College

2007
Enlightening Pakistan
Pakistan
Shujaat Khan
Hamza Arshed Usmani

Uganda Storytelling
Uganda
Aylie Baker
Leah Bevis
Vijay Chowdhari
Christopher O’Connell

Building a Peaceful Future: A Workshop for the Old City of Jerusalem
Israel
Daphne Lasky

2008
Wells for Clean Water
Afghanistan
Shabana Basij-Rasikh

Healing the Rift
USA
Nicholas Alexander
Alexander Kent
Shujaat Khan
Saad Khan

2009
One-Month Journalism Training for Media Forces of Burma
Thailand
Htar Htar Yu
Simone Zhang

2010
Unveiling Reality
Guatemala
Olivia Grugan
Wyatt Orme

Scouts to Promote Peace and Unity
Nepal
Dristy Shrestha

2011
Harrer Harrer Yaffa
Israel
Nejla Calvo
Duna Tatour

2012
The National Entrepreneurship Camp
Morocco
Hafsia Anouar (Tufts University)
Jihad Hajjouji

The International Jewelry Fund Pilot Project
Turkey
Sydney Alfonso

2013
Empowering Voices through Artistic Expression
Jordan
Rachel Sider

The Nepali Tea Initiative
Nepal
William Brooke
Brandon Henry
Josh Oberman
Bjorn Anders Peterson
Matthew Porat

2014
Twese for Peace National Camp
Burundi
Armel Nibasumba

Monterey Institute of International Studies

2013
Forward with Confidence towards a Bright Future
Russia
Liliya Shakirzyanova

2014
Cholera Prevention: Service, Solidarity, and Peace
Haiti
Wesley Lainé
Mount Holyoke College

2007
A Step towards Health, A Step towards Peace
Zimbabwe
Getrude Chimhungwe
Mufaro Kanyangarara

2008
Computers and Child Care: Training Women for a Peaceful Future
Argentina
Emily Usher-Shrair

2009
Dancing to Understanding
China
Dian Liu

2010
Painting a Peaceful Present
Nepal
Khushbu Mishra

2011
Empowering Youth through Radio and Digital Storytelling
Nicaragua
Mika Kie Weissbuch

2012
College-Bound Summer Camp
USA
Hilary Pollan

2013
Community Health Promoters for Peace
Peru
Marielena Lima
Caledonia Moore

2014
Improved Energy Access through Biomass Briquettes
Nepal
Prarthana Bhattarai

New York University

2012
Culturally Sustainable Development and Community Activism
Venezuela
Stephen Lavallo

2013
Empowering Female Entrepreneurs
India
Garima Kapoor

Northwestern University

2007
Shantipatha—An Initiative for Social Empowerment in Rural Karnataka
India
Manjari Ranganathan

Sport for Health Development and Social Change
South Africa
Jama Joy Bernard
Maggie Schmitt

2008
Building Peace through Arts Collaboration
Egypt
Emily Eisenhart

Teaching Science and Health
Uganda
Sean Campbell-Massa
Katherine Wofsey

2009
Project Female
India
Gokila Pillai
Cristina Thomas

2010
Preventive Health for Peace
Ghana
Daniel Perlman
Lalith Polepeddi

2011
Gemure Kitchen & Solid’Africa Honor Society
Rwanda
Lydia Hsu

2012
Bottle-Bricks for Peace
Argentina
Krishni Metivier
Isabel Rodriguez-Vega

2013
Tierras Unidas
Dominican Republic
Leslie Clark
Ayanna Legros

2014
Empowering Rural Women: An Investment in the Future
Ethiopia
Neha Reddy
Matthew Zhou

Notre Dame of Maryland University

2007
Perceptions of Civil War and Peace in San Lucas Toliman
Guatemala
Lauren Ackerman
Catrina Aquilino
Sion Jung
Steffani McQuerrey

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
Priscila Moscoso Meiller
Orly Stampfer (Columbia University)

2011
Intergenerational Harmony through the Arts
Peru
Brianna January
Emily Osvold (St. Louis University)

2012
Striving for Peace by Learning about the Past
Guatemala
Brianna January
Emily Osvold
<table>
<thead>
<tr>
<th>Year</th>
<th>Project Title</th>
<th>Country</th>
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<td>Women’s Empowerment through Handicrafts</td>
<td>Swaziland</td>
<td>Amber Brehon</td>
<td>Andreina Mijares-Cisneros</td>
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<td>2014</td>
<td>Matumaini ya Baadaye (Hope for the Future)</td>
<td>Tanzania</td>
<td>Rachel De La Haya</td>
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<td><strong>Oberlin College</strong></td>
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<td>2007</td>
<td>Building Peace through Connections between Salvadorian and U.S. Youth</td>
<td>El Salvador</td>
<td>Sarah Bishop</td>
<td>Denise Jennings</td>
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<td>Women in Focus</td>
<td>Canada</td>
<td>Maia Rotman</td>
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<td>2009</td>
<td>Clean Drinking Water</td>
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<td>Kirsten Zook</td>
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<td>Valley Community Kitchen</td>
<td>USA</td>
<td>Emily Arons</td>
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<td>Interfaith Appalachia</td>
<td>USA</td>
<td>David Fisher</td>
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<td>2012</td>
<td>Mi Casia Montessori</td>
<td>Guatemala</td>
<td>Maggie Paulin</td>
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<td>Kenya</td>
<td>Shauna Godfrey</td>
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<td>LumenEd</td>
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<td>Honduran Youth Outreach Leaders</td>
<td>Honduras</td>
<td>Ariana de Lena (University of California, Berkeley)</td>
<td>Anna Rose Katz-Springer</td>
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<td>Adapting to Climate Change</td>
<td>Ghana</td>
<td>Chris Suzdak</td>
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<td>Morgan Flake</td>
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<td>For the Love of Chocolate</td>
<td>Dominican Republic</td>
<td>Samantha Sommer</td>
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<td>Let There Be Light!</td>
<td>Ghana</td>
<td>Stephane Kattie (USA San Diego)</td>
<td>Christina Seyfried</td>
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<td>The SALAAM Initiatives in Cairo</td>
<td>Egypt</td>
<td>Celene M. Lizzio</td>
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<td>Stories of Versailles: A Youth-Led Community Oral History Project</td>
<td>USA</td>
<td>Ashwin Balakrishnan</td>
<td>Jacob Cohen</td>
<td>Patricia Nguyen</td>
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<td>Pinas de Paz (Pineapples for Peace)</td>
<td>Panama</td>
<td>Fatu Conteh</td>
<td>Hassen Yesuf</td>
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<td>Combating Negative Posters with Positive Wall Art</td>
<td>Italy</td>
<td>Katherine Zaeh</td>
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<td>Youth and Community Development in Valle de Angeles</td>
<td>Honduras</td>
<td>Ariel Gandolfo</td>
<td>Daniel Low</td>
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2011
Express Yourself!
Sri Lanka
Nushelle de Silva

Skills Training and Microfinance for Kono's Amputees
Sierra Leone
Raphael Frankfurter

2012
Stories of the Civil War
Nicaragua
Lusiana Chamorro

Cultivating Restorative Spaces
Brazil
Courtney Crumpler
Sarah Simon

2013
La Esperanza
Peru
Julu Beth Katticaran

Computer Education and Creative Arts for Peace
Nepal
Asmod Karki
Ari Satok

Specks of Dust
India
Azza Cohen
Katherine Horvath
Elizabeth Martin
Shaina Watrous

2014
Children's Playground: Fostering Peace between Native and Refugee Communities
Jordan
Farah Amjad
Wardah Bari

Hack-the-Climate: Manila
Philippines
Michael Lachanski
Jacob Scheer

Shanti Dhaam: An Abode of Peace for the Deceased and the Living
India
Paarth Shah

Randolph-Macon College
2011
Arts for Change Today Summer Camp
USA
Derek Gayle
Cassie Morgan
Melissa Mowry
Jillian Porcelli
Tommy M. Proffitt

2013
A Spark of Hope for Peace
Haiti
Nana Adwoa Bamfo
Kethelyne Beauvais
Phuong Bui
Shyuan Zhan

2014
Playing for Peace: The Use of Soccer as a Gender Empowerment Tool
Ghana
Sarah Nieburg

Reed College
2008
Community and Schools Gardens Initiative
Ecuador
Robin Fink

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

2012
Peace through Health Care
Nicaragua
Gabriel Butterfield
Michael Gonzales

2013
A Peaceful Mind, a Brighter Future
Zimbabwe
Desmond Rgwaringesu

2014
Federal Government Academy
Suleja Digital Academic Project
Nigeria
Emmanuel Enemchukwu
Zhe Li

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

2012
See Lanka
Sri Lanka
Javier Aparicio Lorente
Verónica Echeverría García
Ximena Fernández Castro

2013
International Awareness Conference
USA
Nikelle Mackey
Kaitlyn Priestley

2014
Creation of Peace. Zem Festival
Bosnia & Herzegovina
Ruzica Ivanovic
San Francisco Art Institute

2009
San Francisco Art Institute
Peace Out Reach
USA
Natasha Agrama

2010
San Francisco Art Institute
The Art of Yoga
USA
Lauren Visceglia

2011
San Francisco Art Institute
Empowering Survivors of Sex Trafficking
Cambodia
Benjamin Ashlock

2012
San Francisco Art Institute
Facilitating Education and Creation
Bangladesh
Jordan Dozzi
Blaze Gonzalez

2013
San Francisco Art Institute
Mixe-Led Ethnomusicology with C.E.C.A.M.
Mexico
Daniel Rodriguez

2014
San Francisco Art Institute
Environmental Awareness, Community Collaboration and Art
Indonesia
Ahna Fender
Julia Gray

Savannah College of Art & Design

2012
Savannah College of Art & Design
Water for Our Roots
Argentina
Santiago Hossni

2013
Savannah College of Art & Design
Creating Awareness for Ocean Acidification
USA
Jacob Courant

School of the Art Institute of Chicago

2007
School of the Art Institute of Chicago
Complacent Nation
USA
Marisa Holmes

2008
School of the Art Institute of Chicago
Maypole Garden Project
USA
Brendan Hudson

2009
School of the Art Institute of Chicago
Brighten Arts: Community Art Enrichment
USA
Isac Enriquez

2010
School of the Art Institute of Chicago
Food Security in Sipili
Kenya
Misato Inaba
Georgiana Phua

2011
School of the Art Institute of Chicago
Sustainable Biofuel Option for Kasigau
Kenya
Megan Isaacs

2012
School of the Art Institute of Chicago
Promoting Visual Arts in Quechua Communities
Peru
Sami Ortiz-HuaiHu

2013
School of the Art Institute of Chicago
3rd Language: Our Voices, Our Community, Our History
USA
Amina Ross

2014
School of the Art Institute of Chicago
Warheads
USA
Daniel Robert Hoye

Scripps College

2008
Scripps College
From Repression to Expression
Jordan
Fatima Elkabti

2009
Scripps College
Promoting Breast-Milk Donation
South Africa
Alissa Petrites

2010
Scripps College
Project Freedom
USA
Sara Townsend

2011
Scripps College
Community Education Center
Mali
Sarah Smilkstein

2012
Scripps College
The Community Library Program in Romblon
Philippines
Sara Estevez Cores

2013
Scripps College
Empowering Children through Art
Timor-Leste
Taia Sean Wu

2014
Scripps College
Roots of Change for Peace, Educational Equity and Food Justice
USA
Karen Castro-Ayala

Simmons College

2007
Simmons College
Love Peace Hope
Haiti
Marie Francine Gay
Charline Gay (Tufts University)

2008
Simmons College
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

2012
Increasing DEPTH
Nepal
Bib Yang

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

2011
Building Bridges
Iraq
Hanne Behrens Brynildsen (Brown University)
Wissam Khalifa

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

2012
STOP: Swords to Plowshares
Sierra Leone
Alexander Brehm
Musa Bernard Komeh
Prince Moses
Ajibu Timbo

2013
Klika (Click)
South Africa
Tshediso Matake

GreenCoal Movement
Madagascar
Stella Langat

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
2012
Planting a Seed of Peace
Republic of Georgia
Bilsana Bibic
Noam Freshman
Elene Gvilia

2014
Creating Constructive Communication—The Socratic Seminar
China
Indira Cabrera
Dongyu Cui
Zizheng Wang
Zachary Thomas

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

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

2008
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
Brijjal Chaudhari

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

Aiding Postwar Returnees to Improve Their Living Conditions
Bosnia & Herzegovina
Nemanja Koroman
Levon Vardanyan

Clinic for Peaceful Living
Nepal
Rochana Cooray
Dolma Lama

2012
Creating Constructive Communication—The Socratic Seminar
China
Indira Cabrera
Dongyu Cui
Zizheng Wang
Zachary Thomas

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

The Anne Frank Project
Nepal
Sudip Bhanari
Julia Coffin

2013
Rung Oi—Rainforest Education in Vietnam
Vietnam
Duy Ha

Peace through Public Health
Senegal
Love Odetola

2014
Rustic Greenhouses
Peru
Kelly Meza Prado

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

2012
Peer Health Education to Empower Girls
India
Surabhi Nirkhe

2013
ReAllocate
USA
Ivy Nguyen

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

2009
Madagascar Peace
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
Oleg Mezhelbovsky (Brandeis University)
Kanayo Onyekwuluje

2012
You(th) for Peace
India
Adriana Pope
Riana Shah

2013
Peace Innovation Lab
Nepal
Nimesh Ghimire

2014
Coding for Justice
USA
Leah Gallant

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

2012
Peace Me the Ball
Brazil
Luis Reyes
Mauricio Santiago

2013
Bringing Smiles where They Never Were
India
Minh Bui
Rahul Sharma

2014
Water for Peace
Haiti
Margarette Pierre-Louis

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

2012
Clearing the Air
USA
Enrika Adams
Patricia Cavanaugh
Darleny Lizardo
Tamar McFarlane

2013
Creative Smile Creating
Lithuania
Aneta Buraityte

2014
Social Orphans
Kenya
Marissa Block
Gaurav Inder Singh Toor

Tufts University
2007
The Rising Tide
Kiribati
Casey Beck
Austen 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 Venkataaramani
Alexandra Wollum

Caring for the Whole Refugee Family
Jordan
Lucy Perkins

2012
The Sharaka Mobile Garden
Palestine
Tamara Masri

2013
Barongin Savings and Investment Society
Uganda
Jedediah Silver

2014
SolarRoute
Nicaragua
Morgan Babbs
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 Lacolucci
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

2012
A Generation of Cheetahs
Ghana
Owusu Mensah
Neha Pirwani

2013
Building a Stronger Community under One Roof
Suriname
Oema Rambharose

2014
Clean Living
Guyana
Trishala Jailall

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

University of Chicago

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The Nyandano Project
South Africa
Aliza Levine
Rebecca Thal

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Aaj Ki Kishori
India
Shashin Chokshi

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

Project Harmony Israel
Israel
Meg Sullivan
Alexandra Tabachnick

2012
UXOLO: Peace via Educational Equality
South Africa
Jonathan Lykes

2013
Mushrooms for Peace in Postwar Vietnam
Vietnam
Lilly Lerer

2014
The Diabetes and Anemia Project
India
Won Huh
Aparna Nutakki

Yalla Palestine Initiative
Palestine
Jehad Ayoush
Travis Hornsby
Ali Zuaiter

2010
Nafasi: Education & Microfinance
Tanzania
Kathryn Ranhorn

Anaerobic Digestion in Pursat
Cambodia
David Baden
Eddy Garcia
Sarah Grace Katz
Sagar Kumar
Taylor Norrell

2011
“Integrando a México!”
Mexico
Patricio Provencio

2012
Clean Water for Life
Rwanda
Jessica McElroy

Food, Water, and Hope
Bolivia
Michael Cossa
Luis Delfin
Geronimo Etchechury
Ahmed Hemeid
Kathleen Kirsch
Luis Mendieta
Trace Rohlwing
Andrew Schwartz

2013
Peace through Partnership
Haiti
Michelle Albert
Amanda DiLorenzo

2014
Irrigation Channel Improvement
Bolivia
Joey Goodall
Kathleen Kirsch
Trace Rohlwing
Sophia Saportas

P.E.A.C.E: Partnering in Enterprise and Cultivating Empowerment
Haiti
Bertrhude Albert
Michelle Albert
Josh Bastian (Rollins College)
Emily Moschner
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2012
Empowering Black Female Adolescents
USA
Lilly Marcelin

2013
Exploring Collaborative Art’s Potential for Youth Empowerment
South Africa
Michelle Kang

2014
Respect, Peace and Empowerment for Siddi Girls and Women
India
Fiona J. Almeida

Youth as Agents of Community Development
South Africa
Mona Elminyawi
Monica Setaruddin

2007
The Nagarote-Wesleyan Partnership
Nicaragua
Sean Corlett
Lorena Estrella
Nelson Norsworthy
Jessica French Smith

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
Tasmiha Khan

2012
Ultimate Peace in Bethlehem
Israel
Gabriel Frankel
Noam Sandweiss-Back

2013
The Buddies Program
Swaziland
Mfundi Makama

Community-Based Eco-Center
Lebanon
Gregory Shaheen

2014
Summer of Solutions Hartford
USA
Jennifer Roach

Westminster College

2007
Healing the Souls through Arts
Thailand
Brianna Andrade
Jane via 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
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

2012
Useless to Useful
Ethiopia
Mulubrhan Gebrekidan
Sheila Nimoh
Riley Zull

2013
Biogas for Making Lives Better
Nepal
Tenzing Dhakhwa
Arno (Jack) Easterly
Tripti Giri
Utsav Malla

2014
Going Organic in the Smara Refugee Camp
Algeria
Guido Martin Roa
Mula Ihfid Sid Ahmed
Sandra Nivyabandi
Brianna Mormann

Wheaton College

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

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

2012
People Who Can Help Best Are People Who Have Suffered
Cambodia
Pagna Sophal Donlevy

2013
Walking to the Waterfalls
Peru
Molly Skaltsis

2014
Purified Water and Savings Group
Guatemala
Jorge Clemente de Leon Miranda

Whitman College

2007
Chiapas Lending Program
Mexico
Samuel Clark
Sophia Kittler
Youth Empowerment
Sierra Leone
Henry M. Kpaka

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

2012
Building Community and Ultimate Peace
Colombia
Jeremy Norden

2013
Music for Conflict Resolution
Israel
Alex Brott
Lian Caspi

2014
Peace through Preservation of Life
USA
Keiler Beers
Genevieve Jones

Williams College

2008
Reclaiming Childhood for Iraqi Children in Jordan
Jordan
Anouk Dey
Katherine Krieg

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

2010
Reading in the Slums
Argentina
Ellen Song

2011
Establishing a Generation of Promise
Afghanistan
Matiullah Amin

2012
Connecting Nepal: Wireless Education in Arughat
Nepal
Avishek Shrestha

2013
Reading to Secure the Future at Konyango School
Kenya
Jackline Odhiambo

2014
Mentes Brillantes
Colombia
Marcela Osorio
Eliminating Water Crisis and Conflict
Pakistan
Hamza Farrukh

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
Art Yu Don Beteh: Development through Business
Sierra Leone
Alaina Varvaloucas

2010
Sustainability, Skills Workshops, and Personal Testimony
Rwanda
Caitlin Clements
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2011
S2 Capital
India
Sejal Hathi
A New Identity for Bosnia & Herzegovina
Bosnia & Herzegovina
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2012
Musical Healing: Reducing Recidivism and Promoting Rehabilitation
USA
Benjamine Liu
Courtney Rubin

2013
Give a Village a School
Nepal
Priyankar Chand
Sampada KC

2014
Feeding a Little Hope, Securing Big Dreams
Swaziland
Philile Shongwe

The Davis Projects for Peace—International Houses Worldwide

IH–Alberta

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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
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Dunia Joulani
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Conectados
Peru
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2011
Teaching English for Peace
Morocco
Caitlin Cobb
Nyamal Guet
Alex Freeman
Joyce Tani
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Victoria Yeo

2014
Painting Peace, Connecting Continents
Uganda
Ashin Arefi

IH–Berkeley

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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 Akhavaon

2009
Microblogging for Peace
India
Usree Bhattacharya

2010
Healthy Ka Pamilya
Philippines
Jacqueline Barin

Outdoctrination
Ethiopia
Jason Atwood

2011
Mobile Library for Peace
India
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Empowering Citizens with Environmental Awareness
Sri Lanka
Lisa Fleming
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2012
Finding Common Ground
Israel/Palestine
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Light from Below
Panama
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Semillas del Futuro
Guatemala
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2013
Clicking Together
India
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Recycle Up!
Ghana
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Creativity Camp
Philippines
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Partners in Peace: Growing a New Generation of Global Citizens
Australia
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Tony Swain
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Mbambanga Island Rest House and Health Clinic
Solomon Islands
David James
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2010
Road Trip for a Cause
Malaysia
Amanda Card
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Jose Gato
Alex Maskiell
Fraser Orford
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2012
Peace Summit
Australia
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2008
Village Banking in Rural Peru
Peru
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Peace Park in Kabul
Afghanistan
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2009
Local Cancer Testing System for Peace
Pakistan
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Empowering Chicago Refugees
USA
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2010
Cross-Strait Student Leadership Conference
China
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2009
Rain of Poems over Warsaw
Poland
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2013
Voices of Kashmir
India
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Project Tulip
Turkey
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Gang Violence Peace
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Project Fraternitas
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The Traveling Shanty Town
South Africa
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Intercultural Youth Activities Group
Australia
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Australia
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Indah Cox-Livingstone
Evie Dowling
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Larnie Hewat
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2008
Hassa Hit: Remembering Us
Guam
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Joining Together through Song
Hungary
Mariane Lemieux

Stretching towards Peace
Serbia
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Peace through Safe Drinking Water
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Michael Halperin

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Andreas Ring

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Jean-Olivier Begin

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People Building Peace
USA
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From Apathy to Action: Educating against Child Abuse
Jamaica
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A Concert in Honor of Peace at Carnegie Hall
USA
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A Music Camp for Wounded Hearts
China
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Alleviating the Harms of Human Trafficking
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Pooja Lakhwani
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Promotores de Progreso
Ecuador
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RISK: Taking Chances, Giving Opportunities
Dominican Republic
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Running towards Peace
Egypt
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2010
Peace of Mind Leads to Peaceful Lives
South Africa
Shannon Bishop
School Libraries for Kiamuri
Kenya
Rebecca Burton
Exhibiting Peace
Italy
Sarah DeMott
Building Green Outposts
Canada
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Deportes para el Futuro
Peru
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Music Works!
Togo
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Sierra Leone
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Peace at Home
USA
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Occupational Therapy
Uganda
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Reporting for Peace
Maldives
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My Plight, My Right
USA
Tsz Kiu Liu

2011
Bring Peace to Arizona’s Schools
USA
Elizabeth Hernandez
Finding Home: A Creative Solution to Peace
Israel
Yves Bouzaglo
L. Carolina Rios Mandel
Honoring the Past for a Peaceful Future
Guatemala
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Conflict Prevention in the Kyrgyz-Tajik Border
Tajikistan
Salkynai Samatova
Elona Klaa-Zakharova
Sonhos São Caminhos: Ways Are Dreams
Brazil
Alexandra Sisk
Where Do We Go from Here?
Greece
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Dance for Peace
Cyprus
Pantelis Charalambous
Oral History in Africa
Burundi
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Processing Together
South Korea
Chihiro Amemiya

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Acting for Peace
Guatemala
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ARTiculating Peace
Jordan
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Collective Healing
South Africa
Refiloe Lepere
Conflict Resolution Program
Lebanon
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Embajadores Comunitarios (Community Ambassadors)
Venezuela
Peter Vanham
Innovating, Developing and Delivering Community-Based Solutions
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Chhitij Bashyal
Lengela Lobi Summer Camp
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Sarah Thontwa
Lunangan School of Transformation
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Erika Catral

Musical Harmony
Pakistan
Fahad Rahman

Postelection Violence Prevention with Peace Ambassadors
Ghana
Kofi Deh

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Taiwan
Allen Liu

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Shakespeare for Peace in Prison
South Africa
Tauriq Jenkins

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Amanda Bradshaw

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Lunga Radebe

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Michael Boyman
Brian Gillis

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Guillaume Kroll

Pachamama Hoy Día
Bolivia
Claire Debucquois

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Esha Sheth

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Lukas Schepp
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Common Chords
South Africa
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Fred Yawson

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Lisa Sciarani

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Picturing the Road to Possibility
Palestine
Husam Alsousi

Rogram: Lending a Helping Hand
Tibet
Tenzin Dechen
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T’ALIM: Truth As Learned in Music
Egypt
Kareem Elsamadicy

Saving Her Future
Philippines
Lindsey Lim

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Nigeria
Jaclyn Sawyer

Practicing Peace: Helping Hands for Health
Burkina Faso
Claudia Schneider

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Uganda
Katie Bartholomew
Morten Christensen

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Turkey
Oualid Bahiri
Hakeem Muhammad

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2011
Defusing Ethnic Tensions in Kuria
Kenya
Enzo Haussecker
Sarah Sypris

2012
Long-Term Water Purification Systems
Haiti
Nicole Haygood

IH–Sydney

2009
Giving a Peaceful Future for Children
Lebanon
Nathalie Bou Karam
Bjoernar Snann Lassen

2010
Prevention & Education for Villagers’ Peace of Mind
India
Siaw-Yean Woon

2011
Peace to the Refugee
Kenya
Victor Wu

2013
Kabe Secondary School Girls’ Dormitory
South Sudan
Ladu Boyo II

2014
Think Sustainability
Egypt
Hesham Badr

Empowering Women in Northern Ghana
Ghana
Nana Sarpong Agyemang-Mensah
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2009
Computers for Orphans
Jamaica
Adnan Kummer
Florence Maher

2012
Team Unity: Bringing Thai and Burmese Young Adults Together
Thailand
Ebenzer Tadeo

2013
The Face of Poverty: Moroccan Women
Morocco
Hala Hatmi
Mara Vento

2014
Preserving Vision for Healthy Peaceful Community
Peru
Omar Almatrafi

IH—Wollongong

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WHAM
Timor-Leste
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Owen Everitt
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Creating Understanding
Australia
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Celebrating the Voice
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Touching East and West
Australia
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Tessa Lumsden

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The Smile Mile
Australia
Dylan Berkrey
Claire Fenwicke
James Walsh

2014
Making Peace Child’s Play
Australia
Dylan Berkrey
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Sophie Lumsden
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Mount Holyoke College: Ms. Christine Overstreet
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San Francisco Art Institute: Ms. Sara Wanie
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Scripps College: Dr. Gretchen Edwalds-Gilbert
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University of Oklahoma: Mr. Craig Hayes
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University of Richmond: Ms. Kritika Onsanit
University of Rochester: Ms. Belinda Redden
University of Virginia: Mr. Brian Cullaty
Vassar College: Ms. Lisa Kooperman
Wartburg College: Ms. Edith J. Waldstein, Ph.D.
Washington and Lee University: Mr. Laurent Boetsch
Wellesley College: Ms. Elizabeth Mandeville
Wesleyan University: Ms. Elizabeth J. McCormick
Westminster College: Ms. Kari Lenz
Wheaton College: Mr. J. Alex Trayford
Whitman College: Mr. Keith Raether
Williams College: Ms. Mary Ellen Czemak
Yale University: Ms. Martha M. Woodcock

Project Manager: Philip O. Geier
Writing/Editing: Amy Yeager Geier
Project Assistant/Research: Jane Schoenfeld
Design: Tina Christensen
Photography: 2014 PIP Participants

Projects for Peace
Middlebury College
Middlebury, Vermont 05753
www.davisprojectsforpeace.org

Davis United World College Scholars Program
Middlebury College
Middlebury, Vermont 05753
www.davisUWCscholars.org
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The Vision of Kathryn W. Davis

Projects for Peace
c/o Davis United World College Scholars Program Office
Middlebury College
Middlebury, Vermont 05753

www.davisprojectsforpeace.org