Introduction

This volume reports on the tenth year of Projects for Peace, an initiative inspired by the late philanthropist Kathryn W. Davis as she was contemplating turning 100 years old in 2007. I was honored when she asked me then to develop and direct a new program to challenge younger generations to contribute to building prospects for peace in the world.

The responses to our initiative — and the results it has sparked — have far exceeded Kathryn’s and my original expectations. These promising early outcomes prompted us to make Projects for Peace an ongoing and annual opportunity for students. To date, we have witnessed over a thousand varied projects in the U.S. and countries all around the globe. All of the projects to date are listed at the back of this volume, along with a world map depicting their locations.

The Projects for Peace initiative exists to empower students to take ownership of shaping a better world, in limited but meaningful ways, through projects of their own design and implementation. In honoring Kathryn’s legacy, the Davis family — through its donor-advised fund at the Pew Foundation — and others, such as the McGillicuddy and Colhoun family foundations, are committing ongoing philanthropic resources to keep this program an annual competition among all students at the partner schools of the Davis United World College Scholars Program, and at several additional educational institutions included by special invitation.

Final reports on each and every project since 2007, written by the students who carried them out, speak for themselves and can be viewed on our website, davisprojectsforpeace.org. Here in this volume, we offer 16 profiles of a cross-section of the projects from 2016. We have a special interest in how Projects for Peace have an impact in three ways: on our
student grantees, in the communities in which the projects take place, and on the campuses
to which Projects for Peace grantees belong. We analyze our projects over time, and in
this volume we present findings which indicate factors that account for successful project
implementation.

Also in this volume, we examine the current work of one of our 2008 grant recipients
— Shabana Basij-Rasikh and SOLA, the School of Leadership Afghanistan. Shabana’s own
leadership, fostered by her earlier Project for Peace, is just the type of outcome we hope for
all our grantees. As our intentions are to instigate and incubate, we take special
pride in our grantees who assume their own responsibility for and take leadership roles in
having ongoing impact.

While peace may be an ever-elusive goal in today’s world, the Projects for Peace
initiative suggests that there are many powerful ways, for those willing to assume personal
responsibility for positive change, to make a difference in the world. The innovation, energy,
dedication, and effort of today’s young people are key to building stepping stones to peace
in the 21st century, and Projects for Peace gives them the resources and motivation to do so.
The vision and inspiration of Kathryn Davis live on.

"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

PHILIP O. GEIER, Ph.D.
EXECUTIVE DIRECTOR
DAVIS UNITED WORLD COLLEGE SCHOLARS PROGRAM
What long-term impacts can Projects for Peace have? Here is the story of how one successful project, in Afghanistan, helped open the way for an ongoing initiative that is providing a high-quality education to girls from provinces all over that war-torn country.

Shabana Basij-Rasikh was six when the Taliban took over Afghanistan, her home nation, and banned education for girls and women. For the next five years, she dressed as a boy to escort her burqa-clad sister to a secret school. To avert suspicion, they took a different route every day, with their books hidden in grocery bags, to reach a school in which they and about 100 other girls packed into a single living room.

“We all knew we were risking our lives — the teachers, the students and the parents,” Shabana recalled in a TEDxWomen talk she gave in late 2012 in San Francisco. “We were scared, but still. School was where we wanted to be.”

She made it through. With risky support from her father and grandfather, Shabana attended a public school for the first time after the 2001 fall of the Taliban; then she gained a Youth Exchange Scholarship to study at a Wisconsin high school, from which she graduated early at age 16. In 2008, as a first-year student at Middlebury College, she won a Projects for Peace grant to drill wells for clean water in Afghanistan, where even today four out of five people lack access to safe water.

As she carried out her project back home in Kabul that summer, working with contractors to drill six wells in various parts of the city, Shabana kept asking herself: “What is my place?”

“The need in Afghanistan was so dire,” she recalls. “Everywhere you looked was a need for someone to do something. A need for education, a need for work — a desperate need.” Reflecting on the education she received and how much it had meant to her and her family, she decided to help make it possible for more Afghan girls to attend school.

In her second year at Middlebury, Shabana and a fellow student from Afghanistan, co-founded a project that, at first, helped one or two Afghan girls each year find funding to attend high school and college abroad. While still in college, Shabana gave talks in boarding schools around the U.S., raising money and advocating for scholarships. The project sent 40 Afghan girls to schools in the U.S. and other nations, helping them win support that totaled nearly $10 million.

Shabana then decided to start a boarding school for girls in Kabul. Named the School of Leadership Afghanistan, or SOLA, it opened in 2011, the same year Shabana graduated from Middlebury. In its first years, SOLA (in Pashtun, the word means “peace”) provided housing and educational support for
girls who attended high school elsewhere in the city. SOLA recently became a full-time, accred-
ited school for grades 6-12, providing its students with a solid middle and high school education.
Fifty-eight former SOLA students now attend U.S. colleges and universities, and 40 more are
studying at SOLA, in a clean rented facility where they live dormitory-style, several to a room.
The school has study halls, a computer lab, a prayer room and other facilities. All courses are
conducted in English; each student is paired with an English-speaking mentor overseas, with
whom she speaks regularly by Skype.
SOLA primarily serves girls from the Afghan provinces, where education for females is often
scarce or substandard. In a country much-divided along ethnic and linguistic lines, girls of
different ethnic backgrounds share living spaces at SOLA, speaking English together as they
develop lasting friendships.
“To create a school where we educate the next generation of Afghan leaders, where we give
young people the opportunity to nurture themselves, increase their confidence, and have access
to critical thinking and creativity — that is the solution for Afghanistan,” Shabana says. Today
she divides her time between working at SOLA in Kabul and traveling the U.S. and the U.K.,
giving talks and raising funds for the school.
“For long-term sustainable change to take place, for development to be sustainable in
Afghanistan, solutions have to be wanted from within,” Shabana reflects. “These young people
can grow up to become doctors, lawyers, educators. They can work in any sector because they’ve
been given a great education like I was.”
When the Taliban were finally driven from power in 2001, after decades of war and devastation,
only six percent of women had a college degree. Today, Shabana noted in her TEDxWomen talk,
“over 3 million girls are in school in Afghanistan.”
“When I see the students in my school and the parents who advocate for them, who encourage
them, I see a promising future and lasting change. To me, Afghanistan is a country of hope and
boundless possibilities,” she concluded. “And every single day, the girls of SOLA remind me of
that. Like me, they are dreaming big.”

To learn more, visit www.SOLA-Afghanistan.org. To view Shabana’s TEDxWomen talk,
visit www.ted.com/talks/shabana_basij_rasikh_dare_to_educate_afghan_girls.
The Elements of Success: Lessons from 800 Projects for Peace
by Elana Dean, Middlebury Center for Social Entrepreneurship

This year, we analyzed data from 800 projects funded by Projects for Peace between 2007, the program’s inaugural year, and 2014. Our goals were to be able to describe what the projects have looked like over the years, and to present recommendations for how best to support successful project implementation moving forward.

Projects for Peace Over the Years
The largest percentage of PfP projects have taken place in Africa, followed by Asia and Latin America.

Table 1. Region in which projects took place

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Projects</th>
<th>Percent of All Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>252</td>
<td>32%</td>
</tr>
<tr>
<td>Asia</td>
<td>188</td>
<td>24%</td>
</tr>
<tr>
<td>Europe</td>
<td>41</td>
<td>5%</td>
</tr>
<tr>
<td>Latin America</td>
<td>183</td>
<td>23%</td>
</tr>
<tr>
<td>Middle East/North Africa</td>
<td>41</td>
<td>5%</td>
</tr>
<tr>
<td>Multiple</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>North America</td>
<td>87</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>799</td>
<td>100%</td>
</tr>
</tbody>
</table>
Reviewing the sectors in which the projects worked — health care, community development, etc. — we found that they do not often fit neatly into one category. Exactly half of all projects affected more than one sector.

The largest sector that projects fall into, whether exclusively or jointly, is health care/health. The second largest is community development, and tied for third-largest are business development and youth programming.

Student teams constructed projects that benefited adults, young adults, children/youth, organizations, and populations. Some projects focused on more than one group of beneficiaries: adults and children/youth, for example. The largest number of projects worked with children/youth. Working with a “population,” included projects like building a community water well, or constructing a town school. Seventeen percent of projects were specifically aimed at women.

Graph 1. Types of beneficiaries that projects worked with

Approximately 25 percent of all projects directly served 21–100 beneficiaries, with another 20 percent directly serving 100 or more beneficiaries. For many projects, the final reports did not specify the number of individuals they served directly. Based on the figures provided in Graph 2 (on the following page), the estimated low number of beneficiaries served directly by students through their projects, between 2007–2014, is 22,627.
Graph 2. Numbers of beneficiaries directly affected by projects

<table>
<thead>
<tr>
<th>Duration</th>
<th>Number of Projects</th>
<th>Percent of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>1-20</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>21-100</td>
<td></td>
<td>26%</td>
</tr>
<tr>
<td>101+</td>
<td></td>
<td>23%</td>
</tr>
<tr>
<td>Unspecified</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>

Most projects lasted one to three months, with only a few lasting four or more months. About 15% of projects lasted no more than one month; this includes, for example, projects that organized conferences. Table 5 shows the breakdown of the duration of the projects.

At least 39% of project teams included at least one team member who was from the project country. Half of all projects consisted of only one student, whereas 29% consisted of two students. The remaining projects consisted of teams of three or more students. Project teams came from 107 colleges and universities. Fewer than half the projects had students who intended to stay involved post-summer.

Table 5. Project Duration

<table>
<thead>
<tr>
<th>Duration</th>
<th>Number of Projects</th>
<th>Percent of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6 days</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>7 days to &lt; 1 month</td>
<td>113</td>
<td>14%</td>
</tr>
<tr>
<td>1 month to &lt; 4 months</td>
<td>517</td>
<td>65%</td>
</tr>
<tr>
<td>4 months or more</td>
<td>44</td>
<td>6%</td>
</tr>
<tr>
<td>NA</td>
<td>114</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>797</td>
<td>100%</td>
</tr>
</tbody>
</table>

Keys to Successful Implementation

This year, we looked at what elements of projects have led to “students accomplishing what they had outlined in their project proposals,” as well as what project elements led to projects being considered “successful overall.” We found strong support for the importance of students being able to articulate clearly the key steps that they will take to undertake their project. Students who do that are more likely to accomplish what they outlined in their project proposal, and their project is more likely to be “overall successful.”

We also found moderate support for the importance of students working with host country organizations in helping them “accomplish what they had outlined in their project proposals.” This corroborates our findings from the 2009 cohort analysis. That said, we found strong support for the importance of students working with host country organizations in having an “overall successful” project.

Also, we found statistical support for the importance of community members assisting with implementation for students successfully implementing their projects as originally outlined, and strong support for this same element in contributing to an “overall successful” project.

In our analysis, we did not find statistical evidence to support the need for project teams to include members who have had significant experience in the country, or who speak the local language proficiently. Likewise, we did not find that projects with longer time frames correlated with students in accomplishing what they set out to do.

Projects that reached out to content or area experts were no more likely to accomplish what they set out to do; neither were project teams that had more than one team member. We did find that projects that ran into unexpected significant costs were less likely to have been implemented successfully, which is not too surprising.

Next Steps

The key takeaways from our analysis are these:

First, project teams that clearly articulate what steps they will take to accomplish their project ahead of time are more likely to accomplish what they set out to do and to have an overall successful project.

Second, project teams that work with host country organizations are definitely more likely to have an overall successful project, and are moderately more likely to accomplish what they set out to do.

Third, project teams that enlist community members assistance and/or reach out to content or area experts are more likely to attain their goals and have an overall successful project.
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 53.

Through these projects, many small yet meaningful steps have been taken toward “preparing for peace.”
Turkey and Armenia are neighbors but a century of hard feelings divides them, dating to the mass killing of Armenians in Ottoman Turkey in 1915. Melodi Var Ongel, a Turkish musician and songwriter, created a musical exchange that brought together eight young musicians, four Armenian and four Turkish, for performances in both nations. “The concerts’ purposes were to show the local people that there can be a lot of ways to respect each other’s culture,” she writes, “and these two cultures in conflict can come together and produce something unique and beautiful.”

It wasn’t easy. Although she had additional support for travel costs from the Hrant Dink Foundation, named for assassinated Turkish-Armenian journalist Hrant Dink, Melodi coped with a number of challenges, including the July 15 attempted military coup in Turkey. Five days earlier, she and the four Turkish musicians traveled to Yerevan, Armenia for an eight-day stay in which the participants learned each others’ songs, shared instruments and did a small concert in a local tavern. But the strife in Turkey forced Melodi to postpone the second part of the project until August, as she scrambled for housing and rescheduled the final concert in Istanbul.

That well-attended show featured songs from both cultures, plus one Melodi had composed with Turkish and Armenian lyrics. Media in both languages covered the event, which was also shared on social media. The challenges were real, but genuine friendships were forged on both sides.

“After this experience, I learned that you can always invite people to see the beauties and goodness in something that they are not familiar with or they don’t feel close to. Once we can understand what ‘beyond borders’ means for these two cultures, we can actually understand how we are so close to each other.”

MELODI VAR ONGEL, BENNINGTON COLLEGE
Youth Scientists Rise

Zimbabwe
Charlene Chabata
Brown University

Convinced that a new generation of scientists could provide a vital boost to her nation’s struggling economy, and that “there is so much unlocked talent in the places where resources are scarce,” Charlene Chabata started science clubs at two high schools in the Victoria Falls region. She equipped them with microscopes and laboratory equipment, and recruited recent high school and college graduates to help her lead the middle-school-level participants through simple experiments in biology, physics and chemistry that built on their school science coursework.

After the experiments began in June, word about the program brought in new participants, for a total of 45, and during July the students shifted into developing science projects. Their work built toward a combined science-project competition and career fair, at month’s end, at Mosi oa Tunya High School, with support from the national Ministry of Labor.

“At the conclusion of the two months, we officially handed over the equipment purchased to the science clubs for continued use,” writes Charlene, who helped the students create a committee and a plan for continuing to run the clubs at the two schools.

“I was astonished by the progress that many of the children made with their projects,” Charlene adds. “Some came up with engineering concepts from scratch, and built fully functional prototypes with nothing but a few pieces of trash and rubber bands.”

“Youth Scientists Rise is providing the youth of Victoria Falls with a platform to develop critical thinking and innovative skills that are key to raising and solving scientific questions that are relevant to our country and communities. This is one step closer to empowering the youth of Zimbabwe to rebuild the beautiful country to its former glory.”

Charlene Chabata, Brown University
In Kumba Seddu’s hometown of Grafton, Sierra Leone, children who lost their parents in the country’s ten-year civil war or the 2014 Ebola epidemic live in the Mahanain Orphanage Home, which needed more beds and much repair. When she arrived to start work, Kumba learned of a more urgent need: the home’s well wasn’t deep enough and its pump was broken.

“We decided that the water well needed to be fixed, as water is essential to life,” Kumba writes. She and her local project committee engaged a water-well contractor, who replaced old rusty pipes with six new galvanized pipes and cylinders. The pump was repaired; the well was chlorinated for safety. Along with serving the orphanage, the well is now open three times a week for community use, providing safe water to about 90 people in all. Each family pays a small monthly fee that will be used to keep the well maintained.

To complete her project with the remaining budget, Kumba directed that the orphanage’s zinc roof be repaired rather than replaced, and that three bunk beds be added rather than the planned nine, with 15 new mattresses and pillows. The project put in seven new, metal-framed glass windows, and two new metal doors. Kumba also led a session on reading for local high schoolers, and she helped her mother, a teacher, train three local youths to be tutors and mentors for orphanage residents.

“Initially, ‘Because WE CARE’ wanted to contribute to bring peace into the lives of orphans at Mahanain Home. I was unprepared for the peace it brought to the surrounding war-wounded community, and for the peace it brought into my life.”

Kumba Seddu, Colby College
One summer after 3,000 tons of uncollected garbage were left rotting on the streets of Beirut and police used tear gas and water cannons to disperse thousands who protested against the mess, Moni Ayoub and Andela Roncevic created a recycling system in the small Lebanese community of Barsa, Moni’s hometown. They delivered three bins — for plastic, glass and metal, and cardboard — to a total of 150 households, then set up 19 recycling stations where the separated materials could be placed into repurposed oil drums, painted yellow for glass and metal, green for plastic, and red for paper and cardboard. “The students report. They arranged for metal buyers to pick up the deposited metal. The paper and cardboard were purchased by a paper-goods company, and the plastic went to a maker of plastic chairs. Municipal leaders expressed interest in continuing the project; if they do, the students believe its ongoing revenues will be used to put more recycling bins in local homes.

The Beirut trash crisis began with the closing of an overfilled landfill — and in its aftermath, “we must find a peaceful alternative for sustainable waste management,” write Moni and Andela, who is from Croatia. “Our project can encourage other villages and towns to develop recycling systems.” In three neighboring communities, they add, “this has already begun happening.”

“Waste on the Wheel”
Lebanon
Moni Ayoub and Andela Roncevic
College of the Atlantic

“The project changed the way we perceive local engagements. People are not as ‘stuck to the old’ and as bitter as often portrayed. One idea, although it only begins as an idea, can grow into a meaningful cause and reality.”

Moni Ayoub and Andela Roncevic
The Sisterhood Peace Project brought 70 girls from remote tribal villages in western India to an intensive summer camp where they discovered the possibilities of pursuing careers in science, technology, education and medicine (STEM). “The end goal was to create a sisterhood of confident girls who are strong,” Sonia Kabra writes, “to break the cycle of gender oppression in the traditional Indian society.”

During four weeks together in Jalgaon, a city on the northern Deccan Plateau northeast of Mumbai, the girls learned to use technology, explored career options, gained knowledge about nutrition, visited three technology-centered industries and two universities, and talked with female professionals in the STEM fields. Fifty-five of the participants came from the adivasi, or tribal, communities in Sonia’s home district; in all, the project drew in participants from 11 rural villages.

In discussions of local problems, the girls shared solutions from their own communities, while in workshops on careers and constitutional rights they used art and theatre to communicate. The Red Cross led a program on nutrition, and an intensive technology workshop introduced many of the participants to computers. “Some of them had never seen one,” Sonia writes. “However, the pace at which they learned was comparable to any other millennia.”

Guest speakers included female engineers, an OB/GYN, and a retired science teacher, all of whom talked about how they had made their way in male-dominated fields. The girls led the concluding session, to which their families were invited.

“I always had a feeling of helplessness and frustration whenever I witnessed gender inequality and violence against women, especially in my home town. Being funded for Projects for Peace enabled me to challenge that, and taught me to use locally available resources to empower individuals and create peace.”

Sonia Kabra, Earlham College
The lack of formal education and limited technical skills leaves many young Kenyans vulnerable. As a result, Jonathan Kosgei writes, many girls “end up taking jobs such as brewing of illegal liquor and prostitution,” while boys often get involved in criminal activities, political violence, even terror organizations. Jonathan’s project aimed to train young people, instead, how to grow and market agricultural products through a pilot project, with peer support and expert coaching.

In Kesses, a large town in Kenya’s Great Rift Valley where families often own farmable land, Jonathan, who grew up in rural Kenya, recruited 27 participants whose ages ranged from 17 to 26. The program’s early sessions included team- and trust-building exercises, plus soccer games, to encourage participants to see past their tribal affiliations, political enmities, and skepticism that small-scale farming could succeed. Participants were encouraged to plant commercially viable crops, such as salable produce, on land their families owned. Once they were well-launched on growing crops that promised a good harvest, the group tackled challenges around marketing and distribution.

Jonathan decided to buy a motorcycle taxi, so that produce and other crops could be delivered fresh to buyers such as area schools. Making the purchase was a difficult decision, but “it turned out to be a saver,” he writes, as the new farmers became more serious and motivated about continuing their enterprises.

“The project consists of people who have traditionally been at conflict with each other, especially during the country’s general election. I have observed them grow into a team that is united by something greater than their individual differences and ideologies.”

Jonathan Kosgei, Harvard College
Some four million Vietnamese were exposed to the herbicide Agent Orange that the U.S. deployed during the Vietnam War — and an estimated one million people suffer disabilities or health problems as a result, according to Red Cross and Vietnamese government figures. Le Nguyen, who received the Bromer Peace Award at Hood College for her work promoting nonviolent conflict resolution, created Foundation of Hope to improve the educational facilities and bring love and support to 50 children, living at Thanh Xuan Peace Village in Hanoi, who are significantly disabled by the continuing effects of Agent Orange in areas where it was used.

Working with 18 volunteers she recruited for the project, Le Nguyen took the children on field trips to a museum and a craft center. As they learned to make and paint pottery, “I was extremely impressed with how patient some children were,” she writes, “given how hard it was to form their hands correctly.” To encourage participation in school at the Peace Village, the project installed air conditioners and televisions. The children also participated in art and craft activities that helped them learn to work together.

“Ten volunteers who permanently reside in Vietnam all committed to keep Foundation of Hope alive,” Le Nguyen writes. “With my help from afar, the new executive board already recruited 30 more volunteers for the 2017-18 academic year.”

“I remember watching the daily news at 7 p.m. on a quiet night in 2006 when Vietnam lost the court case in which it appealed for compensation for Agent Orange victims. I remember asking myself, ‘What can I do to help?’ Ten years later, I finally answered that question.”

Le Nguyen, Hood College
Promoting Peace through Education, Technology and Creativity

India
Prachi Patel
International House, New York

By setting up and equipping computer labs in five rural schools in India’s Gujarat State, Prachi Patel’s project aimed to open new windows of resources, connectedness and opportunity for students from disadvantaged backgrounds.

“I started by reaching out to local universities for student volunteers, and formed a team of seven people for execution of the project,” Prachi writes. With help from the student volunteers and local contacts, she surveyed 15 schools, gathering information about the status of computer education, grades taught and electricity supply, since the project had solar-powered devices for sites where electricity was not reliably available.

“I decided to focus on schools that had computer-savvy teachers, to ensure long-term learning for the children,” Prachi notes. She chose five schools that all serve children from economically and socially disadvantaged backgrounds. Some of the project’s budget went to providing students with some basic learning necessities, such as notebooks.

With help from a local contact at each site, the project team arranged for the chosen spaces to be cleaned, then for the computers to be delivered. Prachi led a workshop for both teachers and students, showing them how to use the new systems and how they could employ them to gather a wide range of knowledge. The computer vendor promises free maintenance, and the local contacts visit the schools every week to ensure that the computer labs are being well-used and maintained.

“I believe that the key to prosperity of any country and the world as a whole lies in the prosperity of the children. Basic tools like notebooks, computers and stationery should be easily available to them. Children are very creative and given the resources, they will find a way to teach themselves even in the absence of a teacher.”

Prachi Patel, International House
Living in one of the most remote regions of the Andes, Peru’s Q’eros people are thought to be descendants of the ancient Incas, and they live an age-old village lifestyle — but their farming methods contaminate water supplies, and they suffer an infant mortality rate of up to 40 percent. Chelsea Evans’s project brought water filtration and storage systems to 80 households in three mountain villages. She paired distribution of the systems with educational efforts, aimed to help the Q’eros understand the link between clean water and well-being.

“Trying to convey the importance of a major public health issue like clean water was difficult,” Chelsea writes. “Using humor and a storytelling-like disposition in teaching, we were able to get the villagers so engaged that I often found myself surrounded with villagers touching the example barrel and asking many questions.”

At the outset, as they worked to organize supplies in the region’s capital city, Chelsea and a project partner both fell so ill they had to be hospitalized. Though they could barely walk, they directed and joined in the loading 96 barrels, construction materials and food supplies for the seven-hour trip into the mountains. Thanks to additional online fundraising Chelsea had done in the U.S., the project was able to meet several unexpected costs. “We provided high-quality materials that will not degrade with proper cleaning,” she writes, so that the water systems can work for many years.

“For the foreseeable future, the villages that we were able to help through our Davis Projects for Peace grant will be able to spread the knowledge that we gave them on the importance of clean water. We hope their infant mortality rate declines and they use the systems we built together while teaching the next generations how to build them.”

Chelsea Evans, Lake Forest College
Amid the poverty, isolation and bitter cold in Afghanistan’s mountain-hemmed Bamyan Province, Paymori High School is tiny, about the size of an American mobile home, and it had no chairs, desks or benches. Students brought cushions, when they could, for sitting on the concrete floor. With their project, two Afghan students at Luther College, Cheragh Ali Yazdani and Mustafa Muhammadi, provided the school with new-built desks and library shelves — and when they saw that more was needed, they did more.

Before traveling to Afghanistan, Ali and Mustafa boosted their budget by an additional $5,811 through additional fundraising. Once in Bamyan, they met literally dozens of challenges, from corrupt local officials to a threat by the Taliban to an attack by a stranger on a motorbike that sent Mustafa back to Kabul for emergency care. But with protection from the governor of Bamyan, Ali persevered and saw the work through.

After contracting for new desks and library equipment, he hired a local builder to replace the school’s windows, and made a risky trip by land to Kabul for more supplies. Ali brought 12 whiteboards back from the capital, then spent four days clearing rocks from the school’s soccer and volleyball fields, and he provided cement for new school steps. At the end, the governor, head of police and other provincial officials joined the students for a ceremonial celebration.

“Our generation is the generation of global thinkers; our world hasn’t been connected to such an extent before. We think more globally, environmentally, and with a humanitarian spirit, and it makes us believe that together we can bring peace to this planet so there won’t be room for war in the future.”

Cheragh Ali Yazdani and Mustafa Muhammadi, Luther College
“Violence against girls is a global epidemic,” write Melissa Krassenstein and Ashley Simpson, “and the need for a supportive and empowering space for young girls to feel at peace and safe in their communities is a necessity.” They sought with their project to create a safe space, in which a group of girls could build the skills and confidence they need to tell their own stories, and to stand as a sisterhood in their communities.

Melissa, who grew up in China, and Ashley, from Jamaica, originally planned to work with young women in the correctional system in Cape Town, but the partnership they had begun with a South African nonprofit fell through. They decided instead to work with young girls from a community where, they write, “gang violence and shootings were rampant and instilled heightened fear among the people.”

At the Cape Town Central Library, the two students organized weekly workshops, together with the nonprofit Rock Girl SA. Girls in the sessions explored how they could use poetry and songs for self-expression, and social media for activism. They learned about various forms of activism and protest, along with change-promoting careers that South African women were pursuing. They went hiking and rock climbing, discussed sexual and reproductive health, joined in a Women’s Day dinner, and debated students from a local boys’ school on gender inequality, sexism and patriarchy.

“For young women in communities surrounded by gang and gender-based violence, developing peace is being an uplifting spirit and source of strength within safe spaces in one’s community. Developing methods to cultivate strong and responsible young women affects greater change in strengthening a community, and inspiring a widespread attitude of advancing peace for all.”

Melissa Krassenstein, Scripps College, and Ashley Simpson, University of North Carolina at Chapel Hill
Maldives
Hulwa Khaleel
Skidmore College

“The Maldives is usually known for its high-end luxury resorts — untouched white sandy beaches stretching on and on,” writes Hulwa Khaleel of her island nation. But “the reality of local life,” she notes, “is extremely different from the postcard views. Local islands rarely have a proper waste management system, which results in garbage piling by the beach and in open spaces on land.”

To promote community waste management in ways that could have long-term impacts, Hulwa’s project — whose name comes from a Maldivian term for a trash container — sought to place trash receptacles in public locations in Addu City, at the southern end of the archipelago. That effort ran into local political conflicts. But, she reports, the City Council agreed to cover the costs of collecting trash and maintaining the bins, once permissions come through to place them in areas of need.

Hulwa had quicker success in working with a youth NGO, JCI Addu, to organize trash cleanups at two popular local beach and swimming areas. One spot tends to collect household trash along with beach users’ garbage; the other the only safe and accessible swimming area on an island district of Addu City. Over two days, 50 volunteers filled 10 jumbo trash bags with one ton of garbage, including metals and plastics. In a further effort to promote composting and household waste reduction, Hulwa also led the building of a compost site and community garden at Addu High School.

“At the very simplest level, this project contributes to peace through every single piece of plastic that did not end up in the ocean. For the long term, this project laid the foundations for an alternative composting method that has not been tried here.”

Hulwa Khaleel, Skidmore College
In Kenema, the third largest city in his home country and the first to report the 2014 Ebola outbreak, Leonard Vibbi staged a supportive story-sharing workshop for 25 women who had contracted the virus and survived. He followed that with a business training workshop, in which the women developed six ideas for new small businesses. He next organized the participants into six groups, based on their business choices, and made loans within those groups to support the startups. Over the long term, he writes, “the project through community ownership will become a community bank for women,” which will “keep giving out business loans and help more vulnerable women on Kenema.”

In the opening workshop, Leonard outlined the aims of his project, then asked the women to share their stories of surviving Ebola. “Initially,” he writes, “most beneficiaries were reserved and deeply sad” — but the women bonded through the storytelling, and they discussed creating radio jingles that would combat the social stigma that Ebola survivors still experience.

In the business workshop, the women developed and presented ideas for businesses dealing in palm oil, clothing and textiles, snacks, wood fuel, beverages and groceries. For several of the six groups he then organized, Leonard was able to bring in businesspeople as mentors. The group later registered as an official community organization, Wi Grow Incorporated, which Leonard hopes will continue to provide sustainable livelihoods for survivors of the epidemic.

“When women become independent economically, we have succeeded in setting in motion a force that will overcome poverty and diseases in any nation. Because a healthy and economically empowered woman is concerned and motivated to maintain the well-being of her whole community.”

Leonard F. Vibbi, St. Olaf College
When he returned home to Uganda in summer 2015 after graduating from United World College USA, Arthur Makumbi’s mother asked him to lend a small amount of money to the People’s Calabash, a women’s cooperative that was helping over 200 women in the Kampala area develop businesses and meet urgent financial needs through microfinancing. The experience resonated with Arthur and two friends from UWC-USA, Oluwadara Olayiwola from Nigeria and Sandile Dube from Swaziland. So last year the three brought a substantial microfinancing project to the cooperative, supplementing their Davis grant with funding for travel costs donated by their schools.

A calabash is a sort of pot used in Uganda to store water and ferment food and beverages, “which signifies providing the proper incubation to establish growth,” the students write. With help from Arthur’s mother, Ms. Yawe Sheillah, the three sorted cooperative members in need of assistance into groups of five, then made small loans on verified collateral at 8.3% interest with three months to repay. Once the first loan was repaid, borrowers could take out a larger loan, continuing the cycle until they had secured the full amount they needed.

The project loaned to 23 women. That number has since grown to almost 30, as Mrs. Yawe continues to manage it. “This is what I feel our biggest impact is and will continue to be,” Oluwadara writes: “giving people quicker and more affordable loans than are generally available in Uganda.”

“In the long term, our project is ensuring that more people will grow their businesses, employ others and send their children to school.”

Oluwadara Olayiwola, University of Oklahoma
In the Rwanda of 1994, young people were “arguably the biggest force in carrying out the genocide,” write Rwandan students Ian Manzi and Derrick Murekezi. The two brought together 32 high school student leaders from the country’s four provinces and its capital city for a one-week “peace education camp,” in which the participants talked and learned about sustaining peace and contributing to progress in their nation.

Ian and Derrick sought and received enthusiastic help from the participants’ schools and from several Rwandan NGOs. Trainers from the group Never Again Rwanda led a discussion on the role of young people in a post-genocidal society, and the Aegis Trust Rwanda did a workshop on the country’s history, with special emphasis on the events of 1994. Speakers urged the participants to combat the ideology that led to genocide, and to inspire other young people to get involved in civil society.

Since the program’s conclusion, students from three high schools have started community service programs, and a number of the participants have started Model UN clubs in their schools. “To facilitate this, we took time and trained a team of instructors to work with them in the long term,” Ian and Derrick write. Other participants, they add, “are organizing ‘Creative Nights’ and student competitions,” to encourage young people to think about sustaining peace in Rwanda. Ian and Derrick hope to help them connect with organizations that are doing that work.

“We designed this project with the conviction that if people are able to think critically, it is very unlikely that they will get involved in violence despite the presence of a conflict. In the implementation of the project, we further learnt that it is vital that people seek to understand one another in all aspects of life.”

Ian Manzi and Derrick Murekezi, University of Rochester
The Hill Tribes are people of Thai and Karen ethnicities along the border of Thailand and Myanmar. “They fled from persecution in Burma long ago, and have since been stuck in a cycle of poverty with little access to education and health care,” writes Rebecca Rosenzweig. Through her project, which had support from the U.S.-based Rustic Pathways Foundation, Rebecca, an American student, led the construction and opening of a café in Mae Sarian, a small town in western Thailand near the national border. Hill Tribe teenagers gain job skills and practice English as they run the café and manage its business.

The Six Degrees Café is on property owned by Rustic Pathways, whose Children’s Home on the property each year welcomes about 30 Thai-Karen young people from the Hill Tribes. Without access to education, vocational training or language skills, Hill Tribe teens are vulnerable to human traffickers in the border area. But in working at the café, students gain vocational and language skills as they serve volunteers, tourists, and area visitors, selling locally sourced snacks and beverages along with souvenirs and Hill Tribe handicrafts.

The café is profitable and self-sustaining. The students work as volunteers for the learning experience, with all proceeds going to support the café and their high school education. “As a successful business model,” Rebecca writes, “my project’s structure can be molded to work in many communities around the world.”

“The name Six Degrees Café comes from the theory that everyone in the world is up to six degrees, or steps, from every other person in the world, showing that we indeed are all connected. The Six Degrees Café cultivates a sense of connection and care for one another among visitors, customers and students alike.”

REBECCA ROSENZWEIG, WHEATON COLLEGE
The Projects for Peace 2007–2016

Agnes Scott College
2007
Fighting Domestic Violence, Creating Domestic Peace
USA
Meg Beyer
Rachel Bunker
Chevonna Golden
Martha Lee
Tammy Leverette
Harleen Li
Rhonda Lowry
Colleen McCreight
Margaret McMillan
Hodaan Osman
Rocio Rodriguez
Nancy Troubout
Maryam Trowell
Lauren Whittson
Jennifer Whittson
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
Abia Duangnaie

2014
Peace and Prosperity through Renewable Energy
Haiti
Ranran Li

2015
Coming Together through Knowledge
Pakistan
Sumbul Siddiqui

2016
Markets for Peace
Nigeria
Joy Akinfonwa
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

2011
Peace through Shared Experience
Uganda
Conn Morrison
Lexojme, Endemojme, Antjme
Albania
Iris Alli
Kathryn Libby

2012
Footboul Bayonais
Haiti
Talhina Vatel

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

2014
Stimulating Reading Culture
Ethiopia
Hewan Semon Marye

2015
Who Are We?
USA
Ayoung Kim

2016
Love through a New Lens
Argentina
Sarah Jordan
Meghan McDonough

Bard College

2008
Expressive Arts Therapy Center
Sri Lanka
Jennifer Lemanski

2009
Bringing the Bronx to Budapest
Hungary
Balint Mieletics

2010
Listening, Education, and Action
Nicaragua
Elvira Petras
Chelsea Whealdon
2011  Water Supply: Helping Local People Build Their Own Village Nepal Kumud Ghimire Savant Shrestha (Middlebury College)

2012  Ecotourism in the Amazon Ecuador Blair Cameron

Callalli Weavers Community Development Project Peru Marielle Alvino

2013  Seeing the Seads of Peace Yemen Raba Al Eryan

2014  Peer to Peer for Peace Kenya Chantel Langat

No Country for Women India Shreerana Thakore Rio Vaidya

2015  Empactuate Women for World Peace Ghana-Demolone Mugodi Olusewemilodun Odusanya Zimbabwe

The One Book at a Time Project Ethiopia Annabel Lemma

2016  Youth Art in Mostar: New Narratives Bosnia and Herzegovina Colleen Clifick (Macalister College)

Celia Garcia Nogales (Ringling College of Art & Design) Anna Koelstra (London School of Economics) Liza Yeager

Young Scientists Rise Zimbabwe Charlene Chabata

Bryn Mawer College

2007  Building Girls Building Dreams (BGBD) Zimbabwe Takudwa Kanyangarara

2008  Peace in the City of Brotherly Love USA Lucy Edwards Adam Kans

Assessing Lead in Community Gardens USA Ari Briski Clytie Moyler (Haverford College)

A Publication for Peace USA Apocalipsis Rosario

2011  Sharing Knowledge for Peace Nepal Briana Bellamy

Peaceful Minds, Peaceful Community USA Mary Fessler

2012  Making Peace Accessible Kenya Kehla Koshch

Unconditional Love, Vietnam Vietnam Huong Giang Le

The Harvest Peace Co. USA Jonetone White

Project Qeqesha Zimbabwe Joy Rukanzakanza

Bucknell University

2001  Mi Refugio: Peace through Education Guatemala Danielle Winter Julie Pflomm (Bloomington University)

Pumping Station to Provide Water for El Porvenir Nicaragua Ashley Curry Adam Donato Megan Felder Rob Gradoville Julie Jakuboski Saikia Madlener Laura Roberts Ryo Sueda

2006  How Much Does a Banana Really Cost? Nicaragua Blanka Ballina-Calderon (University of Florida) Grace Han Corvise Low Dik Myumbi Brittany Szabo Lauren Weinstein

2009  Bicycles Against Poverty (BAP) Uganda Molly Burke Alyson Cobb Erika Locasoff (Dartmouth College)

Sophia Magalona Kevin Matthews Nicole Meyers Dik Myumbi Megan Votvak

2010  A Sustainable Drinking-Water Solution Suriname Alejandro Agresti Jon Campbell-Copp Scott Tsiagakan John Trimmer

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

Nepal

2012  Puerto Rico Se Anima Puerto Rico Stefan Kanowski Jose Saavedra Valdivia

Boloka Nguyo—Preserve Your Culture Botswana Reabohile Letsie

2013  Light the Way China Melissa Dunne Yi Liang Shenyun Xiao Yi Xu

2014  Cycling Out Poverty Zambia Leo Fotsing Fomba Zwelani Ngwenya Sharmen Hettipola

2015  Books for a Better Society China The Ngone Oo

2016  Empowering Students through Environmental Development Sri Lanka Sharmen Hettipola

Claremont McKenna 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 Ltiwin Melissa Mayer

2009  Project SHAKTI India Uji Gupta

2010  Community Development through Photography Zimbabwe Khant Khan Kyaw

2011  Volunteer for Lahore Pakistan Yoni Blumberg Sara Rafiq

2012  Kalamkari Kalai India Moera Sury

2013  Urban Agriculture Project Brazil Sarah Hooker

2014  Connected! PeerToPeer China Yawen Chen

2015  Combating War with Education Turkey Bailey Ubright

2016  Film Fulfillment: Youth Empowerment through Filmmaking USA Mary “Mollie” Waterfall

Claremont McKenna College

2007  Displaced Art Colombia Andres Angel

Child Development Center, Karachi Pakistan Marya Husain
Alicia Singham Goodwin
Juaj Nuj Nqis
Gao Thor
Zimbabwe
USA/Laos
Massachusetts Institute of Technology

Creating a Sustainable Future and Economic Opportunities
2009
Sana Lab
Philippines
Christopher Moos

2012
Creating Sustainable Educational and Economic Opportunities
Nepal
Uddev Sharma

2013
Creating a Sustainable Future
Zimbabwe
Fidelis Chimombe

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

2015
Education Support to Nepal (ESN)
Nepal
Surya Tripathi

2016
Empowering Hmong Women: Peb Juaj Nuj Nqis
USA/Laos
Gao Thor

72

2016
NETWORKING 101: International Youth Networking Academy
Macau
Klement Serafinov
Methodist University

2007
Youth Summer Camp for Peace
Afghanistan
Rahila Mubibi
Empowering Women through Education
India
Sana Sabri
Diggings to Surface Water Wells
Ethiopia
Husein Nasiro-Sigo
Greenhouses for Peace
Ecuador
Heather Edhardt
Marco Marin
A Call for Help
Honduras
Gladys Michelle Reyes
Cathryn Sinkovitz

2009
Community Water Project in Baguia
Timor-Leste
Milka Baptista

2010
Build to Educate
Guatemala
Fredy Osmen
Andres Camilo Rubiano

2011
Collecting Smiles in Srebrenica
Bosnia & Herzegovina
Anna Causevic
Dzenana Dzanic
Emina Hodic
Samra Mirkovic

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

2013
Sevling and Business Skills for Integration of Women in Society
Yemen
Essa Al-Shawafi

2014
Educating Future Leaders
Switzerland
Natalie Mathews
Busiova Vikalat (Stanford University)

2015
Goat Breeding for Peace
Haiti
Pierre-Ricardo Jean-Baptiste
Family Farming for Peace
Haiti
Arthidal Miracle
Gyul Saintilan

2016
Biogas for Duhnkarka
Nepal
Lakpa Lama
Middlebury College

2017
Enlightening Pakistan
Pakistan
Shujat Khan
Hariza Arshad Umarri

2018
Empowering Voices through Artistic Expression
Jordan
Rachel Sider

2019
The Nepal Tea Initiative
Nepal
Hafsa Anour (Tufts University)
Jihad Hajjouj

2020
The International Jewelry Fund Pilot Project
Turkey
Sydney Alfano

2021
Empowering Voices through Artistic Expression
Jordan
Rachel Sider

2022
The Nepal Tea Initiative
Nepal
Hafsa Anour (Tufts University)
Jihad Hajjouj

2023
Creating a Sustainable Future
Zimbabwe
Fidelis Chimombe

2016
Cultural Development
Venezuela
Stephen Levallo

2017
Empowering Female Entrepreneurs
India
Garima Kapoor

2018
Protecting the Rights of the Marginalized and Oppressed (PFROM.O.)
Ghana
Kayana Jean-Philippe
Fanta Ngom
Delaine Powerful

2019
Rags to Riches
India
Himani Gupta

2020
One Nation, Under God
USA
Humayra Mayat
Sana Mayat

2021
Cultural Development
Venezuela
Stephen Levallo

2018
One-Month Journalism Training for Media Forces of Burma
Thailand
Mitar Htay Yu
Simone Zheng

2019
Unwilling Reality
Guatemala
Olivia Orugan
Wyatt Orme

2020
Scouts to Promote Peace and Unity
Nepal
Nirjuta Shrestha

2021
Hamer Harer Yaffa
Ethiopia
Nejla Calvo
Duna Tutour

2022
The National Entrepreneurship Camp
Monaco
Hafsa Anour (Tufts University)
Jihad Hajjouj

2023
The International Jewelry Fund Pilot Project
Turkey
Sydney Alfano

2024
The Nepal Tea Initiative
Nepal
Hafsa Anour (Tufts University)
Jihad Hajjouj

2025
Creating a Sustainable Future
Zimbabwe
Fidelis Chimombe

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Cultural Development
Venezuela
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Empowering Female Entrepreneurs
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The International Jewelry Fund Pilot Project
Turkey
Sydney Alfano

2024
The Nepal Tea Initiative
Nepal
Hafsa Anour (Tufts University)
Jihad Hajjouj

2025
Creating a Sustainable Future
Zimbabwe
Fidelis Chimombe
2015 The Musical Peace Summer Camp USA Maria Massucco
2013 Women's Empowerment through Handicrafts Swaziland Amber Brehon Andrea Mires-Cisneros Gabrielle Rehneyer
2014 Matunimyi ya Baadaye (Hope for the Future) Tanzania Rachel De La Hays
2016 Pak Hamara Pakistan Pakistan Amira Malik Rabia Shahzad
2010 Building Peace through Arts Collaboration Egypt Emily Eisenhart
2009 Teaching Science and Health and Social Change South Africa Jama Joy Bernard Maggie Schmitt
2007 Perceptions of Civil War and Peace in San Lucas Tollman Guatemala Lauren Ackerman Catrina Aquilino Brien Jung
2008 The Voice of Youth in a Time of Conflict Bolivia Lisset Castro Maria Coca Yelizaveta Kalashnikova-Luby
2007 United Youth for Peace Kenya Maria Coca Yelizaveta Kalashnikova-Luby
2010 Peace-Building in Caminos a la Libertad Ecuador Mafellae Moscoso Meller Priscilla Moscoso Meller
2008 Women in Focus Canada Maiya Rotman
2009 Clean Drinking Water Uganda Kirsten Zook
2011 Intergenerational Harmony through the Arts Peru Bianiya January Emily Osvold (St. Louis University)
2012 Steving for Peace by Learning about the Past Guatemala Bianiya January Emily Osvold
2013 T Kevin Reads Community Center Kenya Shara Godfrey Peteren Njumane
2014 LumenEd India Saksham Khosla Venkata Shiva Mandala Prakash Paudel
2016 Auntie Na's Summer Youth Program USA Pakistan Amna Malik Babu Shalad
2008 Northwester University
2014 Tierras Unidas Teaching Science and Health Jamaica Joy Bernard Maggie Schmitt
2007 Promoting Peace and Social Change South Africa Jama Joy Bernard Maggie Schmitt
2006 Northwest University
2010 Arts for Chicago Neighborhood Youth
USA
Frank Quintero

Scraps College
2008 From Repression to Expression
Jordan
Fatima Elkabti

2009 Promoting Breast-Milk Donation
South Africa
Alissa Petrites

2010 Project Freedom
USA
Sarah Han

2011 Community Education Center
Malawi
Charline Gay (Tufts University)

2012 The Community Library Program in Romblon
Philippines
Sara Estevez Cores

2013 Empowering Children through Art
Timor-Leste
Jazzmina Moore

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

2015 Rx Wellness
USA
Sarah Han

2016 Rising Sisters, Rising Communities
South Africa
Melissa Krassenstein

2017 Love Peace Hope
Haiti
Marie Francine Gay
Charline Gay (Tufts University)

2018 Youth for Community Education
Haiti
Marie Gay

2019 Bringing Clean Water Solutions
Liberia
Ayla Norton

2010 There’s War in the Streets, We March On
South Africa
Maya Semans

2011 Peace-to-Peer Joint Workshop on HIV/AIDS Prevention
Ukraine
Anastasia Ponezina

2012 Increasing DEPTH
Nepal
Bib Yang

2013 Skidmore College
2007 Library as a Project for Peace
Sierra Leone
Joseph Kaifala

2008 Peace Curriculum
Tanzania
Jazzmina Moore

2009 Building Peace through Empowering Women
Nepal
Peter Brook
Meghan Morris

2010 Education for Peace: Expansion and Repair of an Amido Tibetan School
China
Spencer Xiangjiandanghi

2011 Peace and Cultural Diversity
Malaysia
Fahima Fathia Khalid

2012 Building Bridges
Iraq
Harme Behrens Bryndelsen (Brown University)

2011 Paz Movi (Peace Mobile)
Nicaragua
Jenna Cameron

2012 STOP: Swords to Plowshares
Ukraine
Alexandra Braham

2013 Kika (Click)
South Africa
Tshidzico Matake

2014 GreenCoal Movement
Tanzania
Stella Langat

2015 Practicing Science for a Peaceful Haiti
Haiti
Samantha Boudreau (Colby College)

2016 Mukesh Shival
Maldives
Fatima Hulwa Khaleel

2017 Vaccinating for Peace
Pakistan
Sadia Ebrahim Shah

2018 Children’s Photovoice Project
Paraguay
Melissa Hawkins Mitchell

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

2010 Learning and Mentorship Center
Kenya
Marguerite Davenport

2011 Low-Cost Technologies in Agriculture for Peace and Development
Nepal
Sanila Dhaubanjar

2012 Empowering and Supporting Birth in Nepal
Mozambique
Dioire Kahavan

2013 Homemaking the Sun
India
Karishma Khanna

2014 The Terra Preta Project
Peru
Haiden Wert

2015 Ahlman Women — Mentorship and Leadership Project
Colombia
Lou Goore

2016 Reinstalling Peace in the Amazing Grace Children’s Center
Namibia
Yuki Poudyal

2017 Founding Peace
Nepal
David McGee

2018 Community Education Center
Nepal
Prince Moses

2007 Peace through Crafts
Kenya
Neema Scott

2008 Children’s Photovoice Project
Paraguay
Melissa Hawkins Mitchell

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

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Kenya
Marguerite Davenport

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India
Karishma Khanna

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Peru
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2016 Reinstalling Peace in the Amazing Grace Children’s Center
Namibia
Yuki Poudyal

2017 Founding Peace
Nepal
David McGee

2018 Community Education Center
Nepal
Prince Moses

2007 Peace through Crafts
Kenya
Neema Scott

2008 The Epigenesis Program
USA
Jamal Barnes
Joshua Becker
Raphaela Cassandra
Rachel Davidson

2009 A New Conversation for Peace in Caucasus
Georgia
Mariam Adjushvili
Nino Adjushvili
Charmeine Benham
Noel Bruckett
Acacia Pappas
Vincent Tavani

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

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

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

2013 Creating Constructive Communication—The Socratic Seminar
China
Indira Cabrera
Dongyu Cui
Zhiheng Wang
Zachary Thomas

2014 Developing Peaceful Leaders for Peace in the Samburu Women and Education Project
Kenya
Mariam Aduashvili

2015 Educational Infrastructure and Peace Building
Nepal
Brijal Chaudhari

2016 Peace through Interaction and Education
Turkey
Mohak Cokaygil

2017 Empowering Young Girls to Break the Cycle of Violence
Maldives
Khadeja Hamid

2018 Fishing for Peace
Sudan
Nathan Ruhell

2010 Aiding Postwar Returns to Improve Their Living Conditions
Bosnia & Herzegovina
Nemija Kononan
Levon Vardanyan

2016 Supergirls of Zimbabwe
Zimbabwe
Adina Arnault
Claire Watts

2017 St. Lawrence University
2001 Providing Water, Empowering the Samburu Women
Kenya
Alicia Lenanyokie
Mukhaye Muchimbi

2018 Building a Brighter Future for Kids at the Amazing Grace Children’s Center
South Africa
Shazia Shahnaz
Alexander Todeschi

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

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

2010 Educational Infrastructure and Peace Building
Nepal
Brijal Chaudhari

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Turkey
Mohak Cokaygil

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Khadeja Hamid

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Nathan Ruhell

2010 Aiding Postwar Returns to Improve Their Living Conditions
Bosnia & Herzegovina
Nemija Kononan
Levon Vardanyan
2013 Clinic for Peaceful Living Nepal
Rodhane Cooray Dolma Lama

2014 Harvesting the Past, Igniting the Future Paraguay
Facundo Rivarola Ghiglione

2015 Los Pacho Initiative Kenya
Natalie Onyango

2016 Peace Studies and Liberal Arts Education Center in Sannen China
Lijian Ma

Providing Water for Michele Hesk Villagers Laosotho
Bahlokana Mabetha (Harvard University)
Malakia Takane

St. Olaf College 2009
Fußball Summer Camp Nepal
Dubash Ghimire

2011 Saadani Water Project Tanzania
Monica Southworth

The Li-Kei Project Canada
Sudip Bhanari

2013 Peace through Psychosocial and Micro Credit Support Sierra Leone
Leandri Vitabi

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

2010 Building Healthy Families Ghana
Eunice Lee

Empowering and Celebrating Chilean Mapuche Women Chile
Karen Ladenheim

2012 Peace Health Education to Empower Girls India
Surabhi Nirkhe

ReAllocate USA
Ivy Nguyen

Swarthmore College 2008
Swarthmore Bosnia Project Bosnia & Herzegovina
Jess Engebretson Andrew Loh Truda Raizen Lisa Riddle Delvid Rojas

2009 Madagascar Peace Madagascar
Joshua Cockcroft Kimberly St. Julian

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

2011 Pemón Health Project Venezuela
Michel Fleischmann Elisa Lopez Olga Mihchelbokový (Brandeis University)
Karayo Manyankuwe

2012 Youl(i)h for Peace India
Adriana Pomy Riana Shah

2013 Peace Innovation Lab Nepal
Nimsah Ghimire

Coding for Justice USA
Leah Gallant

2014 Inclusive Excellence USA
Makwenda Welch

2015 Revitalizing Arts USA
Kelly Hernandez

The College of Idaho 2008
Swarthmore Bosnia Project Bosnia & Herzegovina
Jess Engebretson Andrew Loh Truda Raizen Lisa Riddle Delvid Rojas

2009 Fighting Malaria to Improve Life Malawi
Jacob Felder Samantha Fundingsland

2010 Tanzania Rural Education Tanzania
Katrin Justice

2011 The Recycling School Egypt
Koos Conley Casey Mattison

2012 The Working Boys Center Ecuador
Sophie Dresser

2013 Peace Me the Ball Brazil
Luis Reyes Víctor Santiago

2014 Water for Peace Haiti
Margarette Pierre-Louis

2015 Clean Water for Rural Zimbabwe Zimbabwe
Unoja Moyo

2016 Water for Peace India
Barawadi Devay

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

2008 Peace in Jail Bolivia
Darla McFarren Ezil Poslu

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

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

Using Rainwater to Fostert Peace India
Lam Hoang David Pierce Nitin Sajankali

2011 Tanzanian Women’s Health Tanzania
Rosalita Abreu Ibrahim Dalia Sofia Melograno Madeleine Shukurani

2012 Clearing the Air USA
Enrika Adams Patricia Cavanaugh Darley Uzando Tamar McFarlane

2013 Creative Smile Creating Lithuania
Aneta Buralytė

2014 Social Orphans Kenya
Marissa Block Gaurav Indr Singh Toor

2015 Interfaith Harmony Pakistan
Noor Malik

Promoting Peace through Environmental Sustainability Trinidad & Tobago
Andrew Agard Cassia Armstrong

2016 Growing Community through Gardening USA
Chris Fusco Nico Nagle Jake Villaran

Tufts University 2007
The Rising Tide Kiribati
Casey Beck Austin Blair

2009 Documenting Local Justice and Reconciliation Uganda
Jessica Anderson Rachel Bergenhof Adam Levy

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

2010 The Nesnas Project Haiti
Helaina Stein

2011 Building a Sense of Ur India
Rena Oppenheimer Jennifer Sanduski Nithaya Venkataaramani Alexander Wollum

Caring for the Whole Refugee Family Jordan
Lucy Perkins

2012 The Bharaka Mobile Garden Palestine
Tamara Maari

2013 Banongin Savings and Investment Society Uganda
Jeddiehah Silver

80

81
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<td>Education: The Master Negotiator for Peace</td>
<td>Swaziland</td>
<td>Sithembile Mabila</td>
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<td>Rwanda</td>
<td>Gina Campagna, Clayton Jordan, Scott Oldbekeen, Samantha Richman</td>
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<td>Growing a Future for Peace</td>
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<td>Tripti Giri, Tenzing Dhakhwa, Andres Veintimilla, Arno (Jack) Easterly, Gina Campagna, Utsav Malla, Sneha Bhandari, Sera-Leigh Ghouralal, Samantha Richman, Scott Oldebeken, Sithembile Mabila</td>
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<td>Joseph Munyambanza, Steven Sakaryoun, Moussa Sall</td>
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<td>Reading toward Dreams</td>
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<td>Pradipti Rajbhandari</td>
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<td>Jamaica</td>
<td>Derron Wallace</td>
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The Davis Projects for Peace—
International Houses Worldwide

IH–Alberta
2006
Water Quality Lab—Ngobe Bugle
Panama
Laura Brookbanks
2009
Ceramic Initiative
Kenya
Andrea Landriault
2011
Youth Creativity Center for Peace
Timothy Gao
2012
Teaching English for Peace
Kenya
Anita S. Villarreal
2015
Guatemala Nutrition Centre
Guatemala
Laura Brookbanks
2016
Light from Below
Kenya
Diana Quelhas

IH–Berkeley
2008
Peace Camp & Peace Center—
Kandal Province
Cambodia
Anita Villarreal
2011
Afghanistan
Afghanistan
Nooruddin Karimi
2012
Ceramic Initiative
Kenya
Ayse Ercumen
2014
Peru
Peru
Erica S. Sherman
2015
Guatemala
Guatemala
Cristóbal Quesada

IH–Chicago
2009
Village Banking in Rural Peru
Peru
Karen Finlay
2010
Afghanistan
Afghanistan
Najiba Safi
2011
Partnering for Peace—
Growing a New Generation of Global Citizens
Australia
John Brumfield
2012
Afghanistan
Afghanistan
Nooruddin Karimi

IH–Brisbane
2008
Partners in Peace: Growing a New
Generation of Global Citizens
Australia
John Brumfield
2009
Several Outcomes
Bhutan
Shamlu R. Rai

IH–London
2009
Rain of Poems over Warsaw
Poland
Cristóbal Bianchi
2013
Voices of Kashmir
India
Nitya Vaishnavi Singh
2015
Encycling Myself, Empowering My Peers
USA
Laura Rosenberg
2016
Capturing Miracles
USA
Renee Osubu
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<td>Saif Al Saud</td>
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<td>Defusing Ethnic Tensions in Kurla</td>
<td>India</td>
<td>Enzo Hausecker, Sarah Sypris</td>
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<td>Nicole Haygood</td>
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<td>Ukhunjiva Kwe Mephi — Flows of Change</td>
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<td>Mimi Yaluma</td>
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<td>Team Unity: Bringing Thai and Burmese Young Adults Together</td>
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Acknowledgments and Credits

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

Agnes Scott College: Ms. Kate Schrum
Amherst College: Ms. Janna Behrens
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