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 2017 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 College Language Schools and 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 96 colleges and universities to internationalize the American undergraduate experience through scholarships awarded to more than 2,900 students.

These globally minded scholars are from the U.S. and 158 other countries, and have proven themselves while completing their last two years of high school at one of 17 United World College schools located in Armenia, Bosnia, Canada, China, Costa Rica, Germany, Hong Kong, India, Italy, Japan, the Netherlands, Norway, Singapore, Swaziland, Thailand, 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 eleventh 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 1,300 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 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 2017. We have a particular 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 on learning outcomes achieved by our students grantees.

Through Projects for Peace, students have the opportunity to develop many skills, and of those we have chosen to focus on Civic Engagement, Intercultural Knowledge and Competence, and Problem Solving. These were selected because they are among the skill sets identified by the American Association of Colleges and Universities as critical learning outcomes of an undergraduate education. As you will see in “Beyond the Benchmark” (pages 9–13), Projects for Peace grantees were found to have exhibited the highest level of achievement in each of these desirable learning outcomes.

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.

PHILIP O. GEIER, Ph.D.
EXECUTIVE DIRECTOR
DAVIS UNITED WORLD COLLEGE SCHOLARS PROGRAM

“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
Beyond the Benchmark: Measuring Student Achievement of Essential Learning Outcomes

Projects for Peace / 2017 Research Project

By Elana K. Dean & Jon Isham

The Projects for Peace provides students with the opportunity to develop many skills, particularly around Civic Engagement, Intercultural Knowledge and Competence, and Problem Solving. While these skills are especially relevant to the Projects for Peace, they are also of key interest to institutions of higher education across the U.S. Indeed, these are included among the Association of American Colleges & Universities’ (AAC&U) prioritized “learning outcomes”—or, skill sets identified as most critical for students to develop during their undergraduate experience. In order to understand how well students at colleges and universities across the U.S. are doing on each of these learning outcomes, the AAC&U developed a series of rubrics to facilitate scoring student work. We adapted these rubrics to the Projects for Peace in order to determine how well students are doing on core parts of Civic Engagement, Intercultural Knowledge and Competence, and Problem Solving.

Civic Engagement

Working to make a difference in the civic life of our communities, and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes. In addition, Civic Engagement encompasses actions wherein individuals participate in activities of personal and
public concern that are both individually life enriching and socially beneficial to the community.

**Intercultural Knowledge and Competence**

A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

**Problem Solving**

The process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

We scored a sample of final reports from the 2016 cohort of Projects for Peace. These projects took place all over the world: India, Palestine, Rwanda, France, Nigeria, Pakistan, Zimbabwe, Puerto Rico, China, and Turkey. They also spanned a number of types of projects: youth development, humanitarian aid, art, emergency preparedness, water and sanitation, and health and health care.

We found that, overall, students exhibited high levels of achievement. In AAC&U terms, this means we found evidence of students exhibiting “Capstone” and “High-Milestone” levels of achievement. Table 1 shows the percentage of students who reached these levels of achievement for each learning outcome.

We see that 100 percent of students exhibited the highest levels of achievement for five different components, including Civic Identity and Commitment, from Civic Engagement. As one student who displayed “Capstone” level achievement on this measure wrote in her final report:

There is a lot that needs to be done to help students without access to these resources to get the support that they need, and my passion to do so has grown by the results that I saw through this project. Young Scientists Rise taught me how to be a leader. I realized how much of a responsibility I hold because of the opportunities I have received and how much the following generation is looking up to me. I am representing my country and every black and African girl who has not been able to follow their dreams as I have. I have the duty to take what I learn and cultivate back into the place that nurtured me into the person that I am. After I had told some students my dream to contribute to the pharmaceutical industry of Zimbabwe through discovery of new therapeutics, one of the girls held my hand and asked me to help her cousin by making sure that antiretroviral drugs are packaged in smaller capsules to make them easier to swallow. This incident touched my heart and made me realize the potential I have to contribute to my country and my community.

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<th>Table 1. Learning Outcomes Achievement</th>
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This student, as others did, clearly communicated how their sense of civic identity and commitment to public action was impacted by their Projects for Peace project. For all learning outcomes, we searched for evidence – a sentence, a paragraph – that was likewise able to clearly exhibit the student’s achievement.

Indeed, we find many substantive examples of students achieving these learning outcomes throughout their final reports, including for Problem Solving. Students discuss in detail their abilities to find and implement a project that would adequately respond to a specific problem. This student, for example, describes in one paragraph the key goals and objectives of his project:

The project’s main task was to reconfigure the humanitarian organization’s aid delivery system from a manual process of pen and paper to a data collection and management app called KoBo Toolbox. A major advantage of the app was that it combined the processes of collecting and recording data; aid delivery teams were thus able to save admin time and reduce errors otherwise made in transcribing collected data into digital records. This overall goal was broken down into four sub-tasks: (i) the creation of digital forms that were tailored to their aid operations, (ii) the optimisation of the aid ordering, packaging, and delivery processes, (iii) the training of L’Auberge team members on how to use the app, and (iv) the purchase of phones and a laptop to be used for the KoBo app.

This excerpt clearly illustrates their high achievement of the learning outcome, with insight into how their project responded to an existing issue.

We also found students demonstrating high achievement in the Intercultural Knowledge and Competence learning outcome. For example, 100% of students provided evidence of high levels of competence for Openness, such as this student:

I was so impressed and inspired by [my community partners’] relationships with the children, and ability to translate their own experiences in education and passion for photography into examples and explanations that I could not provide.

This student clearly values their interactions with members of a different culture, and highlights how their cultural knowledge allowed them to relate best with the children in their photography program.

In Graph 1, we see the full spread of achievement from the sample of final reports we scored. Overall, students provided evidence of high achievement across all of these components. This exercise provides an example of how key learning outcomes important to institutions of higher education and international service programs can be measured. We looked to the AAC&U due to their leadership in the conversation on how institutions of higher education can identify, discuss, and measure achievement in learning outcomes. Based on their work, we chose to score Projects for Peace students on Civic Engagement, Intercultural Knowledge and Competence, and Problem Solving. We hope that the Projects for Peace’s exercise in capturing student achievement in core learning outcomes can serve as a model to the many projects and programs embedded in institutions of higher education that seek to join the conversation and do the same.

For more information on the AAC&U VALUE rubrics, please visit www.aacu.org/value/rubrics.

Many thanks to the Middlebury College research assistants for their contributions: Julia Silva, Marianna Rose Odoy, and Mayram Mahboob.
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 51.

Through these projects, many small yet meaningful steps have been taken toward “preparing for peace.”
In hills near Bethlehem, the organic farm called Tent of Nations produces grapes, olives, almonds, and other crops on land the same Palestinian family, the Nassars, has owned since 1916. Each year the family runs a series of camps where volunteers from around the world can help work the farm. “Our mission is to build bridges between people, and between people and the land,” says tentofnations.org.

Andie Sweetman and Avalon Bonlie brought in honey-producing beehives to help the farm become self-sustaining. “In the West Bank, there is a long tradition of beekeeping that has been largely abandoned due to conflict tensions,” write the two, who also led a beekeeping workshop for Palestinian children and teenagers. They expect that pollination of crops by the bees will increase the farm’s production. Tent of Nations also planned to start selling honey from the hives this fall.

“Each year, thousands of international people visit Tent of Nations to learn about the occupation of Palestine and the farm’s steadfast commitment to nonviolent resistance,” Andie and Avalon write. “Our project provides an achievable model for other people to work in solidarity with Palestinian farmers.”

On its website, the Nassar family says it has been fighting to keep its land since 1991, when the Israeli government classified the farm as state-owned land under a law allowing it to confiscate Palestinian land if it is no longer being worked. The family’s “continuing commitment inspires other Palestinian farmers to return to and tend their lands,” write Andie and Avalon.

“Bee Preservation as Peacemaking demonstrates the intersections of ecological preservation, peacemaking and community organizing. As a white United States-born woman, working alongside Tent of Nations and their community partners I learned what true solidarity entails.”

Andie Sweetman, Agnes Scott College
On the plains of Punjab, Muhammad Haroon created a village community and education center, leasing a building and spending June renovating and repairing it, buying new furniture, and hiring the first of two teachers. Villagers volunteered to help. When the center opened, it offered local women lectures in health education, classes in adult literacy, and skills development in sewing and embroidery.

The course in skills development drew strong interest. The adult literacy offering did not, so Muhammad redirected the teacher he had hired for adult education to offer free tutoring to students in grades 6-10. Demand for that was so high that, with help from his family, he hired another teacher. Some 52 students enrolled for tutoring, more than twice the targeted number.

The center plans to continue offering the sewing and embroidery class as a three-month course, for 15 female students at a time. Ten students who completed the first cycle will be selected, Muhammad said, to each receive a grant equal to $50 U.S., plus receive training in financial management and business practices.

Muhammad also reached out to an NGO, the Bunyaad Foundation, which he says will be “an intermediary between the women making handicrafts and the commercial market in the cities.” He supplemented his PfP grant with $700 from his college’s FieldWork Term office, and plans to stay in contact with the teachers and community leaders as the Women Empowerment Center continues its work.

“WEC is not just a school where women get educated. It aims at empowering them by making them financially stable and active members of an otherwise patriarchal society. My efforts paid off when I saw passionate women leaving their homes every day with a hope to change their lives and those around them. I realized that often it is a small, passionate effort that makes a huge difference.”

Muhammad Haroon, Bennington College
During a seven-day summer camp program in Hanoi, 44 middle schoolers produced seven educational videos, on a variety of topics, that drew over 300,000 views on social media. Working on the project built four essential skills — in critical thinking, communication, collaboration, and creativity. When a guest speaker called those the four fundamental skills of the 21st century, project leaders Nguyen Thuy Trang and Nguyen Hoang Phong saw that they aligned well with the camp’s goals, and decided to make those four skills their focus.

“We used these ‘4Cs’ to communicate our goals to parents and got an overwhelmingly positive reception,” write Phong and Trang. “We taught these skills by guiding the campers through the process of research, scripting, storyboarding, then finally creating an educational video.”

Phong and Trang named their program SPARKamp, as part of their overall Love of Knowledge (LOK) project. Topics of the campers’ videos ranged from “What Is Artificial Intelligence?” to “Why Is Sustainable Tourism Necessary?” The organizers report that 100% of comments posted on social media about the videos were positive.

After a screening for parents at the camp’s closing ceremony, all the parents said they would send their children back to SPARKamp next year. Older campers also formed a club to keep making educational materials; and, Phong and Trang write, “we are starting to plan for a second SPARKamp next year.”

“LOK and SPARKamp have demonstrated that it only takes a small group of dedicated people to make huge waves. Most importantly, these dedicated people can come from any background, be of any age. The only thing they need is the right kind of nucleus to aggregate around, and the right kind of environment to flourish.”

Trang Nguyen, Clark University
In a region of central Peru that has been plagued by insurgent violence, Lucy Marshall and Eva McKinsey traveled to a rural mountain town to promote specialty coffee production and invest the proceeds in local education.

Within days of arriving at a coffee farm in Ancahuachanan, “we kicked into high gear, working with a member of the local community to construct a 5x10-meter coffee solar dryer,” the two write. They “orchestrated a specialized harvest for high quality,” and experimented with alternate methods of production.

Once the coffee beans were drying, Lucy and Eva turned to education. To bring the Internet to the local school, they reached a deal to install an antenna on a nearby hill in exchange for providing the landowner with free online access. They found room in their budget to donate five laptops and a projector to two area schools. They also installed a swing set and a fence around the school grounds, funded a teachers’ course in computing, and supplied educational computer programs, games, sports equipment, school supplies, and more.

On the farm, they cleared and roofed a disused area, cleaned and repaired old washing wells for coffee, and installed new equipment. They reached agreement with the farm’s owner to donate a portion of the increased profits from the specialized coffee to continue supporting the schools.

“We were constantly amazed by how dedicated the parents were to their children’s schooling,” Lucy and Eva write. “While hearing many stories about the area’s sad history of terrorism, we also had the opportunity to witness how the community consistently comes together to provide structures of support.”

“The opportunity to work with coffee processing and education in the Ancahuachanan region has instilled in each of us a true appreciation for community values, respect for grassroots education efforts, and understanding of entrepreneurial initiative. Through this project, the Davis Foundation has seeded a boundless amount of progress and hope in Ancahuachanan, and we are grateful and honored to be part of the story.”

Lucy Marshall and Eva McKinsey, Colorado College
Seeking “to teach, empower and connect” young rural Filipinos by building their digital literacy skills, CodePhil 2017 targeted the nation’s fifth-poorest province, Northern Samar. The project team supplemented its Projects for Peace grant by bringing in additional support from Columbia, MIT and Dartmouth College. With a new curriculum in programming that centered on website development, CodePhil reached 150 high-schoolers in two towns. The students built a variety of websites, developing knowledge and skills in the foundational languages HTML, CSS and Javascript. The project team also delivered free textbooks, other teaching materials and software to the local high school.

“Our main challenge was the lack of electricity — there were many situations where we had to come up with solutions to spontaneous situations,” write Sahir Jaggi, Vivian Shen and Sang Jun Park. When the school lost power on their very first day of teaching, the team quickly improvised, delivering the lesson on a chalkboard instead.

CodePhil also staged a two-day Innovation Summit that drew more than 150 participants, from high-school and college students to tech recruiters to professionals. And the team developed and distributed a learn-to-type software they named TypePhil.

That software, write Sahir, Vivian and Sang, “is the backbone of CodePhil’s overall mission to democratize digital and computer literacy in rural Philippines. Typing skills are fundamental in enabling students to achieve other digital and computer skills, helping them gain opportunities for their future. We reached 1,000-plus students this summer alone, and have plans to exponentially expand in the coming year.”

“The most impactful idea is often not the most complex or technologically advanced but a relatively simple solution, such as an offline method to teach students to type properly. CodePhil helped all of us realize that creating impact is a combination of collaboration, patience, and perseverance.”

Sahir Jaggi, Vivian Shen, and Sang Jun Park, Columbia University
In an area rife with Internet fraud, Angela Adom Frimpong’s project delivered a weeklong seminar for schoolchildren on setting life goals and using the Internet for positive purposes. “I had a lot of challenges with this project because of its grand scale,” Angela writes. “I worked with four schools, 140 students, eight teachers and more than 10 other facilitators.”

Angela bought and provided motivational books and three computers, plus Internet routers for each of the four schools. She also partnered with a telecom firm’s Vodafone Ghana Foundation, which provided online learning materials for the students. She arranged for the seminar to be recorded, so that students can continue to benefit from it, and she deposited funds in a bank account that schools can tap into for help in paying their Internet fees.

At the seminar, the Vodafone Ghana Foundation introduced students to Instant Schools, its initiative that provides free online learning resources. The foundation says these were “developed in conjunction with Learning Equality, a leading not-for-profit provider of open-source educational technology solutions.”

“The seminar allowed the students to think deeply about who they truly are and who they want to become, and how they can use the resources available to them to get there,” writes Angela. The experience, she adds, taught her useful lessons about leadership, communication and coordination.

“I think the biggest takeaway for the students was not only the new books and learning materials, computers or even the Internet connection they received, but that they now believe and have confidence in their ability to dream, to work hard and to achieve. I am certain that the students, with what they learned, will be able to impact their communities positively by staying in school, using the Internet positively, and becoming role models for their peers.”

Angela Adom Frimpong, Grinnell College
On the Honduran island of Roatan, Jenny Woods worked with a local clinic and an obstetrician/gynecologist to tell women about classes she was offering in pre- and postnatal care. She budgeted project funds to buy a birthing bed for Clinica Esperanza; but when another U.S. organization learned of her project and volunteered to donate the bed, Jenny decided instead to provide the clinic with a Kia truck, enabling it to extend its service into new communities on the island.

Before traveling to Honduras, Jenny collected some 200 pounds of baby clothing and supplies, mostly from the Decorah, Iowa community that is Luther’s home. Sorted and packed into bags, the baby clothing and supplies were given to expectant mothers who completed the classes. Those classes began with information on prenatal wellness and finished with advice on postnatal vaccinations, vitamins and breastfeeding.

Jenny also volunteered in the clinic’s women’s department and with Stacy Zuniga, the OB/gyn physician. From her Projects for Peace grant, she provided 35% of the new truck’s cost, and helped secure the remaining funds from other donors. Along with transporting Dr. Zuniga and volunteers to five communities farther away from the local public hospital, the truck will transport pregnant women who need hospital procedures, such as Caesarian sections.

Throughout her project, Jenny reports seeing “an increase in women arriving at the hospital for their prenatal care, and also an increase in women willing to attend the prenatal classes.”

“The Davis Project for Peace has taken me beyond myself and taught me the importance of giving others a chance to experience peace. It has taught me that anyone can make a difference.”

Jenny Woods, Luther College
At Maya Universe Academy, Nepal’s first free private school, more than 400 young people from low-income backgrounds are getting an education thanks in part to their parents, who donate two days of labor each week at the school’s rural home. To generate more income, the academy has begun raising chickens. Bikalpa Baniya’s project expanded that effort by providing more parents with chicken coops, chickens and supplies.

Parents receive compensation for their work, along with the schooling for their children. “The chickens are then sold to restaurants and businesses in nearby towns and big cities like Kathmandu,” Bikalpa writes. “The profits then go back to the school.”

His project overcame various challenges along the way, from the unexpected paving of the road leading to the school, which delayed delivery of construction materials, to the difficulty of finding skilled laborers, such as welders, to build the coops.

“Despite all these difficulties we could build all the coops, place the chicks, and increase the chicken production from 300 to 1,000 chickens per month,” Bikalpa writes. “This is a big boost to greater self-sustainability for Maya Universe Academy.”

The extra income, he says, will enable the school to hire more teachers, expand its hostel for housing students, build more classrooms, and attract more students.

“The long-term goal is to have production up to 5,000 chickens per month,” Bikalpa adds. Supporting the school on that scale will help it, he adds, in “forming a model that can be replicated all over Nepal.”

“As of 2015, more than one million Nepalis have gone abroad to work — and to work in dangerous circumstances. Most come from rural villages. The founders of Maya Universe Academy started the school to foster leaders in rural villages that know the struggle and would change this situation. By providing educational resources for these students, we are moving toward a better and more peaceful Nepal.”

Bikalpa Baniya
Oberlin College
Working with six other residents of Beira, her home city in Mozambique, Naira Abdula built a library and learning lab for 56 children living in a village orphanage outside the city. The team then trained 12 local facilitators in the project’s own Stage Curriculum, “in which we included all the stages that a child goes through to learn how to read, write and count,” Naira writes.

“The exchange rate from the U.S. dollar to the Mozambican metical dropped between the planning and execution phases — and Naira, new to construction work, underestimated what materials would be needed. With the aim of making the community an active partner in the project, the team hired local masons, carpenters and electricians for the construction work.

“We created a facilitator training program in which we had three days of theoretical training and three days of practical training,” Naira writes. “At a certain point, we realized we had more to learn from the facilitators than they had from us. We would teach them the ways which they should teach the children at the learning lab, and they would naturally adapt these methods to their local culture.”

The team developed a sustainability plan for the project. The 12 volunteer facilitators are continuing to teach children at the learning center, and Naira hopes to expand Edutrer to other parts of her country.

“Peace in my opinion is just happiness. I carry in my mind the image of a barefoot child smiling because she was touching a tablet. While this might be something many of us take for granted, the happiness and the future of many children might be on that simple tablet she just touched.”

Naira Abdula, Skidmore College
As her nation continues to heal from the 1994 Rwandan genocide, Halima Ingabire led 20 young people from the Tutsi and Hutu ethnic groups through a monthlong summer camp in which they listened to speakers, discussed topics that reflected on peace and reconciliation, and joined professional artists in painting workshops. An exhibition of the students’ paintings from the camp raised funds to help genocide survivors, including two families whose children became part of the project.

Speakers at the camp came from the National Unity and Reconciliation Commission of Rwanda. They “taught the young about the tragic history of genocide in our country,” Halima writes, “and how we could work together to promote peace and reconciliation among Rwandans.” Forming into four groups for afternoon conversations, the 20 students discussed topics such as the role of Rwandan young people in reconciliation, the role of women in the country’s development, and conflict resolution.

After the camp concluded, Halima worked with five Rwandan high schools to launch peace clubs, which a total of 580 students joined. “We presented and gave each school two paintings as a symbol to demonstrate how we were promoting peace and reconciliation through art,” Halima writes. In twice-weekly late-afternoon sessions, students in the peace clubs began working on their own paintings, which they hope to sell to raise funds that can help homeless and orphan children in Rwanda.

“One of the youth, whose father killed during the genocide, shared his sad story of how he lives with the guilt of what his father did. His father has been in prison since 2000 but Emmanuel has never visited him. The 20 youth and I talked to him and helped him to understand that no matter what happened during the genocide, there’s always a way to forgive and reconcile. At the end of the month, he decided to visit his father and share with him the good news of peace and reconciliation.”

Halima Ingabire, St. Olaf College
“The over one million young people in my country applying for jobs every year are not at peace because the vast majority only knows public service as an option,” writes Rassidatou Konate. “The government can accommodate only about 1.5% of them. What about the other 98.5%?”

To inspire and guide young people in building new opportunities, the project team organized a two-week training program in entrepreneurship and leadership for 30 university students. In seven teams, participants chose a practical problem they wanted to affect, then met with entrepreneurs for feedback and guidance.

Focusing on high-poverty urban issues, team members “stayed with the problem and the people living it four times in the first week,” writes Rassidatou. “The second week, we focused on making those solutions more innovative and impactful.”

To follow up the July training, participants committed to pursuing their projects, which focused on agribusiness, breeding, culture, events and construction. The Iwili team hopes to continue this work, developing entrepreneurship clubs in high schools, using membership fees and recruiting past participants to train and guide new projects.

“As the number of Iwili clubs grows, we will have more income in the form of membership fees, which will allow us to further develop our program and let our vision unfold,” Rassidatou writes. “We believe not everyone can become an entrepreneur, but we want to make sure that everyone who can and wants to, actually becomes one.”
Aiming to create a program that will have a positive impact on an expanding number of young Ugandans, Robert “Bob” Okello built a partnership with BINDEC Uganda, a community-based organization that works to develop skills and bring resources to promising young people, women and others. Robert bought 10 new HP computers, and he secured a donation of $1,000 from the University of Oklahoma Alumni Association to cover shipping costs. Working in a village in the northern region of his country, he organized the renovation of a facility donated by the community, to serve as the project’s home and a BINDEC Uganda field office. Renovations included tiling, rewiring and painting; a local carpenter built furniture.

A launch event for the new Digital Literacy Training Center drew almost 200 guests. By that time, 27 students, most of them school dropouts, had registered for the first training. For the future, Robert writes, “BINDEC Uganda is committed fully to sustainably manage and expand the project, and assigned a manager to the center with a seasoned IT technician to do monthly maintenance tasks on the computers.” The biggest challenges, he adds, are to manage demand for the trainings — “there are only 10 computers at the center that must serve thousands of students” — and to develop a reliable, possibly solar power supply, with local electricity subject to frequent blackouts.

“We envision the project inspiring the rise of a new breed of ‘technopreneurs,’ to create innovative solutions to some of the most pressing challenges in their local communities and across Uganda,” Robert concludes.

“There were certainly some uneasy moments along the way, there were a plentiful of doubts, and there were moments of absolute vulnerabilities. In those instances that it absolutely became clear to me that I had chosen to be a part of something far greater than myself — the creation of access to opportunity for others. I knew I had to give it my all in all.”

Robert “Bob” Okello, University of Oklahoma
Growing up in a village in western India’s Mulshi Valley, Amit Bharam saw how traditional wood-fired cooking helps to drive deforestation. He also saw, Amit writes, how “the entire female population, in a male-dominated society, has been suffering … lacking access to basic information and care because of stigmas and religious beliefs associated with the female body, sexuality, and the menstrual cycle. Many girls drop out of school at puberty because of these issues."

Both these issues were targeted with his two-part project. Working with the NGO Aksahra, based in nearby Pune at Mahindra United World College, he visited area nurseries and bought herbal plants, fruit trees and other small potted trees, all chosen for local sustainability and income-generating potential. He organized their planting at a local primary school, where students committed to caring for the plants as they grow to maturity.

Amit then worked with Aksahra and a local high school to present workshops for local girls and young women. Each was given a hygiene kit. A doctor and counselor presented and discussed information, he writes, about “the human body and major issues such as the female body, safe sex and menstrual cycle.”

Long-term, Amit hopes the planted trees will provide new support for poor families, while encouraging villagers to cook with gas and preserve the forest. He hopes the health workshops will help break through stigmas around the female body, encouraging girls and women to “become more driven, inspired and motivated to move their communities forward.”

“I thought I was fairly knowledgeable about my locals’ villages, but I learn something new about them every time, whether it was similarities in thoughts or a deeper understanding of faith. Being in this unique situation challenged my own belief and stereotypical observations, and reinforced my overall belief that differences enrich life, and that we all have something to bring.”

AMIT PRakash BHaram, WARTBurg COLLeGE
In a 120-student primary school in Monterrey, Angel Vela de la Garza Evia led a team that rebuilt the school’s library into a two-room science, technology, engineering and math (STEM). They then delivered hands-on workshops in science, technology, engineering and math (STEM) for 30 young people, with experiments and field trips to STEM-oriented sites.

Angel’s team painted the library rooms, installed flooring, electric outlets and an air conditioner, fixed plumbing and painted a mural. Seeing the team of students doing the hard work helped persuade the community that they could be trusted and deserved support.

“They started accepting us ... the mothers would bring us lunch and homemade goods to express their gratitude for what we were doing for their children,” Angel writes. “We had multiple families around Monterrey gather recycling materials for us to use. We got donations of water and water bottles ... A local high school donated over 200 school supplies.”

For the STEMito workshops, an education major at the Universidad de Monterrey designed lesson plans and materials lists. “We focused on having one-on-one interactions by dividing the group into smaller teams and having them rotate between different stations,” Angel writes. “That way we could individually help them.”

The team also brought the students to the Alfa Science Planetarium and the Lego factory, where they watched the manufacturing process.

Hoping to deliver STEMito again next summer, the team worked with the school’s leaders and staff to develop a plan for showing new teachers how to use the room for STEM learning.

“There needs to be a government educational reform, but we cannot wait for it. Students, regardless of socioeconomic status, deserve the opportunity to dream of becoming doctors, engineers, biologists, mathematicians or programmers. They just need that initial spark that brightens their perspective and turns their dreams into reality.”

Angel Vela de la Garza Evia
Washington and Lee University
Collaborating with a number of fellow Burundian college students, Belyse Inamahoro organized and led a weeklong summer camp for 24 high school girls in Bujumbura, her country’s capital city. The goal, she writes, was to encourage the girls “to pursue their dreams, develop their full potential, and create a generation of successful Burundian women who will contribute to the development of their country.”

Inviting online applications on WhatsApp and Facebook, the team drew responses from 119 girls, from 10 out of Burundi’s 18 provinces. Each wrote short essays on their participation in extracurricular activities, desire to change their communities, and motivation to join the camp.

Gathered in a boarding school “away from the city noise and traffic jam,” the campers participated in workshops on writing resumes, designing projects, mock interviews and more. They also received individual coaching in school applications, and joined in “visits, debates, games and presentations so that the participants can build problem-solving, self-branding and team-building skills,” Belyse writes. “Most of the teachers were successful female business owners and professionals in Burundi.”

Belyse’s collaborators in organizing the camp were college students from the Bridge2Rwanda Scholars Program, Akilah Institute, the National University of Rwanda, the African Leadership Academy, and the United World College system. She drew coverage from national and international media, including a number of Burundian newspapers.

Looking ahead, Belyse hopes to organize more events, and to work with camp teachers and participants to develop new learning opportunities, such as internships, conferences, forums and job shadowing.

“My initiative was able to create a network of ambitious high-school girls who will lean on one another in their journey of personal development, independently of their social class, ethnic groups or religion. I was lucky enough to witness the enthusiasm, the energy and the passion among the participants. Realizing that we share the same vision for our country has motivated and inspired me.”

BELYSE INAMAHORO, BENNINGTON COLLEGE
For an “intense” five-day conference on ways to build peace through resolving conflict and solving tough issues, a team of six Latvian students drew teachers from five nations and 47 students from 14 countries, plus speakers from Latvia, Egypt and Jordan.

“Purposefully I have invited people from different conflicting regions, like Russia and Ukraine, and with opposite political views,” writes project leader Matiss Steinerts, who believes the diversity of opinions that were shared helped give the conference a “vibrant mood and respectful environment.”

“Project goals were to equip scholars and local thought leaders with knowledge of diverse practices of peaceful resiliency, global examples of managing conflict in a constructive manner” and “examples of failures from conflict zones,” Matiss writes.

Faculty members came from the U.S., Latvia, Slovenia, Estonia and Lebanon. The keynote speaker was peace anthropologist Douglas Fry, Ph.D., from the University of Alabama Birmingham. Students came from Latvia, Lithuania, Denmark, Estonia, the Netherlands, Germany, the UK, Italy, Sweden, Egypt, Russia, the U.S., Ukraine and Russia. The conference was conducted in English in the medieval Latvian town of Pelči, with modest entry fees helping cover the costs.

The students listened to lecturers and invited speakers and formed seven working groups; each group was tasked with devising solutions to conflict-related challenges. “In the last day they presented their work in an idea-fair panel to each other,” writes Matiss, who adds that the participants, all activists in their home countries, both gained useful knowledge and built new social bonds.

“This project was a practical tool for me to be a meaningful agent of participation in political activism in my region. Summer school was a tool to influence future thought leaders and current activists by provoking their concepts of peace and conflict.”

Matiss Steinerts, International House, New York
Projects for Peace in the World

2007–2017

Afghanistan  Albania  Algeria  Angola  Argentina  Armenia  Australia  Bangladesh  Belize  Benin  Bhutan  Bolivia  Bosnia & Herzegovina  Botswana  Brazil  Bulgaria  Burkina Faso  Burundi  Cambodia  Cameroon  Canada  Chile  China  Colombia  Congo  Costa Rica  Cote d’Ivoire  Cuba  Cyprus  Czech Republic  Democratic Republic of Congo  Denmark  Djibouti  Dominica  Dominican Republic  Ecuador  Egypt  El Salvador  Ethiopia  Finland  France  Gambia  Germany  Ghana  Greece  Guatemala  Guyana  Haiti  Honduras  Hong Kong  Hungary  Iceland  India  Indonesia  Iran  Iraq  Ireland  Israel  Italy  Jamaica  Japan  Jordan  Kazakhstan  Kenya  Kiribati  Kosovo  Kyrgyzstan  Laos  Latvia  Lebanon  Lesotho  Liberia  Lithuania  Macedonia  Madagascar  Malawi  Malaysia  Maldives  Mali  Mexico  Mongolia  Montenegro  Morocco  Mozambique  Myanmar  Namibia  Nepal  Netherlands  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  Republic of Palau  Russia  Rwanda  Senegal  Sierra Leone  Singapore  Slovakia  Solomon Islands  Somalia  South Africa  South Korea  South Sudan  Sri Lanka  St. Lucia  Sudan  Suriname  Switzerland  Taiwan  Tajikistan  Tanzania  Thailand  Timor-Leste  Togo  Trinidad & Tobago  Turkey  Uganda  Ukraine  United Kingdom  USA  Venezuela  Vietnam  Yemen  Zambia  Zimbabwe

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The Projects for Peace 2007–2017

Agnes Scott College
2007  Fighting Domestic Violence, Creating Domestic Peace  
USA  Meg Beyer  Rachel Bunker  Chevonne Golden  Martha Lee  Tammy Lavrette  Harwen Li  Rhonda Lowry  Colleen McCreight  Margaret McMillan  Godan Osman  Rocío Rodríguez  Nancy Trebaut  Maryam Trowell  Lauren Whitton  Jennifer Whitton  Kelsa Wyeth  Shannon Yarbrough

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

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

2010  Empowering Women for Peace and Prosperity  
Cambodia  Darah Talum

2011  Freedom to See Beyond  
USA  Jillian Edosomwan  Randal LuDet

2012  Integrated Water Resources Management  
Botswana  Shilin Zhou

2013  Technology Inspiring Peace  
Benin  Maureen Klein  Aba Duargniné

2014  Peace and Prosperity through Renewable Energy  
Haiti  Ranran Li

2015  Coming Together through Knowledge  
Pakistan  Sumbul Siddiqui

2016  Markets for Peace  
Nigeria  Joy Akinfenwa

2017  Bee Preservation as Peacemaking  
Palestine  Andi Sweetman  Avalon Bonfio

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

2009  Eco-Pad Project  
Kenya  Obutain Akinyode

2010  The Young Writers Project  
Kenya  Jackline Makena  Art of Aging  
Turkey  Basile Young

2011  Peace through Shared Experience  
Uganda  Conny Morrison  Laosom, Endenomjne, Antjme  Albania  Vis Alaj  Kathryn Libby

2012  Footbol Bayonains  
Haiti  Tahina Vatel

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

2014  Stimulating Reading Culture  
Ethiopia  Hewan Semon Marve

2015  Who Are We?  
USA  Ayoung Kim

2016  Love through a New Lens  
Argentina  Sarah Jordan  Meghan McDonough

2017  Stepping off the Veranda: Promoting Greater Engagement by American Study Abroad Students in Argentina Toolkit  
Argentina  Sophie Delfeus
2017 - Empowering Young Girls in Rural Villages by Teaching Them Computer Science
Pakistan
Anika Kazlyna

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

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

2009 - Between Two Fires
Uganda
Benjamin Bechtolsheim

2009 - Empowering through Education
Haiti
Shaina Gilbert
State of Peace
Costa Rica
Jonah Cohen
Neil Crowley

2011 - Women2Women, Youth2Youth
Rwanda
Noam Shouster

2012 - Engaging Hands and Minds
Zimbabwe
Kayla DInces
Lena Morrison

2012 - Back to Basics: Food for HIV
Kazakhstan
Kazangulo

Brown University
2007 - SPARKS Academy -- Kabul
Afghanistan
Samira Thomas

2008 - Growing Gardens for Health
Rwanda
Emma Clippering

2008 - Rainwater for Humanity
India
Christina Tang

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

2012 - Ecotourism in the Amazon
Ecuador
Blair Cameron

2013 - Callalli Weavers Community Development Project
Peru
Marielle Avalino

2013 - Loving the Seeds of Peace
Yemen
Rabia Al-Eryani

2014 - Peer to Peer for Peace
Kenya
Chiamat Langat

2015 - No Country for Women
India
Shreena Thakore

2016 - The One Book at a Time Project
Yemen

2016 - Sharing Knowledge for Peace
Nepal
Briana Bellamy

2017 - A Call for Dignity: Ending Manual Scavenging
India
Abraham Troen
Andrea Verdeja

2017 - Al Quds University Student Dialogue Initiative
Palestine
Eli Philip
Catriona Stewart

2017 - Sustainable Menus: Providing Healthier Meals Through Collaboration and Education
Tanzania
Kiva Levin

2017 - SeluSemillas: A Plantable Stories Project
Puerto Rico
Brontë Velez

2017 - Education Support for Haitian Youth (ESHY)
Haiti
Ruth Gaelle St. Fleur

2017 - Building Girls Building Dreams (BGBD)
Zimbabwe
Takuzo Kanyangarara

2008 - Peace in the City of Brotherly Love
USA
Lucy Edwards
Adakai Kano

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

2010 - A Publication for Peace
USA
Apocalipsis Rosario

2011 - Sowing the Seeds of Peace
USA
Bryan W. Black

2012 - The Ngone Oo Foundation: Freeze Women’s Rights in Time
Zimbabwe
Takudzwa Kanyangarara

2013 - Making Peace Accessible
Nepal
Briana Bellamy

2014 - Project Qeqesha
South Africa
Gwendolene Mugodi

2015 - Water Supply: Helping Local People Build Their Own Village
Nepal
Kurnud Ghimine
Savant Shreshtha (Middlebury College)

2016 - Pink It Forward
USA
Graciela Espinosa

2017 - Building Girls Building Dreams (BGBD)
Zimbabwe
Takuzo Kanyangarara

2007 - Mi Refugio: Peace through Education
Guatemala
Danielle Winter
Julie Phrom
(Blairmore University)

2007 - Pumping Station to Provide Water for El Porvenir
Nicaragua
Ashley Curry
Adam Donald
Meghan Feller
Rob Gradboile
Julie Jakobović
Saskia Matlin
Laura Roberts
Ryo Sueda

2008 - How Much Does a Banana Really Cost?
Nicaragua
Blanka Ballina-Calderon (University of Florida)
Grace Han
Connie Lee
Dick Muyambi
Brittany Stobai
Lauren Whitestein

2009 - Bicycles Against Poverty (BAP)
Botswana

2010 - Bicycles Against Poverty (BAP)
Botswana

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

2012 - Yehki Wi Cry (YWY)
Haiti
Hear Our Cry
Sierra Leone
Nadia Sasso

2012 - Puerto Rico Se Anima
Puerto Rico
Stefan Ivanovski
José Sáavedra Valdivia

2012 - Sustainable Scavenging
Palestine

2013 - The Harvest Peace Co.
Vietnam
Unconditional Love, Vietnam

2013 - Empowering Students through Environmental Development
Sri Lanka
Sharan Hettipola

2014 - Empowering Young Girls in Rural Villages by Teaching Them Computer Science
Nepal
Onkar Khanal

2015 - Sustainable Scavenging
Palestine

2016 - Empowering Young Girls in Rural Villages by Teaching Them Computer Science
Nepal
Onkar Khanal

2017 - Bicycles Against Poverty (BAP)
Botswana

2017 - Powering Rural Nepal with Micro Hydropower Plants
Nepal
Kishore Bhatta
Nadra Prasad
2010 Moving Communities/Moviendo Comunidades
Mexico Erin Leyson
2016 Solar Lighting for Peace
Kenya Davis Muthoka
Rainwater Catchment System in Mainitenna
Madagascar Emilia Chojkiewicz
Eliza Griffith
Dylan Kaiser
Matthew Marlow
Emma Palmer
Charles Pearlman
Cassandra Williams
2017 Clinic and Vehicular Bridge in Kanyearamine, Uganda
Uganda Elizabeth Griffin
Cassandro Williams
Kyle Baer
Angelo Pangan
Anthony Paul
Eri Simona
Marina Smalling
Ellie Smyth
Eartham 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 Shue (University of Oregon)
Jamie Utt
Arts for Peace
Sierra Leone
Ibrahim Dach
Syed Kamal
2009 Hope—An Agent for Peace
Swaziland
Sané Thulani Mahlaela
2010 The Voices from Mountains
Tajikistan
Shanaz Aparazade
Bundayin Turmatov
2011 Crafting Empowerment
Indonesia Lailul Ikram
2012 The Townsend Food Project
USA Mary Margaret Jones
Sarah Wahlde
Vuera Enterprise “Rainwater Enterprise”
Kenya Silviano Valdez
2013 Stepping Out from the Shadow
Bosnia & Herzegovina
Ana Milutovic
2014 Navigating Discourses of Sexuality: Resistance to Homophobia
Brazil
Kavi Ramburn
Marcos Ramos
2015 Community Resource Center for Better Salyantar
Nepal Ram Rani
Similarly Jung Thapa
2016 The Sisterhood Peace Project
India
Sonja Sandep Kabra
2017 Young Mothers 4 Peace: Empowering Teenage Mothers in Liberia with Vocational Skills
Liberia
Peniel Ibe
Franklin & Marshall College
2007 The Goal Is Peace
Uganda
Scott Peterman
2008 Environmental Leadership Program
China
Brian Marshall
Yupu Zhao
2009 Tanzanian Yaramagesa
Zimbabwe
Faith Muesengi
Jason Owen
Abby Zoltick
2010 Zero-Lead for Future Generations
China Yuan Cao
Wanjun Deng
2011 The ONE Goal
Africa
Mona Lotfiour
2012 100 Goals for Peace
South Africa
Rebecca 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)
Cote d’Ivoire (Ivory Coast)
Manwumph Sozoruk
Nadine Zoro
2015 Road to School EngTech Summer Camp ’15
Bangladesh
Indra Rahman
2016 An Answer to the Global Refugee Crisis: No Barrier Too Strong
Turkey
Alperezhib Aykurany
George Peavy
2017 Beyond Casteism in Rural Nagaland
Nepal
Akhlesh Anand
Future Generations
2009 Peace-Building and Natural-Resource Management
Uganda Joy Bonyere
2010 Building Relationships and Trust for Peaceful Elections
Burundi Rena Claude Niyonkuru
2011 Promoting Nonviolence among Guayanas Youth
Guyana
Goldie Scott
2012 Promoting Cultural Competency in Youth in Kuresoi
Kenya
Stephen Nduru
2013 A Community-Driven Cross-Border Peace-Building Project
Uganda/S. Sudan
James Latigo
2014 Promotion of Peace in Afghanistan through a Cultural Dialogue
Afghanistan
Reynahun Ghuloom Musalaii
Promoting Peace Awareness amongst Youths
Cameroon
Nnings Jonathan Tim
2015 Advancing Women’s Right and Access to Justice
Somalia
Dusy Osman
2016 A Community United against Terrorism
Ghana
Emmanuel Kotin
2017 Developing Peace between a Leprosy-Affected and Surrounding Communities in Addis Ababa
Ethiopia
Fissaha Getahun
Georgetown University
2007 Argentine Shantytown
Argentina Elena Stewart
2009 One World Africa Youth Summit
Ghana Jessica Rinnert
2008 West Africa
“I Have a Dream” in the Dheisha & Jalazone Refugee Camps
Palestine
Hammond Hamrod
Rod Salaman
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
Clare Charramac
Meredith Jacob
Naloyar
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
Philipp Dearing
Philip Wong
2015 The Orenda Project
Pakistan
Ahwaz Akhtar
Haroon Yasin
2016 Hamahai Kahane
India Devika Ranjan
2017 37th to 37th: Peace, Love, and Storytelling in a DC Neighborhood
USA Laura Dickinson
Alison Forger
Gettysburg College
2007 greAT!/Campus Kitchens Project
USA
Almae George
Lia Nigo
Louisa Polos
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
Munyandai Chogo
Lyudmila Marisina
2011 Street Children’s Soccer and Educational Development
South Africa
Laura Block
Andres Lorenzo Pinga
2012 Engaging Differences
Malawi
Allan Kawala
Lewis & Clark College

2012
Intimate Violence and Visions for Peace
Nicaragua
Elizabeth Russell
Kate Iris Hibburger
Frazer Lavier
Megan McBride
Loren Spier (Metropolitan State College of Denver)

2009
Cultivating Peace
Brazil
Claire Battaglia
James Cotton
Casey Nelson
Betto van Waarden

2008
Crafting Peace: An Artisans’ Collective
India
Katie Jo Walter

2007
Peace through the Art of Motorcycle Maintenance
China
Sara Eichelberger
Jessica Schubode
David Willits

2011
Drilling Well, Providing Clean Water and Promoting Peace
Ethiopia
Sella Alemanyu
Temesgen Habte
Selam Montire
Leah Scott-Zechlin

Tools for Tolerance
Morocco
Samantha Stein

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

2013
Women’s Dance and Self-Defense for Peace
India
Miranda Bennett
Hillary Patin

2014
Teaching to Build Trust, Connections, and Friendship
Myanmar
Nway Khine
Katie Schirmer
Samuel Shugart
Irama Yeap

2015
Teaching Tolerance through Computer Education
Haiti
Valkorut Honore
Kayla Nathchim
Paral Sohal

2016
Teamwork through Verbal Communication, Leadership, and Goal Achievement
Eritrea
Hamdan Alamani
Reham Bahadudin
Isabella Irifi
Jessica Rosenblatt
Bruney Truax

2017
Planting the Seeds of Peace: Ambassadors’ Postconflict Recovery through Vocational Training of Children Affected by War in Northern Uganda
Uganda
Nelio Trangha-Schein
Max Clary
Seran Witwod

Luther College

2007
Soccer for Peace
Ghana
Kat Friedrich
Emily Jacob
Chelsea Koons
Joel Martin
Godson Sowah

Promoting Peace through Forgiveness
Sierra Leone
Alyssa C.D. Chadde
Anthony Selli

2008
Sowing Seeds of Peace
El Salvador
Antara Russe-Ren
Vol Fano
Ana Molina
Mariza Navarro
Bishakha Nj’andu
Merima Sofidjaa

Constructing Classrooms... Promoting Peace
Sudan
Marielena Lima
Christine Melling

2009
Collaborating on Imagination to Fight Hunger
Ethiopia
Kifku Anga Teafaye

2010
Economic Empowerment: Establishing an African Market
Uganda
Dickson Kwamatala

2011
Music for Peace
Timon Lushe
Natalino Gutierrez

2012
Support for Post-Conflict
Anorgan Obphans
Arugula
Isaldo Huhali

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

2014
Plant a Seed, Build a Brighter Future
Colombia
Enrul Log

Promoting Peace through Forgiveness
Sierra Leone
Alyssa C.D. Chadde
Anthony Selli

2015
A Better Learning Environment for a Brighter Future
Algeria
Holly Harris
Fatimnetu Bachi Jatri Emhamed

2016
Women Empowerment: Providing a Conducive Learning Environment for Girls
Malawi
Mwany Promise Pancaku
Education for Peace
Afghanistan
Mustafa Muhammadi
Cheragh Al Yazdani

2017
Giving Peace a Chance by Starting with the Littlest Feet
Honduras
Jenny Woods

Macalester College

2007
Project for Cultural Support and Sustainable Economies
Brazil
Dara Hoppe

Peace-Building Workshops
Peru
Florella 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
Rayanata Louall

2012
The Bike Library for Carishinas
Ethiopia
Charloette Fagan

Green Lake Water Project
Ethiopia
Selamawit Gebremariam

2013
 Zinc and Latitines for Peace
Sierra Leone
Andrea Grimadi
Omar Mansour
Joseph Sengel

Reconciliation through Education in Ljubljani,
Bosnia & Herzegovina
Valentino Grbavac

2014
Cultivating Peace: Virtual Learning
Buddy
Vietnam
Nang “Jasina” Nguyen

2015
Seeing through a New Lens Together
China
Lianna Novitz

2016
Empowering Hvong Women: Peb Juaj Njij Nqis
USA/Africa
Gao Thor

2017
Skate into the Sun: Empowering Mupato’s Young Women through the Art of Skateboarding
Zimbabwe
Kava Vaquex

2018
Empowering Hvong Women: Pob Juaj Njij Nqis
USA/Africa
Dello Buumu Vasaar: Restoring Hope among Senegalese Talibes and African Children
Nepal
Rahila Muhibi

2019
Empowering Women: A Conducive Learning Environment for Girls
Sierra Leone
Yesmin Giddus

2020
Language for Leadra
Cypur

2010
Sana Lab
Philippines
Christopher Moses

2011
Healthcare
Kenya
Benjamin Monivailiz

2012
Creating Sustainable Educational and Economic Opportunities
Nepal
Uddhav Sharma

2013
Creating a Sustainable Future
Zimbabwe
Fidelle Chirimo

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

2015
Education Support to Nepal (ESN)
Nepal
Surya Tripathi

2016
NETWORKING 101: International Youth Networking Academy
Malaysia
Kliment Serafim

2017
Streamlining Justice Delivery with Peace Informatics
Netherlands
Wajeaha Ahmad

Methodist University

2007
Youth Summer Camp for Peace
Afghanistan
Rahila Mubahi

Empowering Women through Education
India
Sana Sabri
Digging to Surface Water Wells
Ethiopia
Hussein Nasiro-Sigo
2008
Greenhouses for Peace
Ecuador
Heather Eshhardt
Marco Marin
A Call for Help
Honduras
Gladya Michelle Reyes
Cathryn Sinkovitz
2009
Community Water Project in Baguia
Timor-Leste
Milica Baptista
2010
Build to Educate
Guatemala
Fredy Ozon
Andres Camilo Rubiano
2011
Collecting Smiles in Srebrenica
BiH
Biljana Jovanovic
Anna Causevic
Andres Camilo Rubiano
2012
Building a Peaceful Future: A Workshop for the Old City of Jerusalem
Israel
Daphne Lasby
2013
Wells for Clean Water
Afghanistan
Shabana Basij-Rasikh
Healing the Rift
USA
Nicholas Alexander
Alexander Kent
Shujaat Khan
Saqib Khan
2015
Creative Youth for Community Leadership Enhancement (CYCLE)
Pakistan
Najma Qayyum
2016
iVWcamp
Senegal
Claire Ba (John Carroll University)
Aissatou Gaye
2017
Immersive Summer Language and Leadership Academy (ISLLA)
Solomon
Mikahla Cade
Bulgaria
Maggie Nazer
Eva Bod
Lee Garcia Jimenez
Keenia Shingawage
Isabella Carey
2018
Integrating Voices: Community Building in Berlin via Creative Writing and Translation
Germany
Amir Firestone
Oakley Height
2019
Painting a Peaceful Present
Nepal
Khushbu Mishra
2019
Empowering Youth through Radio and Digital Storytelling
Nicaragua
Mika Kie Weissbuch
2012
College-Bound Summer Camp
USA
Hillary Pollan
2013
Community Health Promoters for Peace
Haiti
Wesley Linai
2015
Mitigating Water Conflict in Jordan
Jordan
Laura Mortara
2016
Applying Lessons from the SEANWFZ
Indonesia
Christian Clisbou
2017
Business Literacy Trainings for Women in Bungung Kak Lake
Cambodia
Christina Lukeman
2017
Be a Good Neighbor in Hamtramck, Michigan
USA
ulwas lqbal
New York University
2012
Culturally Sustainable Development and Community Activism
Venezuela
Stephen Lavallio
2013
Empowering Female Entrepreneurs India
Garima Kapoor
2014
Protecting the Rights of the Marginalized and Oppressed (P.R.O.M.O.)
Ghana
Kayana Jean-Philippe
Fanta NGom
Delaine Powerful
2015
Rags to Riches
India
Himani Gupta
2016
One Nation, Under God
USA
Humayra Mayat
Sara Mayat
2017
Our Hong Kong Story—A Project to Rediscover Our Heritage
China
Rachel Law
Northwestern University
2007
Shantipatha—An Initiative for Social Empowerment in Rural Karnataka
India
Manjari Rangathan
2009
Sport for Development and Social Change
South Africa
Jamia Joy Bernard
Maggie Schmitt
2006
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 Perman
Latih Polseddi
2010 Nation Building through Young Journalists
Nepal
Sagar Aryal
Jon Shrestha

2016 SuperGirls of Zimbabwe
Zimbabwe
Adina Arnaut
Claire Watts

2017 Independent and Decent Life for the Disabled
Nepal
Himanshu Thapa
Nario Lilikazoe
Swarthmore College

2007 Providing Water, Empowering the Samburu Women
Kenya
Alice Lonayoko
Mukhyee Muchimutu

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

2009 Reinstalling Peace in the Timor-Leste Villagers
Timor-Leste
Geovania Guterres Ornai (Harvard University)

2011 Peace Studies and Liberal-Arts Education Center in Sammen
China
Liulan Ma

 Providing Water for Mohalle Hoek Villagers
Lesotho
Bahlokaena Mabatha (Harvard University)
Makakia Takede

2012 Preventing Youth Violence through Education for Peace
Nicaragua
Chandreyi Guharay

2013 Peace through Psychosocial and Micro-Credit Support
Sierra Leone
Leonard Vivi

2017 Inyizare (Hope) Project: Youth Promoting Peace and Reconciliation through Art
Rwanda
Hatina Ingabire
Stanford University

2009 We Remember the Polish Jewish People
Poland
Sarah Golabek-Goldman
St. Olaf College

2010 Building Healthy Families
Nepal
Subash Ghimire

2011 Empowering and Celebrating Chilean Mapuche Women
Chile
Karen Ladenheim

2012 Peer Health Education to Empower Girls
India
Bashirah Nishe

2012 ReAllocate
USA
Ivy Nguyen

2013 Swarthmore College

2014 Swarthmore Bosnia Project
Bosnia & Herzegovina
Ioss Engberg
Andrew Loh
Thu Ratzen
Lisa Middle
Deivid Rojas

2015 Madagascar Peace
Madagascar
Joshua Cockroft
Kimberly St. Julian

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

2011 Pemón Health Project
Venezuela
Michael Rieckmann
Elisa Lopez
Olag Muhikovsky (Brandeis University)
Kanayo Oneyiku

2012 Wo(lf)th for Peace
India
Adhina Pope
Riana Shah

2013 Peace Innovation Lab
Nepal
Nimesh Ghimire

2014 Coding for Justice
USA
Leah Gallant

2015 Inclusive Excellence
USA
Mackenzie Welsh

2016 Revitalizing Arts
USA
Kelly Hernandez

2017 Podcasting for Peace: Storytelling to Ameliorate the Israeli-Palestinian Conflict
Israel
Lily Tyson
Marissa Cohen

2006 Fighting Malaria to Improve Life
Malawi
Jacob Fulcher
Sarathak Khanal

Palestinian/Israel West Bank
Ahmed Arafat

2009 Deterdek: Educating for Peace and Patient Bathroom—Bairo Pite University
Timor-Leste

Palestinian/Israel West Bank

Palestinian/Israel West Bank

Palestinian/Israel West Bank

Palestinian/Israel West Bank

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Nepal
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2015 Clean Water for Rural Zimbabwe
Zimbabwe
Unozita Moyo

2016 Peace through Psychosocial and Micro-Credit Support
Sierra Leone
Leonard Vivi

2017 The Working Boys Center
Ecuador
Sophie Dresser

2013 Peace Me the Ball
Brazil
Paige Reyes
Mauricio Santiago

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

2014 Water for Peace
Haiti
Margarette Pierre-Louis

2015 Providing Water, Empowering the Samburu Women
Kenya
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Mackenzie Welsh

2016 Revitalizing Arts
USA
Kelly Hernandez

2017 Podcasting for Peace: Storytelling to Ameliorate the Israeli-Palestinian Conflict
Israel
Lily Tyson
Marissa Cohen

The College of Idaho

2006 Peace through a Community Approach to Solar Lighting
Nepal
Vinit Agrawal
Matthew Phinney
Michael Pierce

2008 Peace in Jail
Bolivia
Dorjina McFarren
Ezel Possu

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 Sajijakia
Washington and Lee University

2007
School Library
Rwanda
Bally Logan Gibson
Healthy Community Curry Kitchen
Sierra Leone
Annie Gleason

2008
Microcredit
Peru
Drew McWay

2009
Language Laboratory/Multimedia Center
Argentina
Eduardo Rodriguez

2010
The General Development Initiative
Dominican Republic
Caini Styttaryn

2011
Benefitting All Children in Korea (BACK)
South Korea
Uir Whang

2012
Clean Water for Pampoyo
Bolivia
Dana Fredericks

2013
Equipping Future Leaders
Ohio
Emmanuel Abubreese

2014
Lending a Helping Hand
El Salvador
Johan Garcia Padilla

2015
The Missing Link — A Global Interface for Empowerment
Uganda
Daphine Mugayo

Breakthrough Leadership Academy
Hong Kong
Hau Yee Cynthia Lam

2016
Music Brings Light
Vietnam
Vat Linh Tran

2017
STEM/TE: Building Brighter Futures
Mexico
Angel Vela de la Garza Evia

Washington University
In St. Louis

2007
Shoot for Safety: A Hepatitis A Awareness Network for Youth in Egypt
Egypt
Aryan Waisfein

2008
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

2015
Water Sanitation for Brighter Dawns
Bangladesh
Alanna Kembaiz

2016
Ultimate Peace in Bethlehem
Israel
Gabriel Frankel

2017
The Buddies Program
Swaziland
Saviri Restrepo Alvarez

2018
Sisters in Success (SIS): Empowering Girls in Bununfu to Promote Peace
Burundi
Byelema Inamahoro

2019
Give a Man a Fish, Teach a Man to Fish...
Panama
Annie Smith

2010
Xelaju Store Project
Guatemala
Ana Lucia Medrano Fernandez

2011
Camp Rajiji
Lebanon
Lana Dweik

2012
Empowering Black Female Adolescents
USA
Lilly Moralin

2014
Arcticic Expression and Healing through Music
Uganda
Allana Kembaiz

2016
The Nagarote-Wesleyan Partnership
Nicaragua
Samantha Richman

2007
The Missing Link — A Global Initiative

2011
Sisters for Empowerment & Equality (SEE)
Jamaica
Shanille Brown

Westminster College

2007
Healing the Souls through Arts
Thailand
Brianna Andrade

2010
Let’s Give Back through Playback
Rwanda
Neha Doshi

2017
Biomas for Making Lives Better
Nepal
Tenzing Dhakhwa

2018
Going Organic in the Smara Refugee Camp
Algeria
Guido Martin Roa

2019
Rethinking Education: Bringing Online Education to the Disadvantaged Communities
Uganda
Joseph Munyambanza

2020
Water for Life: Collecting Rainwater to Address Potable Water Scarcity
Guatemala
Ahmed Baqai

2011
Making Lives Better
eNigeria
Sneha Bhandari

2012
Useless to Useful
Ethiopia
Muldurhan Gabrekiidan

2013
Biomas for Making Lives Better
Nepal
Tenzing Dhakhwa

2014
Going Organic in the Smara Refugee Camp
Algeria
Guido Martin Roa

2015
Rethinking Education: Bringing Online Education to the Disadvantaged Communities
Uganda
Joseph Munyambanza

2016
Growing a Future for Peace
Rwanda
Sithembile Mabila

2017
P4: Pioneering Perpetual Pathways for Peace
Lebanon
Gina Campagna

2018
Education: The Master Negotiator for Peace
Swaziland
Stithembile Mabila

2019
Creating a Future for Peace
Trinidad & Tobago
Pradipti Rajshandari

2020
Children’s Library
Ethiopia
Belayhu Bekera

87
2007 Fighting for Our Lives: Creating Schools for Peace
Jamaica
Derrin 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 Mably
To Live, Love, Laugh and Learn: YODIFEE
Cambodia
Siu On-Ann Kwan
2009 From 3 Stone to No Stone
Peru
Molly Skaltsis
Meheret Endeshaw
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 Caoi
2014 Peace through Preservation of Life
USA
Xavier Biers
Genevieve Jones
2015 Creative Community Summer Education
USA
Brenna Bailey
Drew Edmonds
2016 Youth Leadership through Athletics: Justice-Driven Peace-Building
USA
Ann Varit
Williams College
2008 Reclaiming Childhood for Iraqi Children in Jordan
Jordan
Awook Dey
Katherine Krieg
2009 Reducing the Environmental and Health Dangers of Small-Scale Mining in Papua New Guinea
Kerim Heman
2010 Reading in the Smus
Argentina
Ellen Song
2011 Establishing a Generation of Promise
Afghanistan
Matullah Amin
2012 Connecting Nepal: Wireless Education in Anghat
Nepal
Avishhek Shrestha
2013 Reading to Secure the Future at Konyango School
Kenya
Jackline Odhiambo
2014 Mentas Brillantes
Colombia
Marcela Osorio
2015 Eliminating Water Crisis and Conflict in Pakistan
Hamza Farnath
2016 Reclaiming Narratives
Jordan
Sumaya Awad
2017 Fostering Youth Engagement at D-Town Farm
USA
Abigail Belcast
2017 Improved Reproductive and Sexual Health for Peace
Kenya
Yvonne Bungei
2018 Yale University
2007 A Well in Batey Libertad
Dominican Republic
Sarah Kabay
2008 Empowering Mombasa’s Agents of Peace
Kenya
Alexandra Sulich
2009 Feeding a Little Hope, Securing Big Dreams
Swaziland
Philila Shongwe
2010 Bridges of Dialogue South Africa
Amy Chang
2011 Raahat: Healing Women
Pakistan
Maheen Zakaria
2012 Water for Peace in the Horn of Africa
Ethiopia
Dilshan Samarkoon
2013 Establishing a Generation of Promise
Afghanistan
Matullah Amin
2014 ArtUk Don Beteh. Development through Business
Sierra Leone
Alaina Varvaloucas
2015 Sustainability, Skills Workshops, and Personal Testimony
Rwanda
Caitlin Clements
Christina Hueschen
2016 A New Identity for Bosnia & Herzegovina
Bosnia & Herzegovina
Sarah Larson
Vinicius Lindoso
2017 Musical Healing: Reducing Recidivism and Promoting Rehabilitation
USA
Benjamine Liu
Courtney Rubin
2013 Give a Village a School
Nepal
Piyankar Chand
Sampada KC
2014 Children’s Peace Library
Pakistan
Mahnaz Zakaria
2015 Speak Up! Addressing Gender-Based Violence in Trinidad and Tobago
Trinidad and Tobago
Timiibi Souza-Olafobiri
Liana Ambrose-Murray
2016 Youth Creativity Center for Peace
Palestine
Dalal Awwad
2017 The Davis Projects for Peace—International Houses Worldwide
IH-Alberta
2009 Water Quality Lab—Ngobe Bugle
Comarca Panamá
Lauri Brookbanks
Ross Duncan
Amanda Gabster
2009 Ceramic Initiative
Kenya
Andrea Landi/ault
David Poon
2010 Guatemala Nutrition Centre
Guatemala
Laura Brookbanks
Dunya Joulian
Yi’ang Karen Kang
Di’ashan Samarkoon
Connectados
Peru
Matthew Jeppesen
2011 Teaching English for Peace
Morocco
Carlin Cobb
Nyamal Guet
Alex Freeman
Joyce Tani
Tiu Johnson
Victoria Yoo
2014 Painting Peace, Connecting Continents
Uganda
Afshin Arifi
2015 Children’s Peace Library
Palestine
Dalal Awwad
2016 Youth Creativity Center for Peace
Palestine
Dalal Awwad
Youth for Peace Ecuador
Ecuador
Jorgi Villacres

Berkeley
2008
Peace Camp & Peace Center — Kendall Campus
Cambodia
Ana T. Villanual
Writing Workshop
Cambodia
Aaron Sorenson
Safe Water for a Safe World
India
Ayse Ercumen
Projects Sastimasa: Education for Liberation
Kosovo
Sina Akevano
Outdoctrination
Cambodia

2011
Youth for Peace Ecuador
Ecuador
Vanessa Chehlawi

2012
Finding Common Ground
Lebanon
Dana DePietro
Refugee Camp
Panama

2013
Light from Below
Panama
Oscar Díaz

2014
Empowerment through Digital Library
Nepal
Suja S. Singh

2015
Generation of Global Citizens
Australia
Zaid Al-Farisi

2016
Stretching towards Peace
Serbia
Vandana Sood

2017
Campus Peace Summit
Australia
Mariane Lemieux

2018
Joining Together through Song
Hungary
Marlène Lemieux

2019
Hassan: Remembering Us
Guam
Marie Auyong

2020
Project Fraternitas
Ecuador
Rebecca Brown

2021
The Traveling Shanty Town
South Africa
Catherine Bovis

2022
Intercultural Youth Activities Group
Australia
Rebecca Oulton
Jonathan Regan-Beasley
Danielle Shaw

2023
Harmony in the Northern Territory
Australia
Jacqueline Beech

2024
riefing Common Ground
Israel/Palestine
Diana DelPietro

2025
Light from Below
Panama
Oscar Díaz

2026
Empowerment through Digital Library
Nepal
Suja S. Singh

2027
Peace through Service for Leadership: Reaching Youth

2028
Cross-Cultural Youth Activities Group
Australia
Jacqueline Beech

2029
Youth for Peace Ecuador
Ecuador
Vandana Sood

2030
Joining Together through Song
Hungary
Marlène Lemieux

2031
Refugee Camp
Panama
Oscar Díaz
Peace through Safe Drinking Water
Peru
Michael Halperin

Water Peace Initiative
Uganda
Andrews Ring

A Piece for Peace
Israel/USA/Canada
Jasen Olivier Begin

Library of Hope
Afghanistan
Mujda Amini

Peoples Building Peace
USA
Salim Al-Jahwari

From Apathy to Action:
Educating against Child Abuse
Jamaica
Nihib D’Sa

2009
A Concert in Honor of Peace
at Carnegie Hall
USA
Ninood Pfeffer

A Music Camp for Wounded Hearts
China
Danqing Zhou

Audiencing the Harms of
Human Trafficking
Laos
Stephanie Choo

Clicking to the Rhythm of Peace
Argentina
Camilla Lalani

Climate Change Adaptation
Papua New Guinea
Takau Frere

Dancing the Difficulties Away
India
Christina Renkens

Education for Peace
India
Pooja Lakhtakia

Kathmandu Music for Peace Festival
Nepal
Lindsay Feldmuth

Peace Education through
Storytelling
Ecuador
Maria Jose Bermeo

Promotores de Progreso
Ecuador
Matt Haygood

RISK: Taking Chances, Giving
Opportunities
Dominican Republic
Elton McKennedy

Running towards Peace
Egypt
Sara Yap

Honoring the Past for a
Peaceful Future
Guatemala
Eliza Ramos

Conflict Prevention in the
Kyrgyz-Tajik Border
Kyrgyzstan
Salkynal Samatova

Sonhos São Caminhos:
Ways Are Dreams
Brazil
Alexandra Silak

Where Do We Go from Here?
Greece
Alexander Besant

Dance for Peace
Cypriots
Pantelis Charalampos

Oral History in Africa
Burundi
Erika Fry

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
Frederik Dolmans

Deportes para el Futuro
Peru
Rob Grabow

Linda Leder

Music Works!
Uganda
Joahim Junghans

Transformation Education
Sierra Leone
Marianne Kinney

Peace at Home
USA
Lynn Lynes

Occupational Therapy
Uganda
Samuel Ouma

Reporting for Peace
Maldives
Mirva Lemppinen

My Flight, My Right
USA
Tsz Kiu Liu

2011
Bring Peace to Arizona’s Schools
USA
Elizabeta Hernandez

Finding Home: A Creative
Solution to Peace
Israel
Yeva Bouzaglo

L. Carolina Rios Mandel

Honoring the Past for a
Peaceful Future
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2012
Processing Together
South Korea
Chihirô Arimiyâ

Acting for Peace
Guatemala
Ida Jaervik Hietan

ARTiculating Peace
Jordan
Lisa Hamdan

Collective Healing
South Africa
Raffie Lepere

Conflict Resolution Program
Lebanon
Romero Pereda

Embajadores Comunitarios
Community Ambassadors
Venezuela
Peter Vanham

Innovating, Developing, and
Delivering Community-Based
Solutions
Nepal
Chhitij Bashyal

Lengela Lobi Summer Camp
Democratic Republic of the Congo
Sarah Thontwa

Lunang School of Transformation
Philippines
Erika Catal

Musical Harmony
Pakistan
Fahad Rahman

Postelection Violence Prevention
with Peace Ambassadors
Ghana
Kofi Dah

Summer Youth Employment Program
Tanzania
Ahmed Liu

2013
Shakespeare for Peace in Prison
South Africa
Tauri Jenkins

Processing Together
South Korea
Chihirô Arimiyâ

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Guatemala
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Pakistan
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Ghana
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Summer Youth Employment Program
Tanzania
Ahmed Liu

2014
Picturing the Road to Possibility
Palestine
Husam Alsilou

Rogam: Lending a Helping Hand
Tibet
Tserin Dechen

TANUM: Truth As Learned in Music
Egypt
Kareem Elsamadicy

Saving Her Future
Philippines
Esha Sheft

2015
Cypriots: C.E.E.L.T for Peace
Cypriots
Petros Ioannides

Vocational Training Facility, Building
Opportunities for Child Soldiers
Democratic Republic of the Congo
Jonathan Camal

PeacefulPuppets
Pakistan
M. Affan Javed

Prepare for Tomorrow
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