Projects for Peace

THE VISION OF KATHRYN W. DAVIS

2018
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 2018 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 3,100 students.

These globally minded scholars are from the U.S. and 164 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 12th 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 1,400 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 Colbourn 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 2018. 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 the role and impact Projects for Peace has had on our many partner schools and university campuses.
Our many campus liaisons have told us Projects for Peace is especially valuable because it is open to all of their undergraduates and encourages student independence of thought and project design. And they also noted that the focus on peace is another distinguishing component.

While peace may be an ever-elusive goal in today’s world, the Projects for Peace initiative suggests that there are many powerful ways to make a difference in the world for those willing to assume personal responsibility for positive change. 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 G. 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
Projects for Peace on Campus:
2018 Research Project

By Elana K. Dean

The 2018 Research Project set out to better understand the role and impact the Projects for Peace has had on the 88 college and university campuses where the program is active. The Campus Liaisons provided insights through a survey administered in Spring 2018. In this summary, we present their views on the value of Projects for Peace, and ideas for improvement moving forward.

CURRENT VIEW

Unique Value

Campus Liaisons highlighted how valuable and unique Projects for Peace is for their students. Indeed, 86 percent view it as a unique opportunity, and 69 percent characterize it as very/ extremely valuable to their institution’s cocurricular offerings. Campus Liaisons focused on the following when elaborating on how the Projects for Peace is distinct:

» Higher Funding Amounts

The Princeton University Campus Liaison summed up a common response, “You offer considerably more funding than other opportunities.” The amount not only covers basic expenses for students but allows them to put more money towards the program, allowing students to do more than with other funding, as noted here:

We have many programs that help with travel expenses or small-scale prototyping, but the Projects for Peace is the only fund a student can use to host a conference or workshop series or something collaborative where funds are used to support something other than the student’s own expenses.

—MIT
The Georgetown University Campus Liaison noted: “Most of our funding ranges from $3,000–8,000—Projects for Peace is 10K, this sometimes allows for more than one student to apply, or for a longer term of service.” The additional funding allows for flexibility and additional elements.

» Open to All
Campus Liaisons noted that the Projects for Peace is distinct in that it is open to more types of students. Many opportunities are reportedly only open to first-year students, sophomores, or juniors, whereas the Projects for Peace is open to all, including graduating seniors. Others noted how international students' eligibility also made it unique, even calling it “a crucial element” of the program (Whitman College Campus Liaison). Others noted how other funding sources are only available to students within a specific major or class. Projects for Peace is one of few that is open to all students.

» Student Independence
Campus Liaisons highlighted the level of student independence as unique. The University of Oklahoma Campus Liaison noted:

It is…student-driven and separate from any course, scholarship or degree requirements, and it is entirely independent of any on-campus organization. This allows it to be diverse, independent in scope and aim, and directed by the students and communities they decide to work with.

The Lewis & Clark College Campus Liaison echoed this: “Projects for Peace allows students to design their peace-building project as opposed to enrolling in a preplanned activity or program. Because of that, it also offers more freedom about where they go and what they do.”

» Focus on Peace
The Projects for Peace focus on peace and peacebuilding is widely seen as a distinct component of the program. As the Carleton College Campus Liaison wrote:

The orientation toward “peace” as defined by the applicant is another distinguishing feature; our internal programs aim to fund projects with broader purviews, such as social justice, or narrower ones, such as food security. “Peace” is a nice wide frame.

In addition to Projects for Peace being a unique and valuable program, Campus Liaisons described other ways in which Projects for Peace supports campuses.

Supporting Missions
Projects for Peace has also helped institutions in complementary efforts on campus that align with their mission statements, explicitly supporting career services and global outreach efforts.

Campus Liaisons highlighted how Projects for Peace has helped campuses support their students in their postcollege careers. For example, as Amherst College's Campus Liaison wrote, “…many of our recipients have been graduating seniors, and their projects have served as launchpads into careers or further study.” Specifically, the way in which Projects for Peace can do this is, as Bowdoin College’s Campus Liaison says: “It has helped our students think more deeply about how they can synthesize their education with their passions and professional interests.”

The experience is seen to inspire students:

The projects help our college live its institutional mission of “helping students lead fulfilling and productive lives.” The students who participate are inspired and often continue in service-oriented experiences and professions (Peace Corps, NGO work, graduate school in development, public service). –College of Idaho

Campus Liaisons also credited Projects for Peace with having helped institutions broaden their global reach. Georgetown University’s Campus Liaison wrote:

Our institution values sustainable learning partnerships with community-based organizations. It helps spark inquiry with students into how to build those partnerships equitably and sustainably. It broadens our global reach.

Both are preparing students for their careers and making a global imprint are often integrated into institutions’ missions. Campus Liaisons point out that Projects for Peace helps institutions in these efforts, which highlights an additional value the program brings to campuses.
FUTURE STEPS

While there is strong support for Projects for Peace as is, Campus Liaisons also recommended investment in the following three efforts:

1. Connect to Curriculum
   Campus Liaisons overwhelmingly (96.6 percent) didn’t find that Projects for Peace currently incorporates into curricular programming—whether to capstone projects, theses, research projects, or other academic work. UNC at Chapel Hill’s Campus Liaison wrote, “With a growing curricular emphasis on global experiences, this might be a great opportunity.” While most Campus Liaisons noted that the Projects for Peace has not yet been formally connected to curricular opportunities on campus, they expressed interest in exploring working on this.

2. Increase Visibility
   In general, Projects for Peace has room to increase the visibility of its projects on campus. Forty percent of Campus Liaisons say the students awarded a grant are only “moderately visible” on campuses, and a quarter say they are only “slightly visible.” While Campus Liaisons indicated the myriad ways in which projects are advertised and promoted on campus, there is much room for improvement, with benefit to campuses and Projects for Peace.

3. Liaison Connections
   Campus Liaisons wrote that they would like Projects for Peace to help them connect “to other schools/institutions and their liaisons about their campus practices” (Union College Campus Liaison). Macalester College’s Campus Liaison echoed this thought: “We appreciate the publicity of what our students are accomplishing. It would be great to have an opportunity to talk with other program directors.” Many Campus Liaisons also wrote asking for the findings from this research study, in order to learn from other campuses.

By following up on these three recommendations, Projects for Peace can help to make the program even more valuable to campuses in the future.
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 48.

Through these projects, many small yet meaningful steps have been taken toward “preparing for peace.”
For the second consecutive summer, Farah Hatoum used a Projects for Peace grant to help ease the overwhelming refugee crisis in Lebanon — where, she notes, “there are more refugees than Lebanese people.” A Lebanese native who grew up in Virginia, Farah organized a five-day free medical clinic for refugee children and underprivileged Lebanese children in the mountain village of Kfarselwan.

Farah used the grant funds to compensate doctors for working at the clinic, and she provided all needed medications for free. Children also received multivitamins and pain-relieving medications like Children’s Tylenol or Panadol, a supply for at least three months,” she writes. In the end, Farah donated the amount remaining in her grant to the clinic, to cover further medications needed by refugees.

“There is so much to do, and what I did was a simple drop in the ocean,” Farah writes. “So many people and children need help that it breaks my heart. Part of me allows this internal conflict to grow, but there is another part of me that fuels the positive energy — the energy that reminds me that though there are still people in need, we helped so many in just five days.

“I also genuinely believe that the residents of Kfarselwan understood the importance of these events, and of volunteering their time to try and make a difference,” she adds. “If not to ‘make a difference,’ then at least to help someone in need.”

“Through this project, I have learned that it is not a matter of how ‘big’ a project or intervention was, it is the time and effort that is put into making a project meaningful. In order for a project to promote peace, it must resonate with the hearts of the people it is intending to help and more.”

Farah Hatoum, Randolph-Macon College
By delivering a weeklong program in English and Malay for 40 high-school students of diverse backgrounds across Malaysia, “Architects of Diversity” sought to break through what its organizers called “ethnoreligious silos” in their country.

Project leaders Muhammad Ikmal Azman of Bucknell and Jason Wee of Princeton are Malaysian graduates of United World College secondary schools, and their project won additional funding from the UWC International Office. The organizers built on a short-course model that has been offered by UWCs around the world. Other Malaysian UWC alumni helped organize and develop the summer program, which took place at an eco-resort in Malaysia’s Pahang state.

“Through interactive workshops, games, debates, and role-playing,” Muhammad Ikmal and Jason wrote in an online post, “participants will tackle the big question faced by societies that are defined by their difference: how do we best live together in tolerance and diversity?” By talking together about issues such as identity formation, multiculturalism, and social responsibility, participants were encouraged to express their own viewpoints with confidence and to connect empathetically with experiences different from their own.

Muhammad Ikmal and Jason hope the short course will be offered again through Malaysia’s UWC community, potentially in collaboration with other nonprofit or educational groups. “The program’s goal is that through personal testimony, these participants become seeds for peaceful understanding and deeper interrogation into conflict in their respective communities.”

“Architects of Diversity was such an essential step to kick-start the design for healthy and empathic discourse on taboo issues in Malaysia. I am constantly reminded that social change and reconciliation of realities is a slow, intentional process.”

Jason Wee, Princeton University
The ThinkBIG Initiative

Zimbabwe
Anesu Masakura
Carleton College

The oldest of five children, Anesu Masakura once sold bread to finance his education. He saw his father search out a series of menial jobs after losing his position as a bus driver in the wake of the 2008 global financial crisis. That same emergency, Anesu writes, “crippled the Zimbabwean economy” — it led to widespread severe, 95 percent unemployment and a 20 percent high-school dropout rate. To help build youth entrepreneurship, and in hopes of reducing his country’s incidence of drug abuse, violence, and human trafficking, Anesu recruited 200 young people with financial need and academic aptitude into a project that trained them to run a chicken-raising business.

With additional funding from Carleton’s Robert E. Will ’50 Fund for Social Entrepreneurship, Anesu sited his “ThinkBIG Initiative” in his home community of Mutare, a farm town “that has been consistently plagued by social and political violence for the past 20 years,” he writes.

The local Beulah Heights School offered land. Working with a local steering committee, three teachers and many volunteers, Anesu expanded an existing chicken run, bought an incubator and supplies, and organized classes on basic accounting, chicken husbandry, mentoring, and more. Students also learned how to mix and deliver feed to the operation’s 1,000 birds.

“ThinkBIG is now a nonprofit organization registered as a trust in the Republic of Zimbabwe,” Anesu reports. “The organization ... should be able to assist more than 500 students by the end of next year.” The proceeds are paying school tuition for all of last summer’s participants.

“I firmly believe that sustainable peace and youth empowerment are intricately entwined, and that entrepreneurship can be a means to both goals. Young people ought to be engaged and supported as change makers and peace builders in their immediate communities and wider societies.”

Anesu Masakura, Carleton College
Los Pocitos Outdoor Community Center

In Los Pocitos, a marginalized neighborhood in Havana, “our goal was to create a unifying community space that would help foster educational, artistic and cultural exchange,” write Mitra Ghaffari and Evyn Papworth. Both had previously done community service in the neighborhood while studying abroad. However, when they returned to Cuba last summer, Evyn and Mitra found they couldn’t get permission to build a new community center in the space they had chosen — so they gave the project an extra five weeks and adapted their plans. Working with residents, they shifted the pieces of their envisioned center among “various communal spaces” in the neighborhood.

They renovated a family clinic, set up an outdoor classroom behind the clinic, transformed an abandoned room in a sports stadium into a classroom and meeting space, and organized improvement work in one of the neighborhood’s more neglected areas, where community members helped to clean trash, the government repaired broken footbridges, and artists painted murals on house walls.

Evyn and Mitra organized and led three workshops for young people each week, on topics ranging from photography and music making to environmental awareness and kids’ yoga. Their final, daylong event for all of Los Pocitos featured artists’ workshops, a gallery of youth art, a documentary on local recycling, storytelling, and a carnival parade.

“Struggling through the challenges of the construction process with community members,” they conclude, “made our relationships that much stronger and the fruits of our collective labor that much sweeter.”

“Cuba forever invites me to challenge my values and viewpoints, and I am grateful for every lesson in creativity and humility that I learned through this project. Cultivating a network of community relationships was one of the most valuable aspects of the experience, and I cherished working with both older and younger generations in Los Pocitos.”

Evyn Papworth, Colorado College

Evyn Papworth, Colorado College
In January 2017, project leader Alexandria Seward did field research for Saha Global, an organization that provides access to clean water for villages in northern Ghana. Having seen the need to expand Saha Global’s reach, she and fellow Denison student Samantha Price brought a simple water purification system to the villages of Kpalkore and Dalibila, then trained village women how to earn income while supplying their communities with clean water.

“Water purification techniques used in developed, high-income nations are either too expensive or technologically unachievable in many places around the world, such as rural Ghana,” the students explain. Other organizations had earlier installed well-based systems — but those were complex and soon fell out of commission. In contrast, Lexie and Samantha trained three women in each village to purify water with alum, a cleaning material that is commonly used in the area.

The villages’ water supply had previously come from dugout trenches, where it quickly became turbid and fecally contaminated. However, after 24 hours’ exposure to alum balls in 200-liter drums, sediment falls to the bottom, and the women could scoop out clean water, treating it with chlorine for storage in a Ghana-made plastic tank.

Villagers welcomed the project — and because it was Ramadan, Lexie and Sam refrained from eating and drinking from dawn to dusk. “Our partnership with Saha Global allowed us to properly allocate our funds to cover expenses and provide monitoring to Kpalkore and Dalibila, ensuring sustainability,” they report.

“Most developed nations don’t think twice when accessing clean water — however, some communities have no other option than to drink contaminated water. Access to clean water should not be limited to a certain socioeconomic group, but should be accessible for all to enjoy and consume.”

Samantha Price, Denison University
Having grown up in postgenocide Rwanda, Peace Grace Muhizi knows that many young women in her country struggle each day with discrimination and hostility. She and fellow Agnes Scott student, Sara Belbase of Nepal created a 10-day summer camp that enabled 26 high-school girls to share their personal stories, support each other while working together, and hear talks by professional Rwandan artists and entrepreneurs.

Peace Grace had previously designed a summer leadership program called “Lift Her Up,” through a student organization she founded at the Agahozo Shalom Youth Village (ASYV) in the Rwamagana district of Rwanda. This summer, ASYV donated housing, food, meeting space, and staff support for the storytelling camp. “We also chose ASYV as our project site because they specifically admit vulnerable young women who tend to be exposed to issues of gender discrimination, domestic violence, and sexual abuse,” the project leaders write.

As camp’s participants began sharing their stories, they received acknowledgment and support from peers who had had similar experiences. In the beginning, write Sara and Peace Grace, “the girls had difficulty interacting with the facilitators and their peers” — however, before long they were working in teams with others from different schools and presenting in front of large audiences.

“We always believed that a key to individual growth and development is education,” Peace Grace and Sara conclude. “But now ... we value education that not only focuses on imparting knowledge but also allows the students to contribute and participate directly in the learning process.”

“It is especially important for the younger generation of women to believe that their voices, perspectives and experiences matter so they can strive to be effective agents of change. The most effective way of achieving this is by exposing them to prominent, relatable and fierce female role models within their own communities.”

Sara Belbase, Agnes Scott College
Type II diabetes, writes Erin Matheson, “is the most common and expensive international health problem, costing $625 billion a year in total, with diagnoses increasing by 8.5 percent in populations around the world.” She collaborated with the YMCA of Valparaiso, Chile to bring adult diabetes patients and middle-school students together with health-care providers, nutritionists, and exercise specialists.

Among Chilean adults, the type II diabetes rate is 9.3 percent, and many at-risk populations have no access to preventative measures. “I chose the YMCA of Valparaiso because I wanted my program to be accessible to a broad audience — many different people from various backgrounds use the YMCA resources,” Erin explains. “I felt like I was walking into a family focused on social good.”

The classes she organized, at the Valparaiso Y and a YMCA-associated community center in a different neighborhood, ran Monday through Friday for 10 weeks total. Focused on prevention and disease management, “the classes were aimed at people that are at risk for diabetes in all age ranges,” Erin writes.

She also brought in new resources — including a sink, cooking utensils, and cookware to help in the preparation of clean, fresh food; a treadmill and sports equipment to promote exercise, and a projector to assist in sharing knowledge and presenting information.

“As part of this program,” Erin adds, “exercises will continue, and there will be additional money to buy healthy food options for the free lunches that the YMCA offers.”

“We all need to work together to deliver the best care possible and prevent the spread of type II diabetes. Health is everything, and by promoting preventative health care we can reach a greater and more peaceful world.”

Erin Matheson, Scripps College
In autumn 2016, Swarthmore students Benjamin Stern and Natasha Markov-Riss took Professor Sa’ed Atshan’s course on the Israeli-Palestinian conflict. “After returning from the class’s culminating study trip,” they write, “we felt obligated to respond to the call of nearly every activist we spoke with to tell our story back home.”

Even though neither had previously worked in film, in summer 2017 they used funds from Swarthmore’s Believe Endowed Social Action Award and its Philip Evans Scholars Program to work on a documentary. The two traveled over nearly the whole country to interview various people on both sides of the conflict. Then last summer they devoted their Project for Peace funds to complete the yearlong production of their film entitled Walled.

“The specific issue we address is the polarization and divergence of Israeli and Palestinian realities, which we believe was partially caused by the physical and ideological separation of Israelis and Palestinians,” the filmmakers write. “We used the Davis funds for all production costs, including translation, transcription, assistance from producers and editors, and film festivals.”

After completing postproduction work, the filmmakers planned to submit Walled to at least 28 film festivals and to share it with peace and conflict studies departments at colleges across the United States.

“On numerous occasions in the production process, we were worried that the film was never going to come together,” Natasha and Benjamin write. “But after a year of grueling work, it finally did!”
“On April 1, 2016, I woke up to the tragic news that Azerbaijan had attacked the Nagorno-Karabakh autonomous region of Armenia,” writes Mariam Avagyan. “The soldiers who lost their lives protecting the border were my peers, friends, and classmates. Even though they established a cease-fire, people near the border always live with the fear of war rekindling.”

To provide a very different experience to rural young people who lack access to the internet or adequate education, Mariam created ZeRoRo, a two-week camp where 17 teenagers learned to program satellites, talked with prominent speakers and national leaders, and joined the Zero Robotics global competition organized by NASA and the Massachusetts Institute of Technology. She brought in matching funds from World Vision Armenia and collaborated with MIT, a Connecticut business called Leamtribute LLC, World Vision, and the NGO YES Armenia.

In four Armenian border regions, Mariam and World Vision Armenia reached out to low-income families with children interested in robotics. Working hard to overcome parents’ reluctance to send teenage girls to the camp, they finally enrolled five girls and 12 boys. Each day, participants received six hours of programming classes. They also heard 10 speakers talk about a wide range of topics, from coding and software engineering to shaping and achieving life goals.

“The ZeRoRo participants described the project as the most life-changing event of their lives,” Mariam writes. “The entire country was so excited about ZeRoRo that I have been receiving offers and encouragement about continuing the project next year.”

“Seeing these teenagers learn and succeed in programming, connecting with each other, planning future startups together, debating which top school to study at and what department to work for at NASA was the most rewarding experience of my life.”

MARIAM AVAGYAN, TRINITY COLLEGE
In two neglected, poverty-stricken towns in the Quito district of Ecuador, students from Tufts University created new digital learning centers. At the core of each was a pair of Koombooks, ultra-portable digital servers donated by Libraries Without Borders. These create local Wi-Fi networks and are preloaded with a reservoir of educational information — Khan Academy academic tutorials for children, Wikipedia, Project Gutenberg, TED talks in Spanish, and more.

The team won additional funding through the Tufts Institute for Global Leadership. In Ecuador, they collaborated with the NGOs Plan International, Avanti, and FONAP (the Federation of Organizations for Childhood and Adolescence of Pichincha). FONAP helped the team select two communities with high need in the Quito district: San Jose de Minas and Jatumpamba.

In San Jose de Minas, writes project coleader Jacob Rubel, “the principal and the rest of the administration were devoted to drastically reforming the school — yet lacked resources to do so.” In Jatumpamba, “training community members to use the centers was a joy, as everyone was so excited about the project.”

Along with two Koombooks, the team equipped each community’s new learning center with 10 laptops, chargers, extension cords, ten chairs, ten tables, and several dozen print books. To encourage sustainability, they also trained community members in best practices for e-libraries. Each Koombook, Jacob writes, “can store as much information as you’d find in a physical library.”

“The Koombook Project

Ecuador
Cristina da Gama, Alexandra Claman, Camila Rivalino, Jacob Rubel, Joaquin Bustamante, Jorge Eguiguren, Matthew Johnson, Mikel Quintana, Sawyer Uecke, and Vladimir Proano
Tufts University

“By simply giving computers to a community and leaving, we cannot expect any change. But through working collaboratively with communities to form strategies that understand how the technology can be employed to deliver a meaningful education, we have learned about the necessity of well-designed strategy.”

Jacob Rubel, Tufts University
When University of Michigan student Faatimah Raisa spent summers in her home nation, “I watched as Bangladesh’s sudden economic growth permeated into nearly every facet of life,” she writes. “I watched as the large soccer fields of my childhood were swallowed up by urbanization, and the growing fast-food chains consumed the street vendors of the past.”

Having participated in Project Healthy Schools when she attended middle school in Michigan, Faatimah decided to bring a similar health-education program to schools in Dhaka. With additional funding from the University of Michigan’s DOW Sustainability Fellowship and its International Institute Student Fellowship, she selected four schools in the Bangladesh capital and provided middle schoolers there with 10 interactive lessons. Each was delivered by a “peer ambassador,” usually a motivated high schooler from the same school.

“The program is like a short course on basic health and nutrition, with a primary focus on healthy habits, diet, and exercise,” Faatimah explains. “Our lesson structure leans towards peer-led dialogue rather than one-sided delivery of information, to engage students and help them retain and apply the material.”

Faatimah and her partner schools had to overcome the impacts of a student protest over unsafe traffic conditions and a resulting government crackdown that shut down all Dhaka schools for a time. Faatimah reports that the program will partner next with the Center for Women and Child Health in another city, Ashulia, to reach students from a semi-urban, low-income area.

“While I had come as a teacher, I left as a student of those I had intended to teach. Each and every community of students I met across Bangladesh shared a fundamental resilience to thrive. Each student I met had made the fundamental choice to be happy and healthy regardless of the circumstances.”

Faatimah Raisa, University of Michigan
Promoting Education and Cultivating Empowerment (PEACE) through Girls Basketball

Liberia
Summer Kollie and Princess Aghayere
University of Pennsylvania

“Women in African societies are often marginalized and oppressed,” note Summer Kollie and Princess Aghayere, Penn students of African descent who conceived and carried out this project. Through a monthlong program for 30 adolescent girls in Liberia’s capital city, PEACE paired up two pathways to empowerment: personal development and basketball.

Princess is a standout forward on the Penn women’s basketball team. Summer has served on the board of the campus chapter of QuestBridge Scholars Network, which connects outstanding high schoolers from low-income backgrounds with leading institutions of higher education. The two won additional project funding from the Gelfman International Fund at Penn and built a partnership with SOS Children’s Villages Liberia.

In Monrovia, Summer and Princess renovated a basketball court at the SOS CV compound, installing new hoops, nets, and backboards — and they led a twice-weekly basketball clinic, providing each participant with a jersey, shoes, and ball donated by the Penn women’s team. They also organized weekly workshops for the girls, who came from 15 schools in and around Monrovia, on topics including sexual and reproductive health, leadership, setting goals and accessing opportunities. And they led them on trips to Monrovia’s Coca-Cola plant and the national Senate, two career sites where Liberian women are massively underrepresented.

“The dual aspect of the project for empowering young Liberian females proved to be extremely complementary,” the students write. “The director of SOS CV Liberia intends to continue with the summer camp in summers to come.”

“We sought to give adolescent girls a safe space to hone in on their voices and see the world around them with a new lens.”

Princess Aghayere, University of Pennsylvania

“We want to help other young females accomplish their goals in spite of their family backgrounds or socioeconomic status.”

Summer Kollie, University of Pennsylvania
Michael Kitimet built a library in Kiserian, Kenya, at the foot of the Ngong Hills. The town is situated southwest of the capital city where Michael grew up. It had never had a library for any grade level. The idea of creating one in the local school for elementary and middle-grade students was inspired, Michael writes, “by the need to enhance academic opportunities of students hailing from the marginalized Maasai community,” where parents must often choose between education for their children and spending on basic needs, and the government doesn’t provide sufficient funding for school budgets.

Michael is a student at the University of Richmond, and after an article about his Project for Peace appeared in the Richmond Times-Dispatch last May, members of the community quickly donated more than 700 books that he shipped to Kenya. However, after he arrived back in Kiserian for the summer project, he learned that a storage room the local school had earlier offered to devote to the project had become a classroom. “I thought setting up a library was going to be impossible,” Michael writes. “However, after consulting widely with community partners and construction experts, I was convinced the Davis grant was enough to support the construction of the new facility.”

It was, in fact, enough to build a library more extensive than the one he had earlier envisioned. “In the long term,” Michael writes, “we hope to open up the library to other students, close by and far away.”

“In Kenya and in my community in particular, many young people have resorted to crime and drug abuse because they lack academic and/or relevant skills to enable them to be actively involved in their communities. If only such youths would have opportunities to advance themselves, peace would prevail in our communities.”

Micheal Kitimet, University of Richmond
When she was a student at the Rabat American School, Moroccan native Zainab Abiza was president of a club that taught English and French classes to residents at Dar Taliba, a dormitory near Rabat that gives 40 girls from remote areas of the country the chance to attend secondary school. For her Project for Peace, Zainab renovated the dormitory and led a two-week English “boot camp” to help girls prepare for their English baccalaureate exam.

“Education opened doors for me that I never knew existed. My dream is to provide the Dar Taliba girls, and other girls in Morocco, the same empowering experiences,” Zainab writes.

Dar Taliba is in Sidi Yaha Zaer, about an hour’s drive from Rabat. Zainab expanded the dorm’s solar hot water system, repaired two washing machines, fixed up showers and bedrooms, and made monthly payments for the facility’s Wi-Fi service. She then delivered interactive English lessons that enabled more advanced students to help beginners progress.

“I will be working closely with the Dar Taliba club at the Rabat American School throughout the school year to tailor the weekly classes to the students’ needs,” Zainab writes. “I am also working on establishing a mentorship program that ... will allow the girls to practice their English-speaking skills for at least an hour every week, and have someone to guide them in mapping their future.”

“The real power of this project lies beyond the walls of the classroom. It lies in reshaping the cultural and social norms that often prevent girls from reaching their full potential, in addition to building a community of empowered young women who can dream a better future for themselves.”

ZAINAB ABIZA, WASHINGTON AND LEE UNIVERSITY

Morocco
Zainab Abiza
Washington and Lee University

Since the 2015 outbreak of Yemen’s civil war, “the quality of education has worsened ... due to the absence of government and the crumbling of the economy,” writes Mohammed Kawelah. He and 10 fellow Yemenis brought interactive workshops, materials, and equipment in 11 subjects to 115 secondary schoolers in a relatively peaceful part of the country.

A six-person team in the U.S. connected with some 20 researchers, postgraduate students, and professionals in Yemen and other nations to develop a group of short courses, then shipped the needed materials. A five-person team in Yemen worked last summer with 30 university graduates, teachers and professionals to teach the workshops in two secondary schools in Seiyun, a city in the country’s southern Hadhramout region where many civil-war refugees have found shelter.

“The program introduced the students to 10 scientific and artistic fields, including engineering, chemistry, physics, biology and medical science, arts, history and archeology, energy and environment, programming and robotics and learning skills,” Mohammed writes. The energy and environment workshops engaged students in experiments with solar, wind and thermal energy, water, and air pollutants and climate change.

Through a prelaunch social-media campaign and local radio interviews, the Yemen team succeeded in registering 50 young women as students, along with 65 young men.

“Yemen is an isolated part of the world that does not get the attention of the media,” the team writes in its final report. “We learned from this project that with minimal support, we could create a current of hope within the society.”

“Seeing the smiles and excitement on children’s faces in the middle of a conflict and war area is the most peaceful experience one could ever imagine. Peace is immersing the young generation in a collaborative learning environment, where they all share a common goal of learning and applying science.”

Mohammed Kawelah, International House NYC
“It was really amazing to work with a team of committed fellow youth willing to invest time and all they could to build a better future for children in a community they are not directly connected to. It was a reflection of what the world should be. I hope to keep it up and see the school grow.”

JEPHTHE NGENDO, WESTMINSTER COLLEGE

Kayonza Preschool Initiative

Uganda

Jephte Ngendo, Madison Loescher, Joseph Opoku and Nicolas Lopez
Westminster College

The closest preschool used to be three to four hours’ walk from Kayonza, a village in central Uganda’s Kiboga district. Because of that distance, local parents often just kept their children home. Kids from Kayonza who did enroll at the preschool spent fewer hours learning than they did walking there and back.

Then last summer a four-student team from Westminster College worked with villagers to build a preschool in Kayonza. Led by Jephte Ngendo, who was born in the Congo but fled the violence there with his family as a small boy and grew up in Uganda, the team members added to their grant with $500 that they raised from donations and a weekend bake sale.

After arriving in Uganda, the team secured three acres of land to purchase and worked for three weeks to bring building materials into the remote area, contract with laborers, develop a school floor plan, transfer the land ownership, and begin construction. Most of the team then returned to the U.S., while Jephte stayed two more months while the building process was completed.

“In the next few months when the school year starts, KASI will be opening its doors to our first batch of students,” the project team wrote in early autumn. “We envision making this a top institution of early childhood education that people in the Kiboga district will be proud of.”
Projects for Peace in the World

2007–2018

Afghanistan
Albania
Algeria
Angola
Argentina
Armenia
Australia
Bangladesh
Belgium
Belize
Benin
Bhutan
Bolivia
Bosnia & Herzegovina
Botswana
Brazil
Bulgaria
Burkina Faso
Burundi
Cameroon
Cape Verde
Canada
Chad
China
Colombia
Congo
Costa Rica
Cote d’Ivoire
Cuba
Cyprus
Czech Republic
Democratic Republic of Congo
Denmark
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
Japan
Jordan
Kazakhstan
Kenya
Kiribati
Kosovo
Kyrgyzstan
Laos
Latvia
Lebanon
Lesotho
Liberia
Lithuania
Macedonia
Malawi
Malaysia
Maldives
Mali
Mexico
Moldova
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
Sir Lanka
St. Lucia
Suriname
Sweden
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 2007–2018

Agnes Scott College

2013 Technology Inspiring Peace
Benin
Maureen Klein
Alba Quagraine
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 Be Preserving as Peacemaking
Palestine
Andi Sweetman
Avalon Bonlite
2018 Storytelling for Peace and Empowerment
Rwanda
Grace Muhiti
Sara Rehbein
Amherst College

2007 Hope for Kibera: Ayla na Maendeleo (Health and Development)
Kenya
Hyowoun Jyung
Laura Taylor
2009 Eco-Pad Project
Kenya
Oluwaseun Akinroyede
2010 The Young Writers Project
Kenya
Jadakile Makena
Art of Aging
Turkey
Bessie Young
2011 Peace through Shared Experience
Uganda
Conny Morrison
Lexemje, Endermje, Arjime
Albania
Irj Alaj
Kathryn Libby
2012 Football Bayonnais
Haiti
Tahina Vatel
2013 Esperanza: Bridging Gaps in Education and Community
Dominican Republic
Melisa Aybar
2014 Stimulating Reading Culture
Etherea
Hovan Simon Marye
2015 Who Are We?
USA
Ayung 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 Defeuss
2018 Nuclear Narratives: Learning the Legacy of U.S. Nuclear Testing at a Time of Renewed Threat
Republic of Marshall Islands
Emily Ratti
2019 Bard College

2008 Expressive Arts Therapy Center
Sri Lanka
Jennifer Lernanski
2009 Bringing the Bronx to Budapest
Hungary
Balint Mesics
2010 Listening, Education, and Action
Nicaragua
Elvira Petras
Chaldea Wheeland
2011 Bard Palestinian Youth Initiative
Palestine
Lauren Blyar
Daniel Gettner
Kara Sarlhami
Mujhef Sarar
Rosa Zara Canova
2012 Qingda’s Liberal-Arts Seminar
China
Willem Molewerts
2013 Living Together—Navigating Common Grounds
Turkey
Saim Saeed
2015 Bard Palestinian Youth Initiative
Palestine
Lauren Blyar
Amner Shahabi
2016 Sustainable Apiculture
Argentina
Lia Sorendien
2017 Sounds of Social Change
Colombia
Rylan Gajek-Leonard
2018 Breaking Barriers
Mexico
Zoe Kasperzyk
Julia Vunderink
2019 Jappal: Economic Empowerment for Our Women
Senegal
Emmanuel Drabo
2020 Bard College

2010 The Belizean Leadership Youth Summit
Sri Lanka
Shaline Sanchez
Dhivani Tombah
2011 The Belizian Leadership Youth Summit
Stages of Development:
Empowering Girls through Theater
Dominican Republic
Elizabeth Richardson
2012 Reconciliation through Play
Botswana & Herzegovina
Agla Karajko
2013 Join the Circle, Break the Cycle
South Africa
Shitla Guha
Adair Kleinmeter-Ross
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Bosnia
Shaline Sanchez
Dhivani Tombah
2015 Yes You Can
Australia
Anika Freudberger
2016 Raise Your Words
Palestine
Mariam Rimawi
2017 Everyday Action: Teaching Hygiene through Art
Nicaragua
Emma Ruakin
2018 Truth in Image Making: Empowering Carass’, Youth through the Art of Photography
Venezuela
Alexia Parra
Barnard College

2008 The Right to Smile
Egypt
Kristine Hassban
2010 Knowledge as Power
Honduras
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Zimbabwe
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Rufaro Nyoni
Bates College

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Nicaragua
Emma Ruakin
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Zimbabwe
Clarety Kaseke
Rufaro Nyoni
Clark University
2008 Empowerment through Opportunity
Namibia
Amelia McPheters
Emily Negrin
Kesem Rozenblat
2009 Seeds of Peace
Sudan
Chelsea Ellingsen
2010 The Energy for Education Project
Nepal
Arun Athikeyar
Joseph Kowalski
Ashish Rana (Westminster College)
Kaustubh Thapa (Westminster College)
2011 Lakota Dete for Restavek and Free Children in Les Cayes
Haiti
Amanda Mundt
2012 Recycling for Peace
Swaziland
Bonginkhosi Petros Vilakati
2013 Critical Dialogue
Ethiopia
Melat Seyoum
2014 Mitigating the Human-Leopard Conflict
Sri Lanka
Barnji Fernando
2015 Butterfly Effect Program
Ghana
Delight Gavor
2016 Thriving Communities: The Aquaponics Greenhouse Cooperative
USA
Savannah Cooley
2017 Love of Knowledge/Vietnam Expansion Project
Vietnam
Trang Nguyen
Phong Nguyen
Colby College
2007 Peer-Based Sex Education for Gao Zheng (High School) Students
China
Melyn Heckelman
Victoria Yuan
Camelida, Water, and Peace
Ecuador
Christine Avenda
2008 Afghan Scholar Initiative
Afghanistan
Qurbanullah Arvay
John Campbell
Awn Be Se: A Project for Empowerment in Bamaili
Mal
Emily Goodnow
Nancy McDermott
2009 In Peace: Reconstructing Religious Tolerance
India
Sarah Joseph Kurien
Encouraging Youth Entrepreneurship
Kosovo
Emira Murati
2010 speech Bubbles Editorial Panel Program
USA
Julia Ken
Journey into Culture II
Germany and France
Ahmed Asi
George Carpenter
Michael Hempel
Sultaiman Nasserli
Faisal Rashid
2011 Finding Community
USA
Tamer Hassan
Empowering Afghan Women through Embroidery
Afghanistan
Sultaiman Nasserli
2012 Connecting the Dots
USA
Jenny Chen
2013 The Migrant Peacebuilding Project
Guatemala
John Burgatuen
J. Samuel Chase
Joseph Long
Javier Montesano Montenegro
2014 Tumaini (Hops) Learning and Development Center for Orphan Girls
Kenya
Mackenzie Kennedy
Project Guidamos
Nicaragua
Sara Lo Timpilo
2015 Building Climate Resilience
Chile
Glucore Salap
Mungu Thabali (Strong Foundation)
Kenya
Benard Kibet
2016 Because WE CARE
Sierra Leone
Kumba Sidiku
Peace through Water
Kenya
Bernard Kibet
2017 Empowering Environmental Activism through a Documentary
Hong Kong & China
Lijie (Reggie) Huang
Long Yang (Grace) Yu
2018 Playgrounds for Peace
Zimbabwe
Kizarri Dunn
Colgate University
2017 Found Footage
USA
Emily Katz
Myassa Martino
Sochi Schuricht
2018 Education and Health Services
Zambia
Michael Wenger
2019 Practice Makes Peace
USA
Jennifer Gonzalez
2020 The Nagasaki-America Peace Project
Japan
Carolina van de Menenbugge
Alekander Skyar
2011 Land Mine Victims in Bosnia and Herzegovina
Bosnia & Herzegovina
Cathleen Car
Jennifer Spindel
2012 Lake Victoria: Aiding Violence or Promoting Peace?
Kenya
Yin Nan
Evan Chartier
Caroline Crawford
2013 Coexistence within the Old City of Jerusalem
Israel
Christina Crowley
Rebecca Pina
2014 A Threat to Homogeneity
Ireland
Sarah Dickson
Michelle Van Veen
2015 Payments for Peace?
Kenya
Ewa Przasnik
Sarah Wooton
2016 Remembering History of Violence
South Korea
Woohoe Kim
2017 Drone Disclosures
USA
Emma Schoenberger
Georgia Butcher
Allison Cunningham
2018 Countering Violent Extremism through Intercultural Dialogue
Belgium
Sienna Frost
Daniel Miller
College of Idaho
2008 Fighting Malaria to Improve Life
Mali
Jacob Fulcher
Samantha Funding insulation
2009 Tanzania Rural Education
Tanzania
Kedlin Justice
2010 The Recycling School
Egypt
Keats Conley
Cassey Mattison
2011 The Working Boys Center
Ecuador
Sophie Dresser
2012 Peace Me the Ball
Brazil
Luis Reyes
Mauricio Santiago
2013 Bringing Smiles where They Never Were
India
Minh Bui
Rahul Sharma
2014 Water for Peace
Haiti
Margarette Pierre-Louis
2015 Clean Water for Rural Zimbabwe
Zimbabwe
Unoza Moyo
Promoting Education and Saving Lives through Hand Pump Water Wells
Afghanistan
Mohammad Mushaq
2016 Water for Peace
India
Saraswati Devry
Palestine
Israel
Allison Arafat
College of the Atlantic
2008 Empowering Girls’ Education through Sanitation in Rural Burundi
Burundi
Ferdinand Nyabenda
2009 Advancing Agricultural Initiative
Sudan
Lobine Simba
James Lojogo
2010 Asylum and Acceptance
USA
Michael Keller
2011 Homelessness and Voting in a Democracy
USA
Margaret Longley
Organic Gardens: Working with Nature for Self-Empowerment
Uganda
Katarina Jurikova
2012 Riparian Stabilization in St. Lucia
St. Lucia
Zimmerman Candona
Andrew Louw
Nay Doui
2013 Resolving the Stinking Heaps
Afghanistan
Nafsia Mohammadi
2014 Mundus Socialis Youth Camp
Finland
Samuli Sinisalo
2015 Harvesting Rain as a Method of Resilience
Bolivia
Adrian Fernandez Jauregui
2016 Organic Coffee and Fruit Production for Peace
Nepal
Surya Karki
2017 Empowering Local Initiatives: Building Food Sovereignty
Colombia
Ana Maytal Aviram
Maria Alejandra Escalante
2018 Empowering Girls’ Education through Sanitation in Rural Burundi
Burundi
Ferdinand Nyabenda
College of the Atlantic
2010 Preventive Health for Peace
Ghana
Daniel Parman
Lailah Polepeedi
2011 Gemure Kitchen & SolidAfrica Honor Society
Rwanda
Lydia Hau
2012 Bottle-Bricks for Peace
Argentina
Krishil Metivier
Isabel Rodriguez-Vega
2013 Tierras Unidas
Dominican Republic
Ayana Legros
2014 Empowering Rural Women: An Investment in the Future
Ethiopia
Neha Reddy
Matthew Zhou
2015 The Musical Peace Summer Camp
USA
Maria Massucco
2016 Peace through My Lens
Jordan
Lena Ellmig
2017 Fanaka (Success, Prosperity)
Kenya
Salome/Waimir Keruki
2018 Solidarity through Traditional Music Preservation
Ghana
Cesar Almeida
Notre Dame of Maryland University
2007 Perceptions of Civil War and Peace in San Lucas Toliman
Guatemala
Lauren Ackerman
Catrina Aquilino
Sloan Jung
Stephani McQuerrey
2008 The Voice of Youth in a Time of Conflict
Bolivia
Liset Castro
Maria Coca
Yelisveta Kalashnikova-Luby
2009 United Youth for Peace
Kenya
Maria Coca
Yelisveta Kalashnikova-Luby
2010 Peace-Building in Caminones a la Libertad
Ecuador
Melanie Moscoso Moller
Priscilla Moscoso Moller
Only Stamper (Columbia University)
2011 Intergenerational Harmony through the Arts
Peru
Brianna January
Emily Osvald (St. Louis University)
2012 Striving for Peace by Learning about the Past
Guatemala
Brianna January
Emily Osvald
2013 Women’s Empowerment through Handicrafts
Sweden
Amber Breon
Andrines Miros-Casarros
Gabrielle Rehmeyer
2014 Matumaini ya Baadaye (Hope for the Future)
Tanzania
Rachel De La Haya
2015 Pak Hamara Pakistan
Pakistan
Amaal Malik
Saba Shahzad
2016 The Roof over Our Community
Peru
Cristina Barrios-Lopez
Marguerite Linn
Diana Liz
2017 Atlantan Ng Pag-Asa: Library of Hope
Philippines
Micah Castelo
Lorelie Soriano
Oberlin College
2007 Building Peace through Connections between Salvadoran and U.S. Youth
El Salvador
Sarah Bishop
Denise Jennings
2008 Women in Focus
Canada
Maja Rotman
2009 Clean Drinking Water
Uganda
Kirsten Zook
2010 Valley Community Kitchen
USA
Emily Arons
2011 Interfaith Appalachia
USA
David Fisher
2012 Mi Casia Montessori
Guatemala
Maggie Paulin
2013 Kenya Reads Community Center
Kenya
Shauna Godfrey
Pateros Njumange
2014 LumenEd
India
Saksham Khosla
Venkata Shiva Mandal
Prakash Paudel
2016 Auntie Na’s Summer Youth Program
USA
Darrell Davis
2017 Chidrens for Peace
Nepal
Bikalpa Baniya
2018 Project Haizhi: Youth, Arts, and Environment in the Navajo Nation
USA
Kieran Minor
Raashad Saleh
Occidental College
2009 Honduran Youth Outreach Leaders
Honduras
Arlana da Lena (University of California, Berkeley)
Anna Rose Katz-Springer
Margot Seigle
2010 Adapting to Climate Change
Ghana
Chris Suzdak
2011 Education-Workshops to Promote Health and Peace
India
Michael Fox
2012 Education and Empowerment Program
USA
Morgan Flake
2013 For the Love of Chocolate
Dominican Republic
Maggie Paulin
2014 Let There Be Light!
Ghana
Stephane Kattie (USA San Diego)
Christina Seyfried
2015 Ecole Classique Bon Samaritan Computer Literacy Project
Haiti
Eleni Duret
2016 Connectedness, Leadership and Peace through Technology
Sri Lanka
Ami Peries
2017 The Selamawi Project
Ethiopia
Olani Ewunnet
2018 An Online Shop for Refugee Empowerment
Malawi
Hope Lin
Pitzer College
2015 The Power to Empower
Ghana
Robert Little
Lauren Phipps
2016 Trans Youth Leadership Summit
USA
Eli Erick
2017 Bridging Backgrounds: A Macedonian International Conference for Cultivating Mutual Understanding and Tolerance
Macedonia
Brendan Schultz
2018 Vitalia Youth Peace Garden: Promoting Intercultural Understanding, Participatory Media, and Connecting with the Land
USA
Genevieve Kules
Pomona College
2009 Stories of Versailles: A Youth-Led Community Oral History Project
USA
Ashwin Batakrishnan
Jacob Cohen
Patricia Nguyen
2010 Cultivating Youth Earth Connections
USA
Priscilla Bassett (Scripps College)
Samuel Lewis
2011 Youth and Community Development in Valle de Angeles
Honduras
Ariel Gandolfo
2012 Global Action through Media and Arts
USA
Julie Juarez
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<tr>
<th>Year</th>
<th>Project Title</th>
<th>Country</th>
<th>Location</th>
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<td>2013</td>
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<td>Right to Write</td>
<td>Philippines</td>
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<td>The SALAAM Initiatives in Cairo</td>
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<td>After Kosovo: A Project for Peace</td>
<td>Kosovo</td>
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<td>The Ashraya Initiative for Children</td>
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2014 Lending a Helping Hand South Africa Abayaskali Padilla Darby Shuler
2015 The Missing Link – A Global Interface for Empowerment Uganda Hye Yee Cynthia Lam
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2017 School Library Rwanda Sally Logan Gibson
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2011 Benefiting All Children in Korea (BACK) South Korea Uri Khang
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2015 Building Rainbow House
Kyrgyzstan
Georgina Rannard

2016 Helping Pakistan’s Third Sex
Pakistan
Furqan Shukur

2018 Dialogues for Peace
Vietnam
Rostam Assadi

IH–Wollongong

2008 WHAM
Timor-Leste
Noelle Chabili
Swati Dhamaraj

Creating Understanding
Australia
Michael Rosalky
Graeme Wolgamot

2010 Celebrating the Voice
Australia
Emily Ivins
Taneile Kitchingman
Shane Smith

2011 Touching East and West
Australia
Dandan Jian
Tessa Lumaden

The Smile Mile
Australia
Dylan Burke
Emma Hart
Sophie Lumaden

2014 Making Peace Child’s Play
Australia
Dylan Burke
Emma Hart
Sophie Lumaden

2013 Planting the Seeds for Peace
Australia
Emma Hart
Chu Koi Kovik
Andrew Wurf

2016 Peace through a Child’s Eye
Australia
Courtney Gorman
Brendan Haendren

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