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 2016 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 94 colleges and universities to internationalize the American undergraduate experience through scholarships awarded to more than 2,700 students.

These globally minded scholars are from the U.S. and 152 other countries, and have proven themselves while completing their last two years of high school at one of 16 United World College schools located in Armenia, Bosnia, Canada, China, Costa Rica, Germany, Hong Kong, India, Italy, 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 tenth year of Projects for Peace, an initiative inspired by the late philanthropist Kathryn W. Davis as she was contemplating turning 100 years old in 2007. I was honored when she asked me then to develop and direct a new program to challenge younger generations to contribute to building prospects for peace in the world.

The responses to our initiative — and the results it has sparked — have far exceeded Kathryn’s and my original expectations. These promising early outcomes prompted us to make Projects for Peace an ongoing and annual opportunity for students. To date, we have witnessed over a thousand varied projects in the U.S. and countries all around the globe.

All of the projects to date are listed at the back of this volume, along with a world map depicting their locations.

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

Final reports on every project since 2007, written by the students who carried them out, speak for themselves and can be viewed on our website, davisprojectsforpeace.org. Here in this volume, we offer 16 profiles of a cross section of the projects from 2016. We have a
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 which indicate factors that account for successful project implementation.

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

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

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

**Kathryn W. Davis**
What long-term impacts can Projects for Peace have? Here is the story of one successful project, in Afghanistan, helped open the way for an ongoing initiative that is providing a high-quality education to girls from provinces all over that war-torn country.

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

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

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

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

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

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

Shabana then decided to start a boarding school for girls in Kabul. Named the School of Leadership Afghanistan, or SOLA, it opened in 2011, the same year Shabana graduated from Middlebury. In its first years, SOLA (in Pashtun, the word means “peace”) provided housing and educational support for girls
who attended high school elsewhere in the city. SOLA recently became a full-time, accredited school for grades 6–12, providing its students with a solid middle- and high-school education.

Fifty-eight former SOLA students now attend U.S. colleges and universities, and 40 more are studying at SOLA in a clean, rented facility where they live dormitory-style, several to a room. The school has study halls, a computer lab, a prayer room, and other facilities. All courses are conducted in English; each student is paired with an English-speaking mentor overseas, with whom she speaks regularly by Skype.

SOLA primarily serves girls from the Afghan provinces, where education for females is often scarce or substandard. In a country much divided along ethnic and linguistic lines, girls of different ethnic backgrounds share living spaces at SOLA, speaking English together as they develop lasting friendships.

“To create a school where we educate the next generation of Afghan leaders, where we give young people the opportunity to nurture themselves, increase their confidence, and have access to critical thinking and creativity — that is the solution for Afghanistan,” Shabana says. Today she divides her time between working at SOLA in Kabul and traveling the U.S. and the U.K., giving talks and raising funds for the school.

“For long-term sustainable change to take place, for development to be sustainable in Afghanistan, solutions have to be wanted from within,” Shabana reflects. “These young people can grow up to become doctors, lawyers, educators. They can work in any sector because they’ve been given a great education like I was.”

When the Taliban were finally driven from power in 2001 after decades of war and devastation, only six percent of women had a college degree. Today, Shabana noted in her TEDxWomen talk, “over three million girls are in school in Afghanistan.”

“When I see the students in my school and the parents who advocate for them, who encourage them, I see a promising future and lasting change. To me, Afghanistan is a country of hope and boundless possibilities,” she concluded. “And every single day, the girls of SOLA remind me of that. Like me, they are dreaming big.”

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

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

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

Table 1. Region in which projects took place

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

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

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

Graph 1. Types of beneficiaries that projects worked with

Approximately 25 percent of all projects directly served 21–100 beneficiaries, with another 20 percent directly serving 100 or more beneficiaries. For many projects, the final reports did not specify the number of individuals they served directly. Based on the figures provided in Graph 2 (on the following page), the estimated low number of beneficiaries served directly by students through their projects, between 2007–14, is 22,627.
Graph 2. Numbers of beneficiaries directly affected by projects

Table 2. Project duration

<table>
<thead>
<tr>
<th>Duration</th>
<th>Number of Projects</th>
<th>Percent of Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6 days</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>7 days to &lt; 1 month</td>
<td>113</td>
<td>14%</td>
</tr>
<tr>
<td>1 month to &lt; 4 months</td>
<td>417</td>
<td>55%</td>
</tr>
<tr>
<td>4 months or more</td>
<td>44</td>
<td>6%</td>
</tr>
<tr>
<td>NA</td>
<td>114</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>797</td>
<td>100%</td>
</tr>
</tbody>
</table>

Most projects lasted one to three months, with only a few lasting four or more months. About 15% of projects lasted no more than one month; this includes, for example, projects that organized conferences. Table 2 shows the breakdown of the duration of the projects.

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

Keys to Successful Implementation

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

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

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

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

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

Next Steps

The key takeaways from our analysis are these:

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

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

Third, project teams that enlist community members’ assistance and/or reach out to content or area experts are more likely to attain their goals and have an overall successful project.
As these projects demonstrate, today’s youth—tomorrow’s leaders—are engaged and want to make a difference. They see the need to build a foundation for peace out of many different building blocks. They see that peace is more than the absence of war. They see that peace takes focus, persistence, cultural sensitivity, and plain hard work. And they are inspired by the vision and generosity of the Davis family.

On the following pages are brief sketches of a cross section of the projects, informed by student reports and photographs. A complete list of the projects, participants, schools, and the countries where the projects took place can be found beginning on page 55.

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

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

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

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

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

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

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

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

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

Charlene Chabata, Brown University
In Kumba Seddu’s hometown of Grafton, Sierra Leone, children who lost their parents in the country’s 10-year civil war or the 2014 Ebola epidemic live in the Mahanain Orphanage Home, which needed more beds and much repair. When she arrived to start work, Kumba learned of a more urgent need: the home’s well wasn’t deep enough and its pump was broken.

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

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

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

KUMBA SEDDU, COLBY COLLEGE
Waste on the Wheel

Lebanon
Moni Ayoub and Andela Roncevic
College of the Atlantic

One summer after 3,000 tons of uncollected garbage were left rotting on the streets of Beirut and police used tear gas and water cannons to disperse thousands who protested against the mess, Moni Ayoub and Andela Roncevic created a recycling system in the small Lebanese community of Barsa, Moni’s hometown. They delivered three bins — for plastic, glass and metal, and cardboard — to a total of 150 households, then set up 18 recycling stations where the separated materials could be placed into repurposed oil drums, painted yellow for glass and metal, green for plastic, and red for paper and cardboard.

“The atmosphere was balanced and accepting,” the students report. They arranged for metal buyers to pick up the deposited metal. The paper and cardboard were purchased by a paper-goods company, and the plastic went to a maker of plastic chairs. Municipal leaders expressed interest in continuing the project; if they do, the students believe its ongoing revenues will be used to put more recycling bins in local homes.

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

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

Moni Ayoub and Andela Roncevic, College of the Atlantic
The Sisterhood Peace Project

India
Sonia Kabra
Earlham College

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

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

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

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

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

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

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

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

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

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

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

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

Prachi Patel
International House, New York

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

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

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

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

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

Prachi Patel, International House, New York
Peru
Chelsea Evans
Lake Forest College

Clean Water for the Q’eros

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hulwa Khaleel, Skidmore College
Peace through Psychosocial and Micro-Credit Support

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

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

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

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

LEONARD F. VIBBI, ST. OLAF COLLEGE
When he returned home to Uganda in summer 2015 after graduating from United World College USA, Arthur Makumbi’s mother asked him to lend a small amount of money to the People’s Calabash, a women’s cooperative that was helping over 200 women in the Kampala area develop businesses and meet urgent financial needs through microfinancing.

The experience resonated with Arthur and two friends from UWC-USA, Oluwadara Olayiwola from Nigeria and Sandile Dube from Swaziland. So last year the three brought a substantial microfinancing project to the cooperative, supplementing their Davis grant with funding for travel costs donated by their schools.

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

The project loaned to 23 women. That number has since grown to almost 30, as Ms. Yawe continues to manage it.

Oluwadara writes, “This is what I feel our biggest impact is and will continue to be: giving people quicker and more affordable loans than are generally available in Uganda.”

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

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

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

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

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

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

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

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

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

REBECCA ROSENZWEIG, WHEATON COLLEGE
Projects for Peace in the World

2007–2016

Afghanistan
Albania
Algeria
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
Iraq
Ireland
Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kuwait
Kiribati
Kosovo
Kyrgyzstan
Laos
Lebanon
Lesotho
Liberia
Lithuania
Macedonia
Madagascar
Malawi
Malaysia
Maldives
Malta
Mexico
Mongolia
Montenegro
Morocco
Mozambique
Myanmar
Namibia
Nepal
New Zealand
Nicaragua
Niger
Nigeria
Northern Ireland
Norway
Pakistan
Palestine
Panama
Papua New Guinea
Paraguay
Peru
Philippines
Poland
Puerto Rico
Republic of Georgia
Republic of Guinea
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
Swaziland
Switzerland
Taiwan
Tajikistan
Tanzania
Thailand
Timor Leste
Togo
Trinidad & Tobago
Turkey
Uganda
Ukraine
United Kingdom
USA
Venezuela
Vietnam
Yemen
Zambia
Zimbabwe
The Projects for Peace 2007–2016

Agnes Scott College

2007
Fighting Domestic Violence, Creating Domestic Peace
USA
Meg Beyer
Rachel Bunker
Chevonna Golden
Martha Lee
Tammy Leverette
Harrey Li
Rhonda Lowry
Colleen McCraight
Margaret McMillan
Hodan Osman
Rocio Rodriguez
Nancy Thabault
Maryam Towell
Lauren Whitton
Jennifer Whitton
Kelsa Wyeth
Shannon Yarbrough

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

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

2010
Empowering Women for Peace and Prosperity
Cambodia
Darah Tabrum

2011
Freedom to See Beyond
USA
Jillian Edosomwan
Randal LeDet

2012
Integrated Water Resources Management
Botswana
Shilin Zhou

2013
Technology Inspiring Peace
Benin
Maureen Klein
Abia Da-grainie

2014
Peace and Prosperity through Renewable Energy
Haiti
Ranran Li

2015
Coming Together through Knowledge
Pakistan
Sumbul Siddiqui

2016
Markets for Peace
Nigeria
Joy Akinfonwa

Amherst College

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

2009
Eco-Pad Project
Kenya
Olutosin Akinyode

2010
The Young Writers Project
Kenya
Jackline Makena

2011
Peace through Shared Experience
Uganda
Conny Morrison
Leo Bjorn, Endemora, and Irima
Albania
Iris Alija
Kathryn Libby

2012
Footbtol Bayonnais
Haiti
Tahina Vatel

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

2014
Stimulating Reading Culture
Ethiopia
Hewan Semon Marye

2015
Who Are We?
USA
Ayoung Kim

2016
Love through a New Lens
Argentina
Sarah Jordan
Meghan McDonough

Bard College

2008
Expressive Arts Therapy Center
Sri Lanka
Jennifer Lemanski

2009
Bringing the Bronx to Budapest
Hungary
Balint Mihalics

2010
Listening, Education, and Action
Nicaragua
Elysa Petras
Chelsea Whealdon
2006

United Sugar Nations
Dominican Republic
Scarlett Piantini

2009

Peacekeepers Club
Uganda
Rubaiya John

2011

Playing for Peace: Wellness and Diplomacy in Rural Russia
Russia
Jeffrey Roppucci

Tanzania
Jeffrey Reppucci

Jason Steiert

Jocelyn Corbett

Joel Burford (McGill University)

Jonathan Spear

Alina Ford

Antonio Skarica

Uganda
Tanzania
South Africa

2012

The Zula Initiative
Kenya
Akio Matoshikuzu
Nikhil Ranadive
Melissa Serafin
Erie Yamamoto

2013

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

2014

The Shaanti Project
Bangladesh
Tashkib Shaftar Sattar (Nawr)

2015

BINAT
Palestine

2016

Creating Opportunities for Nepali-Tibetan Youth Engagement
Nepal
James Dauton
Anna Kelly
Lauren Schmidt

Columbia University

2007

Unheard Voices for Peace
Nigeria
Michael Shum

2008

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

Solar Water Disinfection (SODIS)
Ecuador
Valerie Grosscup
Jonathan Spear

2009

The Prozor Project
Bosnia & Herzegovina
Joel Burford (McGill University)
Samuel Carter (Brown University)
Melissa Serafin
Antonia Skarica

2010

Ain't No Stoppin' da Bus
USA
Shine Brown
Eduardo Hazera
Jody Joyner

2011

The Zula Initiative
Kenya
Akio Matoshikuzu
Nikhil Ranadive
Melissa Serafin
Erie Yamamoto

2012

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

2013

The Shaanti Project
Bangladesh
Tashkib Shaftar Sattar (Nawr)

2014

BINAT
Palestine

2016

Creating Opportunities for Nepali-Tibetan Youth Engagement
Nepal
James Dauton
Anna Kelly
Lauren Schmidt

Columbia University

2007

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

Promoting Peace through Education
Uganda
Elizabeth Moores

2008

Vulnerable Woman Empowerment Program
Ethiopia
Hailea Belai
Heran Getachew

2009

Piece It Together
Ghana
Ghana

2010

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

2011

Unifying Alt Baysud, One Bridge at a Time
Morocco
Eric Buh
Tamar Kaplan
Anthony Clark
Margaret Cowie
Alexandra Hammerberg
Eric Lee
Kevin Ma
Chloe Nguy
Tiffany Ong
Rushal Rege

2012

The End to a Blue Book
Uganda
Brigid O’Gorman

2013

Books Not Bars
USA
Zoe Riddell-Starr

2014

A Peace of Art, A Place of Peace
USA

2015

A Peace for Children at Risk
Israel
Era Gottronovik
Joshua Schwartz

Connecticut College

2007

New Ambassadors for Peace
Nepal
Nayan Pathrel
Pragya Lohani (Southern Methodist University)

2008

Organs for Peace
Paraguay
Jazmin Acuna
Andrea Bart

2009

The Power of Health and Awareness
India
Susan-Taylor

Harmonization Summer Camp
Vietnam
Phuong Le

2010

Creating Healthy Children for a Peaceful Future
China
Bida Li

2011

The Power of Peace Education Network
China
Jessica Shih

2012

Caring for Children at Risk
Israel
Era Gottronovik
Joshua Schwartz

Connecticut College

2007

New Ambassadors for Peace
Nepal
Nayan Pathrel
Pragya Lohani (Southern Methodist University)

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Organs for Peace
Paraguay
Jazmin Acuna
Andrea Bart

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The Power of Health and Awareness
India
Susan-Taylor

Harmonization Summer Camp
Vietnam
Phuong Le

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Creating Healthy Children for a Peaceful Future
China
Bida Li

2011

The Power of Peace Education Network
China
Jessica Shih

2012

Caring for Children at Risk
Israel
Era Gottronovik
Joshua Schwartz

Connecticut College

2013

The East Portland Lunch Cart
USA
Emily MacGibney
Ariel Telesz

2014

Lakota Youth Speak
USA
Marina Sachs
Ellie Storck

2015

Santa Ines Promotores de Paz
Ecuador
Annette Davis
Emma Race

Cornell University

2007

The Bimbilla Peace Project
Ghana
Kobinna Ameaw
Sarah Long

Peace in the Motherland
Nigeria
Adebayo Paul Omale

2008

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

2009

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

2010

The Conflict-Free Community Initiative
Ghana
Danyel P. Clark

2011

Cultivating Roots of Peace
USA
Meredith Byrne

2012

A Peace of Art, A Place of Peace
USA
Gabrielle Arenal

2013

ACT Up
USA
Liam Lawson
David Rojas

2014

The East Portland Lunch Cart
USA
Emily MacGibney
Ariel Telesz

2015

Lakota Youth Speak
USA
Marina Sachs
Ellie Storck

2016

Passing the Baton
Nigeria
Oghenerukeme Asagba

University

2007

The CO-OP Project
Uganda
James Allison
Gabrielle Emanuel

Project Playwright
USA
Jean Ellen Cowgill
Erika Sogge

2008

Peace in the Middle East: A Film Festival
Israel
Lilian Mehrzel

Youth Empowerment Program: Bringing Vision into Action
Ghana
Emmanuel Mensah

2009

Bronx Gardens: Cultivating Peace
USA
Sarah Schewe
Julia Schneider

2010

The DeSoto Peace Camp
USA
DeWion Mosley

iMHe/re!
Union College

2016
Students for a Mine-Free World

2015
Improving the Status of Women

University of California Berkeley
2014
The Diabetes and Anemia Project

2013
Project Harmony Israel

2012
A Platform of Peace through
de la paix

University of Florida
2011
Irrigation Channel Improvement

University of Maine
2010
An International Platform to Help
Women

University of Michigan
2009
Opportunities through
Operating Systems

University of North Carolina
2008
A Platform of Peace through
Shared Experiences for the Cancer
Community

University of Pennsylvania
2007
A Sweet Alternative to War

University of Texas
2006
An International Platform to Help
Women

University of Virginia
2005
Peace Means Staying Healthy

University of Wisconsin
2004
Surviving and Thriving

University of Wisconsin-Madison
2003
Mushrooms for Peace

 Trinity College
2002
UXOLO: Peace via
Educational Equality

Toussaint Louverture University
2001
Every Child Counts

Tufts University
2000
A Platform of Peace through
Shared Experiences for the Cancer
Community

Tufts University
1999
Mushrooms for Peace

Tufts University
1998
Mushrooms for Peace

Tufts University
1997
Mushrooms for Peace

Tufts University
1996
Mushrooms for Peace

Tufts University
1995
Mushrooms for Peace

Tufts University
1994
Mushrooms for Peace

Tufts University
1993
Mushrooms for Peace
2008
HOPE Gardens
USA
David Baron
Maggie West

2010
Postcards for Progress
USA
Brendan Yorke

2011
Young Scholars International
China
Yu Zhou

2012
Voice (Zenica Peace Alliance)
Bosnia & Herzegovina
Jennifer Knapp

2013
Young Scholars International
Albania, Kosovo, Montenegro
Andrew Masak

2014
Migrant Workers in Jordan
Andrew Masak

2015
The Unwelcome Guest: The Case of Amna Baloch
USA
Jennifer Knapp

2016
Picturing Health and Hygiene for the Street Children and Community
Senegal
Jiminiyece Moumou

2017
Role-Playing Peace Education in Guajira
India
Rajiv Bhatag

2018
Comprehensive Child Development
Kenya
Kamila Tukulu

2019
Unity Park: Building Peace Together
Comoros
Antoinette Zoumanigui

2020
Empowering Women through Agriculture
Uganda
Danish Muzumi

2021
Empowering Women through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2022
Women Empowerment through Microfinance
India
Devika Chawla (Colby College)

2023
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2024
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2025
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2026
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2027
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2028
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2029
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2030
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2031
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2032
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2033
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2034
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2035
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2036
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2037
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2038
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)

2039
Empowering Women through Agriculture
Uganda
Shakila Mathunjwa (University of Rochester)

2040
Women Empowerment through Microfinance
Uganda
Sandile Dube (Dartmouth College)
The Davis Projects for Peace—International Houses Worldwide

IH-Alberta

2006
Water Quality Lab—Ngobe Bugle
Panama
Laura Brookbanks
Ross Duncan
Amanda Gabotor

2009
Ceramic Initiative
Kenya
Andrea Landriault
David Poon

2010
Guatemala Nutrition Centre
Guatemala
Laura Brookbanks
Dania Joudar
Yilang Karen Kang

2015
Youth Creativity Center for Peace
Panama
Jorge Villacres

IH-Berkeley

2008
Peace Camp & Peace Center—Kandal Province
Camboodia
Ana T Villarreal

2010
Writing/Workshop
Camboodia
Aaron Sorensen

2014
Safe Water for a Safe World
India
Ayes Eroumen

2015
Projects Sastimasa: Education for Liberation
Kosovo
Sina Athavanoon

2019
Microblogging for Peace
India
Vivek Bhattacharya

IH-Chicago

2010
Healthy Ka Pamiliya
Philippines
Jacqueline Barin

2015
Outdecentraion
Ethiopia
Jason Alwood

2016
Mobile Library for Peace
India
Arawild Uen

2008
Empowering Citizens with Environmental Awareness
Sri Lanka
Lisa Fleming
Andrew Stoklos

2012
Finding Common Ground
Israel/Palestine
Dana DePietro

Light from Below
Panama
Oscar Diaz
Nestor Moreno

Semillas del Futuro
Guatemala
German Macias
Catalina Saldvia

2013
Clicking Together
India
Shiv Taradan
Harshna Yang

2017
Recycle Up!
India
Tobin Fischer
Manuel Schulze

2018
Creative Camp
Philippines
Alinaya Fabros

2019
Solar Energy for Community School
Mozambique
Samuel Hernandez
Diana Ouedas

2009
100 Women Who Will Impact Rwanda
Rwanda
Patrice Uwase Mavubi

2020
Peace Summit
Australia
FI Kim

IH-Chicago

2008
Village Banking in Rural Peru
Peru
Genevieve Cour

2010
Peace Park in Kabul
Afghanistan
Zaid Al-Farisi

2014
Communication Peace Youth Conference
Thailand
Hayden Shelby

2016
Empowering Myself, Empowering My Peers
USA
Laura Rosenberg

2018
Empowering Myself, Empowering My Peers
USA
Mara Rosenberg

2020
Generations of Us
USA
Kelli Bosak

 IH-India

2009
Financial Literacy Summer Seminar Series
China
Hanlin Chen
Xi Chen
Xiaohun Cheng
Kejia Jin
Ying Li

2012
The Dance Project
USA
Maya Pillai

IH-London

2009
War of Poems over Warsaw
Poland
Cristinal Bianchi

2013
Voices of Kashmirk
India
Nitya Vaishnavi Singh
Sarah Sudetic

Project Tullip
Turkey
Arina Berker

2014
Gang-Viennese Peace
United Kingdom
Arshoo Arena

2015
Sankalp—One Undertaking, Several Outcomes
India
Aparajita Singh

2016
Capturing Miracles
USA
Renee Osobu

IH-Melbourne

2009
Project Fratelmitas
Ecuador
Rebecca Brown
Evelyn Chew

2011
The Traveling Shanty Town
South Africa
Catherine Bovis
Jessica Boyce
Mark Campbell
Donald Sahlastrom
Rebecca Skahan

2012
Intercultural Youth Activities Group
Australia
Rebecca Dutton
Jonathan Regan-Beasley
Darielle Shaw
Susannah Tindall

2013
Cross-Strait Student Leadership Conference
China
Li Chen

2016
Empowering Civil Peace
United States
Ifran Magan

2020
Financial Literacy Summer Seminar Series
China
Hanlin Chen
Xi Chen
Xiaohun Cheng
Kejia Jin
Ying Li
From Apathy to Action: Educating against Child Abuse
Jamaica
Nikhita D’Sa
2009
A Concert in Honor of Peace at Carnegie Hall
USA
Nimrod Pfeffer
A Music Camp for Wounded Hearts
China
Daping Zhou
Mattoo Sabatini
Alienating the Harms of Human Trafficking
Lais
Stephanie Choo
Clicking to the Rhythm of Peace
Argentina
Camelia Lafani
Climate Change Adaptation
Papua New Guinea
Tekau Feni
Anaby Sullivan
Dancing the Difficulties Away
India
Christine Rendkens
Education for Peace
India
Pooja Lalwani
Sumreni Lala
Kathmandu Music for Peace Festival
Nepal
Lindsay Feldmeth
Peace Education through Storytelling
Ecuador
Maria Jose Borneo
Promotores de Progreso
Ecuador
Matt Haygood
RISK: Taking Chances, Giving Opportunities
Dominican Republic
Elton McKenney
Running towards Peace
Egypt
Sara Yap
2010
Peace of Mind Leads to Peaceful Lives
South Africa
Shannon Bishop
School Libraries for Kiamuri
Kenya
Rebecca Burton
Exhibiting Peace
Gay
Sarah DeMott
Building Green Outposts
Canada
Frederik Dolmans
Deportes para el Futuro
Peru
Rob Grabow
Linda Loder
Music Works!
Togo
Joachim Junghana
Transformation Education
India
Sierra Leone
Marianne Kinney
Peace at Home
USA
Lynn Lynes
Occupational Therapy
Uganda
Samuel Ouma
Processing Together
South Korea
Chhiro Amevina
2012
Acting for Peace
Guatemala
Ida Jaarvik Hetland
ART(ivating Peace
Uruguay
Lina Hamdan
Collective Healing
South Africa
Eliza Ramos
Conflict Resolution Program
Lebanon
Erika Catral
Postelection Violence Prevention with Peace Ambassadors
Ghana
Kofi Deh
Summer Youth Employment Program
Taiwan
Allan Liu
2013
Shakespeare for Peace in Prison
South Africa
Tauriq Jenkins
Planting Peace
Brazil
Amanda Bradshaw
KAGISHO
South Africa
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Dr. Philip O. Geier

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12,070 lbs. solid waste not generated
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