2018

Projects for Peace

The Vision of Kathryn W. Davis
Projects for Peace
When Kathryn W. Davis turned 100 years old in 2007, she set out to challenge today’s generation of college students to undertake Projects for Peace. She said to the students: “Come forward with your ideas, shape them into actionable projects, and I’ll give you the resources to do your projects.”

Students heard the call and responded to her challenge; this volume portrays what unfolded in the summer of 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 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 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 O. GEIER, Ph.D.
EXECUTIVE DIRECTOR
DAVIS UNITED WORLD COLLEGE SCHOLARS PROGRAM

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

KATHRYN W. DAVIS
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.”
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

Architects of Diversity
Malaysia
Muhammad Ikmal Azman and Jason Wee
Bucknell University and Princeton University

"Architects of Diversity" was 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."
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
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.”

EVEN 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 $825 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.”
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 Learntribute 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.”

“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

“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.”
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.

“In Morocco, literacy rates remain very low, with only 18 percent of girls in rural areas staying in school up to the age of 17,” Zainab writes. “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.”

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
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.”

Mohammed Kawelah, Project Manager
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.”

Jephete Ngendo, Westminster College
<table>
<thead>
<tr>
<th>Year</th>
<th>Project Title</th>
<th>Country</th>
<th>Institution</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
<td>Youth in Mostar: New Narratives</td>
<td>Bosnia &amp; Herzegovina</td>
<td>Collen Clavick (Macalester College)</td>
<td>Anna Koolstra (London School of Economics)</td>
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<td>2013</td>
<td>Making Peace Accessible</td>
<td>Kenya</td>
<td>Yoni Blumberg (Carleton College)</td>
<td>Thomas Apruzzese (Bryn Mawr College)</td>
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<tr>
<td>2014</td>
<td>Unconditional Love, Vietnam</td>
<td>Vietnam</td>
<td>Lucy Edwards (Case Western Reserve University)</td>
<td>Daniela Winter (Bryn Mawr College)</td>
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<td>2015</td>
<td>The Harvest Peace Co.</td>
<td>USA</td>
<td>Ben Briola</td>
<td>Jonathon Matheson</td>
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<td>2016</td>
<td>Bicycle Against Poverty (BAP)</td>
<td>Uganda</td>
<td>Emily Lwin</td>
<td>Meera Sury (Makrepeni Community Center)</td>
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<td>2017</td>
<td>Empowering Students through Environmental Development</td>
<td>Sri Lanka</td>
<td>Shrenar Hettipola</td>
<td>Kalamkari Kalai (Sesa Bakenra-Tikande)</td>
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<td>2018</td>
<td>Powering Rural Nepal with Micro Hydropower Plants</td>
<td>Nepal</td>
<td>Dikendra Karki</td>
<td>Frisscida Ioffreda</td>
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<td>2019</td>
<td>A Sustainable Drinking Water Solution</td>
<td>Malaysia</td>
<td>Muhammad Iqbal Azman</td>
<td>Dikendra Karki</td>
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<td>2020</td>
<td>Fast Food: Power to the People</td>
<td>Haiti</td>
<td>Hadiyah Shell</td>
<td>Angelica Sklar</td>
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<td>Creating Art Together</td>
<td>Armenia</td>
<td>Anoush Baghdassarian</td>
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<td>2023</td>
<td>Making Maternal Health Accessible</td>
<td>Afghanistan</td>
<td>Yawen Chen</td>
<td>Mary “Mollie” Wetherall</td>
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</tbody>
</table>

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**Notes:**
- The list includes projects from various years and locations, focusing on various aspects of peace and development.
- The participants listed include individuals from various countries, contributing to the global effort towards peace and empowerment.
- The projects cover a wide range of topics, including education, art, and environmental development.
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2009 Empowerment through Opportunity
Namibia
Amelia McPheters
Emily Negin
Keesen Rozenberg

2009 Seeds of Peace
Sudan
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2010 The Energy for Education Project
Nepal
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Kaustubh Thapa (Westminster College)

2011 Lokel Dete for Restavek and Free Children in Les Cayes
Haiti
Amanda Mundt

2012 Recycling for Peace
Swaziland
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2013 Critical Dialogue
Ethiopia
Melat Seyoum

2014 Mitigating the Human-Leopard Conflict
Sri Lanka
Sanjiv 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 Zhiqiang (High School) Students
China
Maiyin Heckelman
Victoria Yuan

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Ecuador
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Joseph Long
Javier Montenegro Montenegro

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Michael Keller

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Uganda
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Zimmerman Cardona
Andrew Louw
Paydoul

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Afghanistan
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Finland
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Bolivia
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<th>Year</th>
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<th>Country</th>
<th>Location</th>
<th>Mentor(s)</th>
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<td>Unheard Voices for Peace</td>
<td>Nigeria</td>
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<td>Vijana-Amkenti Sasa Initiative: Workshop on Creating a Peaceful Society</td>
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<td>A Peace of Art, A Place of Peace</td>
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<td>2017</td>
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<td>2031</td>
<td>Policy Maker</td>
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<td>Nicky Frog, Tamar Caplan, Anthony Clark, Margaret Cowie, Alexandra Hammerberg, Eric Lee, Kevin Ma, Tiffany Ong, Rushal Rag, Garrett Ruggeri, Caroline Shang, Andrew Summer, Timothy Weaber</td>
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<td>Year</td>
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<td>2011</td>
<td>Turning Over a New Leaf</td>
<td>USA</td>
<td>Melissa Foley</td>
<td>Bridget Greenley</td>
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<td>2010</td>
<td>Save Me from Arsenic Poisoning</td>
<td>Bangladesh</td>
<td>Tanashee Tate-Blisston</td>
<td>Shaikhul-Wajahinghe</td>
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<td>2009</td>
<td>PEACEats: Promoting Peace through Food</td>
<td>India</td>
<td>Sthanda Gyaltsan</td>
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<td>2008</td>
<td>Saving the Start of Illuhakana Revolution</td>
<td>Sri Lanka</td>
<td>Pulkit Dhan</td>
<td>Lina Tran</td>
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<td>2007</td>
<td>The Kuungana Tech Ring (KTR) Project</td>
<td>Tanzania</td>
<td>Andrew Schweitzer</td>
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<td>2006</td>
<td>The Start of Illuhakana Revolution</td>
<td>Colombia</td>
<td>Diego Molina</td>
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<td>2005</td>
<td>Sustainable Empowerment through Agricultural Development</td>
<td>Ghana</td>
<td>Lauran Collins</td>
<td>Glen De Viliarfranca</td>
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<td>2004</td>
<td>Food’s Cool Pilot</td>
<td>USA</td>
<td>Alexander Derish</td>
<td>Jeffrey Schwartz</td>
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<td>2003</td>
<td>No One’s Future</td>
<td>USA</td>
<td>Eric Meltzer</td>
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<td>Sheltering the Future</td>
<td>USA</td>
<td>Melissa Tickle</td>
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<td>Fighting Malnutrition</td>
<td>Mongolia</td>
<td>Zolzaya Erdenebileg</td>
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<td>Alternative Energy Education</td>
<td>Dominica</td>
<td>Tim Jarmey</td>
<td>Madeline McGrady</td>
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<td>1999</td>
<td>Kalamazoo College</td>
<td>USA</td>
<td>Lisa Boyd</td>
<td>Kelsie Strobel</td>
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<td>1998</td>
<td>Back to the Source: A Hip-Hop Inspired Agricultural Revolution</td>
<td>Uganda</td>
<td>Justin Danzy</td>
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2013 The Reclamation of Xinka Guatemala
Rodrigo Rinero Echevería
2014 Right to Write Philippines
Samantha Mae Coylito
2015 Surfista Digital/Digital Surfer Brazil
Marish Scales
2016 Music Education in Pomona USA
Sara Murphy
2017 Weekly Writing Workshop’s Arts & Writing Summer Camp USA
Esther Cheung
2018 Menstrual Education: Bringing Biological Peace Ethiopia
Daretu Doto
Princeton University

2009 The SALAAM Initiatives in Cairo Egypt
Celene M. Lizzio

2010 The Reclamation of Xinka Guatemala
Rodrigo Rinero Echevería
2011 Combating Negative Posters with Positive Wall Art Italy
Katherine Zaeh

Beacon Solar Energy Project Sierra Leone
Meghan McIntyre

Henry Rounds Nebraska
2011 Express Yourself! Sri Lanka
Nushelle de Silva

Skills Training and Microfinance for Kosovo’s Amputees Sierra Leone
Raphael Frankfurter

2012 Stories of the Civil War Nicaragua
Luzania Chamorro

Cultivating Restorative Spaces Brazil
Courtney Crumpler

Sarah Simon
2013 La Esperanza Peru
Julie Beth Katticaran

Computer Education and Creative Arts for Peace Nepal
Asmod Karki

Ari Salat
Speaks of Dust India
Azra Cohen

Katherine Horvath
Elizabeth Martin
Shaina Watrous
2014 Children’s Playground: Fostering Peace between Native and Refugee Communities Jordan
Farah Amjad

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

Shanti Dhaam: An Abode of Peace for the Deceased and the Living India
Paarth Shah
2015 Together in Music USA
Danya Koltunyuk

Stephanie Liu
Hack-the-Climate x Watson Institute 2015 Philippines
Haraya Buenosaeos
2016 Intersecting San Francisco USA
Mario Garcia

Chase Hommeyer
Erin Hannah Lynch

Education for Peace Hungary
Dorothy Denszky

Izak Zemplani
2017 Alay HiTuna Guyana
Lydia Watt

Alice Vinogradsky

Amanda Cheng
Kabas Azhar

Anika Nishat
No Place Like Home USA
Kyle Berlin
2018 Bayview Hoops USA
James Boyd

The Philology Project Guadeloupe
Jazmyn Blackburn

Rampal-Facem College

2013 A Spark of Hope for Peace Haiti
Nana Advoka Bamfo

Kathelyne Beouavis Phuong Bui
Shyuan Zhan
2014 Playing for Peace: The Use of Soccer as a Gender Empowerment Tool Ghana
Sarah Nsiburg

2015 Renewable Peace Haiti
Kathelyne Beouavis

Umeki Funchess Jessica Hill
Shyuan Zhan
2016 Teaching STEM to Early Elementary Students Ghana
Adwoa O. Bamfo

2017 Allievating the Refugee Crisis in Lebanon Lebanon
Farah Hatoum

2018 Allievating the Refugee Crisis in Lebanon through Medical Clinics in Mount Lebanon Lebanon
Farah Hatoum

Reed College

2008 Community and Schools Gardens Initiative Ecuador
Robin Fink

2009 Roots of Reconciliation Rwanda
Kirsten Mandala

Skye Macdonald
2010 Empowered Voices: Ndi Amba English South Africa
Erin Wikus

2011 Connect Hungi Nepal Suraj Pant

2012 Peace through Health Care Nicaragua
Gabriel Butterfield

Michael Gonzales
2013 A Peaceful Mind, a Brighter Future Zimbabwe
Desmond Rgwaringesu

2014 Federal Government Academy Suleja Digital Academic Project Nigeria
Emmanaul Enemchukwu Zhe Li
2015 A Step toward Hope: Self-Reliance and Education Zimbabwe
Celebrity Nyikadzino

2016 Help Impactful Voices Ethiopia
Meaza Abate

2017 Bhubamka-Rakshya: Bridging the Temoer Information Gap Nepal Shuvay Neupane

2018 Time to Talk Nepal Shisham Adkikari

Ringling College of Art & Design

2008 Teaching Art Mexico
Paula Redwine

Ana Carfemichael
Shawm Pino

2009 A Story of Peace Switzerland
Ana Carfemichael
Stevie Lewis
2010 Love Each One USA
Emeryl Carson

Stanny Moore

Ginger Waugh

2011 Intercultural Dialogue Camp for Peace Building Tanzania
Donald Rusimbi

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

2013 International Awareness Conference USA
Nikelle Mackey

Kathlyn Priorety

2014 Creation of Peace, Zem Festival Bulgaria & Hongorgina Ruzica Ivanovic

2015 San Pedro Cajonos Documentary Mexico
Matteo Robert Morales

2016 UWC Davis Scholar Documentary Global
Andre Bronnimann
Ebo Alonso-Vasquez Miranda

2017 Peace through the Arts Kenya
Tamarra Marshall

Arianna McAsll

2018 Dream, Memory, and Peace through the Arts Turkey
Yueming Chen

Zixin Huang
San Francisco Art Institute

2009 Peace Out Reach USA
Natasha Agrama

2010 The Art of Yoga USA
Lauren Viscoglia

2011 Empowering Survivors of Sex Trafficking Cambodia
Benjamin Ashlock

2012 Facilitating Education and Creation Bangladesh Jordan Doozi
Blaze Gonzalez
2007  Plastic Waste Recycling in Kratovo  Macedonia
Kelly Hodowal
Paul Indelgia
Chris Polski
Potable Water  Uganda
Minh Quang Vo
2008  Protein Maltunription and the Monoling Tree  Switzerland
Edward Lin
Abhi Lokesh
Alex Theodore
2009  Children’s Hope India: Every Child Counts  India
Brian Halston
Yalla Palestine Initiative
2010  Nafasi: Education & Microfinome  Tanzania
Kathryn Ranhorn
Anaerobic Digestion in Pursat  Cambodia
David Baden
Eddy Garcia
Sarah Grace Katz
Sagar Kumar
Taylor Norrell
2011  [Integrando a Mexico!  Mexico
Patricia Provenzo
Stream Water for Life  Rwanda
Jessica McEroy
Food, Water, and Hope  Bolivia
Michael Cossa
Louis Delfin
Germinio Echebuddy
Ahmed Hameid
Kathleen Kirsh
Luis Mendiesa
Trace Rohwng
Andrew Schwartz
2013  Peace through Partnership  Haiti
Michelle Aliprerto
Amanda Di Lorenzo
Irrigation fern cuddle  Bolivia
Joey Goodall
Kathleen Kirsch
Trace Rohwng
Sophia Sapaors
P.E.A.C.E: Partnering in Enterprise and Cultivating Empowerment  Haiti
Berthiaume Albert
Michelle Albert
Josh Bastian (Rollins College)
Emily Moschner
2015  Project Double Take/Projecto Revov  Brazil
Karli Mundin
Peace Means Staying Healthy  Niger
Joshua DeSombre
Ibrahim Yahaya Ibrahim
2016  Marabu to Charcoal  Cuba
Christopher Vazquez
Andy Garcia
2017  Payson Excelling Above Modern Society (T.E.A.M.S.)  USA
Jeannette Minirvaa
Water for Kathmandhok  Nepal
Sadhu Shrestha
Makorol Shepard
Harsh Patel
2018  The I’Am Using Project: Addressing Sexual and Domestic Violence  South Africa
Giovanna Giraldo
Malorie Lanpe
Project Picol  Peru
Colton Hall
Nicolelle Duong
Chase Labrie
2013  Peace through Partnership  Haiti
Michelle Aliprerto
Amanda Di Lorenzo
2014  Project Double Take/Projecto Revov  Brazil
Kari Mundin
Peace Means Staying Healthy  Niger
Joshua DeSombre
Ibrahim Yahaya Ibrahim
2015  L’us, le bloc de construction de la paix  Haiti
Michele Girard
Alois Ryle
2016  A Platform of Peace through Shared Experiences for the Cancer Community  USA
Matthew Dexten
2017  The Healthy Mother, Healthy Baby Project  Senegal
Anne Fitzpatrick
Johna Doyle
Lisa Lyons
Caleb Elsemore
Taylor Delp
2018  South Sudanese Refugee Project  Uganda
Taylor Delp
Elii Dammuk
Emma Feemien
Camilla Horton
Tessa Liley
Emma Parade
Ana Eliza Souza Cunha
University of Michigan
2013  The Integral of Bio-Sand/Ceramic Filtration  Honduras
Daniel Aukerman
Katia Delong
Elii Dammuk
Elii Dammuk
Tessa Liley
Emma Parade
Ana Eliza Souza Cunha
University of Michigan
2010  Panental Center for Education and Research  Brazil
Julie Bateman
Ethan Shirley
2011  Mujii:ah/Yol  Guatemalam
Saney Jolly
2012  Health Initiative in Brizlilian Panmental  Brazil
Gregory Ewing
2013  Bridging Mostar Youth  Bosnia & Herzegovina
Tessa Azemovic
2014  Surviving and Thriving  Turkey
Zainab Khalil
Suhu Najjar
Nour Soubairy
2015  L’us, le bloc de construction de la paix  Haiti
Michele Girard
Alois Ryle
2016  BLUElab India Project  India
Rushil Bakhshi
Anjali Balani
Sai Bolla
Kavita Cantilina
Natasha Desai
Sarah Rogers
Rachel Ross
2017  Grace Transitional Housing Project  USA
Madeleine Caughy
Sahr Yazdani
2018  Project Healthy Schools—Bangladesh (PHS-BD)  Bangladesh
Faithah Rezay
University of North Carolina Chapel Hill
2007  Tous Ensemble!—Unite for Peace  Democratic Republic of the Congo
Heather Aldeerly
2008  Project Heal  Ghana
Emma Lawrence
Lauren Slive
2009  HOPE Gardens  USA
David Baron
Maggie West
2010  Postcards for Progress  USA
Brendan Yorke
2011  Young Scholars International  USA
Molly Boyle
2012  Educational Development and Technology  Haiti
Catherine Kromkowski
2013  Compassionate Labor in Liberia  Liberia
Madhia Bhatti
Darielle Bulinski
2014  Multilateral Dialogue in the Prokletije/Bjeshket e Namura  Albania, Kosovo, Montenegro
Kelsey Aho
2015  The Unwelcome Guest: The Case of Migrant Workers in Jordan  Jordan
Nicole Fauster
Laya Qurain
2016  Bridging Educational Divides through Scientific Mentorship in Kathmandu  Nepal
Robert Athradon
Dwiash Thapa
2017  Project Kijari—Reducing Conflict through Entrepreneurship  Ghana
Godwin Attigah
Crystal Yullie
2016  Child Nutrition and Health Care for Women in Lawra, Ghana  Ghana
Eduardo Fernandez
Jacob Benjamin Stoks
University of Notre Dame
2009  Extending a Hand to a Healthy Life  Peru
Catin Hildebrand
Andrew Masak
2010  Bridging Borders for Sustainable Relief  El Salvador
Jennifer Knapp
2011  Empowering Women in Peru  Peru
Molly Boyle
2012  Educational Development and Technology  Haiti
Catherine Kromkowski
2009  Fuentede Paz (A Fountain of Peace) 
  Honduras  MaríaJoséMéndez
2010  Children and the Living Environment by the Red River
  Vietnam  TriNguyen
2011  Documenting the Abuse of Migrant Workers
  Singapore  Rokuhifukui
2012  Summer of Solutions
  USA  EthanBukner
2013  Peacebound: Portraits for Remembrance
  USA  JefferyFrom
2014  Creating Peace for People with Epilepsy
  Tanzania JulianaShinnick
2015  Ghar Jaun (Let’s Go Home)
  Tajikistan YvonneTracyAyesiga
2016  The Voices of the Forgotten Town
  Bangladesh MfundiMakama
2017  Empowering Youth through Mentorship
  USA  AndrewEstlich
2018  Advancing Voices of Ladakhi Youth through Media Literacy and Film – Documentation for Peace
  Through the Effect of Corporate Media & Screen Culture on Ladakhi Society through the Eyes of Ladakhi Youth
  India  AlexandraSama

Wartburg College
2009  Girls Empowerment for Peace and Tree Planting for Sustainability
  India  EmmanuelAbinebe
2010  Lending a Helping Hand
  Uganda  DaphineMugayo
2011  The Missing Link — A Global Interface for Empowerment
  Hong Kong  HoYeeCynthiaLam
2012  Water Well for Peace and Sustainable Development
  Laos  LeeLinhTran
2013  STEMITO: Building Brighter Futures
  Malaysia  AngelVela de la GarzaEvia
  Morocco  ZainabAbaza
2015  Teach a Man to Fish…Empowering Black Female Adolescents
  USA  LillyMarcelin
2016  Exploring Collaborative Art’s Potential for Youth Empowerment
  India  MichelleKang
2017  Shoot for Safety: A Hepatitis C Awareness Network for Youth in Cairo
  Egypt  AymanWeisenfeld
2018  The General Development Initiative
  DominicanRepublic  CalinStatter
2019  HIV/AIDS Education Initiative
  DominicanRepublic  FidelDesir
2020  Water Sanitation for Brighter Dawns
  Bangladesh TasmihaKhan

2009  Transformative Summer Reading Academy
  USA  Shania(Lily)Harford
2010  Empowering Youth through Mentorship
  USA  AndrewEstlich
2011  Community Maternal Health Project
  Ghana  AnnaEpleyBirtwistle
2012  Language Laboatory/Multimedia Center
  Argentina  EduardoRodriguez
2013  Providing Sustainable Clean Water for Drinking
  Ethiopia  AmranGebramam
2014  Benefit All Children in Korea (BACK)
  SouthKorea  HyeJungChung
2015  Voice of the Forgotten Town
  Tajikistan MullohojiJarayev
2016  Clean Water for Pompeyo
  Bolivia  DaneFredericks
2017  Empowering Youth through Service
  SouthAfrica  DawonJyung
2018  Language for Coexistence
  India  DafnaAshkenazi

Global Learning Summer School Program
  Mexico  ShayaYadav
2019  Give a Man a Fish, Teach a Man to Fish…Panama
  USA  ShannahSlattery
2020  Let’s Give Back through Playback
  SouthAfrica  FidelDesir
2021  Fostering Peace in Istanbul
  Turkey  JólódeIye
Education for Sustainable Peace
  Rwanda  HalleRubera
2022  The Nagarese-Wesleyan Partnership
  Nicaragua  SasatCosentino
2023  Artistic Expression and Healing through Music
  Rwanda  AllanaKembabazi
2024  Water Sanitation for Brighter Dawns
  Bangladesh TasmihaKhan
2025  Ultimate Peace in Bethlehem
  Israel  Gabrielfrankel
2026  Mobile Library: Educating and Fostering Peace in Istanbul
  Turkey  JólódeIye
2027  The Buddies Program
  Swaziland  SamMofokeng
Community-Based Eco-Center
  Lebanon  GregoryShaheen
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Middlebury, Vermont 05753

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