Projects for Peace
THE VISION OF KATHRYN W. DAVIS
2020
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By Philip O. Geier, Creator and Director of Projects for Peace

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COVID-19 has brought an unwanted interruption to a unique philanthropic initiative. Projects for Peace, created in 2007, has challenged college students to design their summer projects and implement their winning proposals with $10,000 grants. Over 1,500 winning projects have taken place across the U.S. and in nearly 150 other countries during the past 13 years.

The founding force behind all of these projects was internationalist Kathryn W. Davis who, on the eve of her 100th birthday, asked me to design a program for college students that would, in her words, “bring about a mindset of preparing for peace, instead of preparing for war.” Kathryn initially gave $1,000,000 to try out the idea. She was so enthused by what ensued in that first year that she made philanthropic provisions for funding ongoing annual competitions and grants for winning Projects for Peace to continue long after she passed away. Her legacy is very much alive.

So for the past 13 years, Projects for Peace has motivated and rewarded thousands of college students for pursuing initiatives that can serve as building blocks for a more just and peaceful world. Regrettably, due to the pandemic, the 125 winning proposals for 2020 have been deferred until it is safe and healthy for them to be undertaken, hopefully joining another new cohort of 125 winning proposals in 2021.

In the interim, we have chosen to reflect on what has been accomplished and recognize 13 organizations that were incubated as Projects for Peace and have now grown into their own impactful organizations. They are based worldwide—in Afghanistan, Armenia, Ghana, Jordan, Kenya, Nepal, Pakistan, the Philippines, Turkey, Uganda, the U.S., and Zambia. Their missions vary, but the overall commitment to improving the world in meaningful ways is
consistent and impressive. The Projects for Peace initiative launched these organizations and their talented leadership.

We thank consultant Elana Dean for tracking and documenting these organizations, which have been widely recognized, such as “Women LEAD Nepal” being honored as a Dell Social Innovation Challenge’s 10 Most Promising Projects; such as the founder and CEO of “Orenda Project” chosen by Forbes as one of its “30 under 30” social entrepreneurs; such as “Paper Airplanes” winning the MIT Enterprise Forum Pan Arab Innovate for Refugees competition; such as “Reclaim Childhood” winning the 2018 Sports for Refugees honor from the Beyond Sport Global Awards. And the list goes on.

We are pleased to celebrate these 13 organizations but note they are just exemplary of the many incubated through the Projects for Peace initiative. We also celebrate the nearly 100 colleges and universities across the U.S. we partner with to deploy Projects for Peace competitions each year. These collaborations reflect a deep commitment across the spectrum of American higher education to Kathryn Davis’s wish to “bring about a mindset of preparing for peace.”

Once the pandemic is behind us, we very much look forward to the resumption and continuation of Projects for Peace. In the interim, we offer these profiles— and references to others—as reminders of what the human spirit and focused philanthropy can achieve. Projects for Peace offers inspiration and hope to a challenged world.

“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 mindset of preparing for peace, instead of preparing for war.”

Kathryn W. Davis
As the following profiles illustrate, the Projects for Peace initiative has incubated numerous organizations that are having ongoing impact around the world. They demonstrate that there are those among today’s youth — tomorrow’s leaders—who want to make a positive difference by putting building blocks in place for a more peaceful world.

Through these organizations—and many others launched by Projects for Peace—Kathryn Davis’s vision of “preparing for peace” is being realized.
Aimee George ’09, a Gettysburg College student, used her 2007 Projects for Peace grant to open up a Campus Kitchen (CKGC) on her college’s campus—only the twelfth in the U.S. at the time. A Campus Kitchen “trains the unemployed, homeless and those living in poverty in culinary skills and saves food from being wasted while feeding those who are hungry in the community.” Her gEAT/Campus Kitchens Project worked closely with Gettysburg College’s dining services to recover food from campus to serve at a homeless shelter and to those in the local community. Aimee, along with other students, used the grant funding to receive food-service training, take part in leadership training from the national Campus Kitchens initiative in Washington D.C., and buy additional food and supplies.

CKGC has been going strong since its beginning. The Gettysburg College Center for Public Service supports the program, recruiting students for leadership roles in its operation. CKGC uses prepared food that has not been served from the campus dining services and from local grocery and convenience stores, hotels, restaurants, and caterers. They repackage and add other foods obtained from food drives, local farmers, and the food bank. CKGC then makes weekly visits to partner agencies, where they deliver the meals and also provide nutritional education.

In 2012, CKGC was awarded the Commonwealth of Pennsylvania Department of Aging Secretary’s Award for Excellence in Nutrition for Older Pennsylvanians. Since then they have expanded their programming with older adults to include fresh produce bags for shut-in senior citizens during the summer, and the More Than A Meal program pairing college volunteers with local seniors to deliver and enjoy a weekly hot meal and conversation, which helps to address issues of social isolation. In the fall of 2019, CKGC started a new program called Burg Bowls, providing meals to students on campus who may be facing food insecurity.

To date, they have served over 61,500 meals and recovered almost 140,000 pounds of food.

https://www.gettysburg.edu/offices/center-for-public-service/students/campus-kitchen
In 2015, Haroon Yasin and Ahwaz Akhtar planned to use their Projects for Peace grant to build a primary school for Afghan kids living in Pakistan’s slums. They wanted to ensure that the school’s curriculum was high quality and contextually relevant. They conducted a series of workshops or “co-creation sessions” discussing curriculum, school timings, and school goals. The students engaged Pakistani volunteers to help staff the Islamabad program to build trust between the two populations. A series of politically destabilizing events disrupted the students’ ability to complete their projects, including the actual construction. Despite these issues, the students were still successful in leading the Afghan residents’ sessions, training, and working with the volunteers on curriculum development. At summer’s end, the project began registering as a nonprofit organization with sights on adapting its mission for the future.

Since 2015, the Orenda Project has successfully adapted into an education technology organization, delivering the Pakistani national curriculum to children through a series of digital products. The first product—the Taleemabad Learning App—uses animated videos to provide school instruction for kindergartners through fifth-graders. Each video is accompanied by games that assess each topic. For children who don’t have access to a smartphone, Orenda developed the Taleemabad Digital Book, which contains an entire school year’s worth of curriculum offline. They have also provided print textbooks as an alternative to the digital format. Orenda’s products are in Urdu and receive extensive community member feedback to ensure that all content is culturally appropriate and relevant. They also “enable students to learn by their real learning levels (without shame or fear) instead of their nominal grade levels.” The project is improving their learning content continually with the data collected from students. For the past four years, more than 350,000 children across Pakistan have used their learning apps. Taleemabad has been approved by Pakistan’s government and is now broadcast on state-owned TV channels, reaching a cumulative 54 million subscribers.

In one initiative—with the Malala Fund and the Government of Punjab—200 out-of-school girls were given Taleemabad Digital Books with the sixth-grade curriculum. Each will participate in a group as they learn and will take a state-approved exam at year’s end to receive credit for the academic year.

Orenda has won two bronze medals (for Arts & Humanities and Educational App Award) from the Reimagine Education Awards and was a delegate to the 2015 Telenor Youth Forum. Orenda competed in and won the National Education Challenge, where they beat hundreds of other projects from all over Pakistan. Haroon—the organization’s CEO—received the Queen’s Young Leader Award, was named an Acumen Fellow, and was in the Forbes “30 under 30” list of social entrepreneurs.

https://taleemabad.com/
http://orendaproject.org/
With their 2011 Projects for Peace grant, three Georgetown University students ran a women’s empowerment leadership program in Kathmandu, Nepal. Thirty-six high-school senior girls from different castes, religions, and areas took part in the program that included lectures on women’s issues, self-defense workshops, and a service-learning trip. From the beginning, Women LEAD Nepal aimed to reach beyond the summer, and it quickly became a registered nonprofit. Since 2011, the organization has grown exponentially and now boasts a large staff and established programs that teach girls leadership and professional skills.

Women LEAD Nepal’s core program is called the “LEAD course.” It is a yearlong leadership program for 30 twelfth-grade girls. It helps enable “young women [to] explore their identities as leaders and changemakers within their societies.” It consists of multiple components:

• a two-week Leadership Institute that provides training in public speaking and Nepali current affairs, among other topics;
• a School Leadership Program where each girl spends over 300 hours co-leading a program at her school while receiving support;
• field trips to government offices around Kathmandu;
• a weeklong training that supports the girls in setting up advocacy projects;
• a two-week professional development skills workshop;
• and a graduation ceremony.

Women LEAD Nepal also offers a Young Women’s Political Leadership Institute, an eight-month program for 18-to-25-year-old participants that helps “to enable young women to be part of public service.” This program has multiple components, including:

• a week-long political organizing workshop;
• volunteering with a political party or election candidate;
• bimonthly discussion sessions on democracy and government;
• formation and implementation of their political activism theme;
• and a graduation ceremony.

The third core program Women LEAD Nepal offers is the OWN IT Nepal annual leadership summit that “seeks to bridge the gap between female leaders and the young women who aspire to be like them.” This conference includes panel discussions, workshops, and multiple opportunities to connect young women with women leaders.

In addition, Women LEAD Nepal organizes events—conferences, meet-and-greets, networking meetings—and actively engages program alumni through training, seminars, funding, and continued support.

Women LEAD won the With and For Girls Award in 2016; was selected into Points of Light’s 2015 CivicX Accelerator; was honored as a United Nations Girls’ Education Initiative’s Innovative Solutions of 2014; and as a Dell Social Innovation Challenge’s 10 Most Promising Projects in 2014. Claire Naylor, one of the co-founders, was awarded the Youth Courage Award from the United Nations Girls’ Education Initiative. Women LEAD was an Echoing Green Semi-Finalist in 2011 and 2013.

www.women-lead.org
With their 2017 Projects for Peace grant, three Columbia University students set out to bring digital and computer literacy to youth in the Philippines. CodePhil’s mission was “to democratize digital and computer literacy in the rural Philippines.” They carried out a series of initiatives over the summer, including teaching Web-development programming. They taught students programming languages—such as HTML and JavaScript—and helped them create websites. They also held a two-day Innovation Summit at the University of Eastern Philippines for high-school students from Northern Samar and Mindanao to develop technological solutions to community issues and introduce them to technology-related careers. Over 150 high-school and college students, tech recruiters, tech professionals, government representatives, and others attended a series of workshops and presentations. Having found that so many students didn’t have typing skills, the grantees developed and launched TypePhil, an educational typing software. Teaching these skills would help the students to learn other digital and computer skills later. Over the summer of 2017, CodePhil reached more than 1,000 students.

After a successful summer, CodePhil became a nonprofit organization and continues its work today. In addition to running digital skill training workshops, they have expanded their mission to integrate digital literacy skills in elementary schools, high schools, and universities throughout the Philippines. By the end of 2018, CodePhil, in partnership with the Philippine national government, reached more than 10,000 users. They have invested in making TypePhil free and available online and offline due to limited internet connectivity in rural areas. The team also consults on information and communications technology and digital literacy education—fostering connections between the nonprofit, academic, government, and private sectors to improve digital literacy for youth in the rural Philippines.

CodePhil was selected as a presenter at the 2017 Global Science Technology Innovation Conference in Brussels, Belgium, and received the 2018 International Telecommunications Union Young Innovator Award.

www.codephil.org
Anoush Baghdassarian, Claremont McKenna College, and Ani Schug, Pomona College, used their 2017 Projects for Peace funding to collect oral histories of Syrian-Armenians who fled the Syrian conflict. Since 2011, over half of the community has left Syria as a result of the conflict. The students surpassed their original goal of recording 40 testimonies and collected 65 interviews involving 82 individuals. Most were captured on video, and others with voice recordings or written notes. The students interviewed an equal number of men and women of different vocations, socioeconomic status, and age. They focused on resettling in Armenia, their lives in Syria, and their families’ experiences during the Armenian genocide. Most were ancestors of the genocide that began in Turkey during World War 1, having settled in Syria a century ago. The archive hoped “to fulfill three main goals: preservation, education, and humanization” of the experience of Syrian-Armenians.

After the summer of 2017, Ani and Anoush continued to collect more oral histories, resulting in over 150 interviews from Syrian-Armenians resettled in more than 10 countries. The complete set of interviews is now known as the Rerooted Archive.

The students built a website to host the video interviews. The current plan includes making all interviews available with English and Western Armenian subtitles and providing transcripts in both languages. They note that they are also working on adding “search functions, an interactive map feature, and lesson-plan material.”

www.rerooted.org
In the summer of 2008, Anouk Dey and Katherine Krieg created a sports camp for Jordanian and Iraqi refugee girls, funded by a Projects for Peace grant. They successfully ran four one-week camps near Amman, Jordan, including soccer, basketball, capture-the-flag, and other games. They also offered English reading activities. In total, 25-30 girls attended each camp session. By the end of the summer, Anouk and Katherine had set their sights even higher for this initiative.

The project soon became a nonprofit organization called Reclaim Childhood, which now provides year-round sports programming to Jordanian and refugee girls and women in Zarqa and Amman. They offer summer camps, sports leagues, after-school sports, teen leadership programming, and coaching clinics. Their mission has three objectives:

1. To provide a safe space where participants can “Reclaim Childhood” and be kids.
2. To connect communities that otherwise may not interact—refugees, Jordanians, and volunteers from all over the world.
3. To empower and inspire young women by using sport and play’s positive impact to teach life lessons uniquely learned through athletics and by providing strong female role models as coaches.

Reclaim Childhood was the Middle East and North Africa regional finalist for the UN High Commission on Refugees’ Nansen Refugee Award in 2018. The program was the 2018 winner of the Sports for Refugees Award from the Beyond Sport Global Awards.

www.reclaimchildhood.org
Three Lewis & Clark College students used their 2017 Projects for Peace grant to implement a vocational training program in Uganda called Planting the Seeds of Peace Ambassadors. Their goal was “to promote peaceful livelihood through agricultural training, nutritional education, and the establishment of a mentorship and seed exchange network.” Working closely with a local organization—Children of Peace Uganda—they ran daily workshops. Lectures in the classroom were complemented with field-based learning activities and a nutritional meal before each class. In total, 44 youth and young adults took part in the summer workshops. In the end, each student was encouraged to serve as ambassadors to other households, passing along their newly acquired agricultural training and nutritional education.

Children of Peace Uganda continued the summer’s agricultural training and also added a nutritional education program for a short period. Additional fundraising from the students allowed the organization to purchase land for a garden. Max Clary, one of the Projects for Peace students, also used the summer experience to launch a for-profit business in Uganda. Organic Route, an aspiring B-corporation, sells flours, dried fruits, and fortified spaghetti from East Africa. They currently work with 167 farm cooperatives equating to more than 22,000 farmers, paying above fair-trade wages. The Bill & Melinda Gates Foundation further supports some of the corporation’s partners. They also pledge 10 percent of their profits to support social, environmental, and health projects, specifically Exile International, Organization for Community Action, and the partner organization from the Projects for Peace, Children of Peace Uganda.

www.organicroute.org
Torben Fischer and Manuel Schulze from the University of California Berkeley used their 2014 Projects for Peace grant to start a recycling and youth empowerment program in Ghana. Recycle Up! had three main objectives:

1. To increase public awareness of environmental issues;
2. To motivate the Ghanaian youth to think, act, and behave like ambassadors for resolving the plastic waste problem in their community; and
3. To facilitate the development of a sustainable, preventive, and local recycling solution.

The main component was a two-week summer camp for 27 high-school students. It featured environmental experts, motivational speakers, and field trips to a local landfill, recycling firm, polluted areas, and a neat environment. The students formed groups to develop and present ideas to address local waste issues to a panel of judges and an audience of over 100 people. The winners, selected by the judges and granted award money, included an initiative that proposed a plastic-to-fuel converting machine and one that designed a waste management system for schools. After the camp, Recycle Up!’s organizational partner supported 27 participants in starting a recycling program at their high school.

Since 2014, the now renamed Recycle Up! Ghana (RUG) has become an independent nonprofit organization with more than 200 members dedicated to “a world free of waste.” The organization’s mission is to “co-create local solutions to Ghana’s waste problems.” It still runs its summer camp, which follows the original Projects for Peace-funded model. Since the summer of 2014, RUG has run six camps in three different cities across the country training over 150 youth and supporting more than 30 youth-developed waste management projects.

RUG has expanded beyond the summer camp and runs several initiatives. They recently launched a Nationwide Waste Education Campaign. This focuses on providing environmental and waste reduction education for students across Ghana through an in-school curriculum and field trips. It also provides recycling facilities. RUG also runs the Campus Dustbin Project, which builds waste segregation and disposal systems on university campuses. It connects the universities to local plastic waste buyers to support processing and recycling. Initially developed during the 2016 summer camp, the project has evolved into the Plastic Recycling Project at the University of Ghana, the country’s oldest and largest university. The organization runs other programs as well.

https://recycleupghana.org/
Wesleyan University students Kennedy Odede and Jessica Posner used their 2009 Projects for Peace grant to found the Kibera School for Girls in the largest urban slum in Kenya. After receiving the grant, they immediately obtained news coverage and additional funding. Starting quickly, they constructed a school building, hired staff, and enrolled 45 students in prekindergarten through first grade. As they stated in their grant report, the school “strives to empower the young women of Nairobi’s Kibera slum to imagine and then enact their solutions to some of the world’s most pressing problems by providing a superior education free of charge.”

Since 2009, in addition to the Kibera School for Girls, they have also run the Mathare School for Girls in another urban slum. In total, they serve 547 students in prekindergarten through eighth grade. Both schools provide free tuition, health care, uniforms, and school supplies to all their students.

The two schools are just one part of a larger effort founded by Kennedy Odede in 2004: Shining Hope for Communities, or SHOFCO. Conceived as a “grassroots movement,” SHOFCO has grown into a diverse organization with a multimillion-dollar annual budget. Its mission is to “catalyze large-scale transformation in urban slums by providing critical services for all, community advocacy platforms, and education and leadership development for women and girls.” Besides running the two leadership academies for girls, SHOFCO runs health, water and sanitation, sustainable livelihood, and other programming in multiple locations across Kenya. SHOFCO has also awarded scholarships to 42 graduates of the Kibera School for Girls to attend high schools in Kenya and the U.S.

In 2018, SHOFCO won the Conrad N. Hilton Humanitarian Award, having “made extraordinary contributions to alleviating human suffering.”

www.shofco.org
In Bailey Ulbricht’s 2015 Project for Peace, “Combating War with Education: Expanding Educational Opportunities for Syrian Youth,” she planned to support Syrian refugee students’ education as they completed high school. Partnering with a TOEFL preparation center in Hatay, Turkey, Bailey taught TOEFL classes, equipped the center with materials to enhance language learning, and built a computer lab so students could work with English-language tutors online. The online program, Paper Airplanes, connected Syrians to English-speaking Americans via Skype to practice their English. Using some of the Projects for Peace funds, Bailey paid for TOEFL exams—necessary to continue with higher education or specific jobs in Turkey—for 15 students. As she noted in her Projects for Peace report: “Certainly the future of my project rests on expanding free services to students like my tutoring program Paper Airplanes, and connecting the students to resources that give them a chance.”

By the end of 2016, Paper Airplanes became a nonprofit organization, expanding its tutoring programming to help “close education and skills gaps for conflict-affected individuals in the Middle East.” The organization recognizes the need for English proficiency in higher education and in obtaining employment in Turkey. In addition to its core English programming for youth and adults, Paper Airplanes also has Turkish language classes, computer programming classes for women, and classes for journalists in active conflict zones.

All the organization’s programming is delivered online, pairing students to instructors for one-to-one learning. They train their tutors intensively and provide them with a class curriculum designed to be culturally sensitive and relevant. The coursework is accessible even with poor internet service and to students with limited data plans. The organization has expanded and now has over 20 staff members working with more than 500 students across its programs. Paper Airplanes has served over 2,000 students to date.

Paper Airplanes was a winner at both the 2018 MIT Enterprise Forum Pan Arab Innovate for Refugees Competition and the 2017 UN Science, Innovation, and Technology Competition.

www.paper-airplanes.org
Lonnie Hackett, a student from Bowdoin College, and Zambian partners, used his 2014 Projects for Peace grant to build a school-based health program where they could deliver medical care and health classes to schoolchildren with their 2014 Projects for Peace grant. Before arriving in Zambia, Lonnie registered his initiative as a nonprofit organization and leveraged the funds to raise an additional $65,000 for the program. From the beginning, Lonnie intended to use his summer project as the launch for a longer-term commitment. The organization itself—Healthy Learners—provided schools with traveling health clinics and clean drinking water systems. They also trained teachers to become school health workers who could give first-line care, refer children to health care, and deliver health education classes. The project was a success. Approximately 1,000 children received medical screenings, and a system was put in place to reach an additional 9,000 children the next year.

Since the summer of 2014, Healthy Learners has grown exponentially. In 2019, they served more than 75,000 children: 16,000 students received treatment at school, 5,600 were referred to health facilities, and 6,600 attended health education classes. With an annual cost of less than $3 per child, outside researchers from the Harvard T. H. Chan School of Public Health identified the Healthy Learners model as significantly increasing vitamin A and deworming coverage and decreasing morbidity and stunting, among other improved outcomes.

Healthy Learners works closely and in partnership with the Zambian government, offering their programs in government-run schools and partnership with government-run health centers.

Since the summer of 2014, Healthy Learners has set up medical screenings, health education classes, and clean water systems in new communities. After starting up a new Healthy Learners model, the organization shifts into a technical support role while the Zambian health and education offices take on the program’s management and leadership.

Healthy Learners’ main goal is “to institutionalize the model within the community and government.” To that end, Healthy Learners worked closely with the Ministries of Health and Education to develop a national school health strategy and set of guidelines successfully adopted in 2020.

Healthy Learners has also partnered with ThinkMD to use their mobile technology to help school health workers assess and diagnose sick children and monitor health at the individual and community levels. Through this initiative, they are quickly building one of the largest databases in the region of school-aged children’s health in the region.

Lonnie was named a Mulago Rainer Arnhold Fellow and a Draper Richards Kaplan Social Entrepreneur for his work.

www.healthylearners.org
In the summer of 2008, Middlebury College student Shabana Basij-Rasikh was awarded a Projects for Peace grant to commission the building of wells in and around Kabul, Afghanistan. Her project’s goal—Giving Afghan People Access to Clean Water—was to reduce illnesses caused by unsafe drinking water. In addition to the six wells built using the funds from her grant, Shabana also raised additional funds to build three more during her time there. Beyond overseeing the building of nine wells in several communities, Shabana organized other activities such as the trash clean-up at a school.

That same year while still at Middlebury, Shabana co-founded the School of Leadership, Afghanistan (SOLA), whose mission is to provide high-quality education for girls in Afghanistan. SOLA currently enrolls more than 80 girls from around the country in its boarding school and employs over 30 staff. SOLA has also obtained over $9.4 million in scholarships from global partners. A middle-school program (grades six through eight) and an upper school program (grades nine and 10) are currently available. There are active plans to expand this to include grades 11 and 12 in the coming years. The girls learn the Afghan national curriculum along with “academic enrichment coursework” developed specifically by SOLA. There is an emphasis on learning about other cultures (including those within the country) and female leadership. Girls currently come from 26 of the country’s 34 provinces, and the school is working to enroll girls from the balance. There are also plans to build a new campus in Kabul.

Shabana’s Projects for Peace work played a significant role in her early social entrepreneurship. Today she has multiple accolades to her name, including CNN International’s Leading Women of 2014 and National Geographic’s 2014 Emerging Explorers. She has received honorary doctorates from SOAS University of London and Cedar Crest College in Pennsylvania. Shabana was awarded the Malalai Medal for her promotion of girls’ access to education (one of Afghanistan’s highest national honors) and named to the Forbes 30 under 30 Asia list in the social entrepreneurship sector in 2019.

https://www.sola-afghanistan.org/
A team of students from Bucknell University launched Bicycles Against Poverty (BAP) with a 2009 Projects for Peace grant. They sought to promote “economic development among the ultra-poor through the provision of sustainable transportation to improve accessibility to the market, farms, and basic social services” in Uganda. By the end of the summer of 2009, the group had successfully distributed 102 bicycles to people in two villages. They specifically recruited smallholder farmers who were walking to and from their plots daily and walking their goods to market, thus spending large amounts of time and energy in transit. From the beginning, the model of BAP was to have recipients pay back half a bicycle’s cost in no more than 18 months. During that summer, the students “learned a lot about the area, the people, and how the local government and NGOs function.” They noted in their final report that this “will be a huge advantage in planning and implementing for the continuation of the BAP project.”

BAP, now known as Cycle Connect, has continued and expanded. The organization’s mission remains close to its original purpose: “to increase income for smallholder farmers in East Africa through productive asset-financing and training.” Their core initiative is equipping farmers not only with bicycles, but also with oxen and plows, motorcycles, or grinding machines. They also provide financial literacy and agricultural training workshops. Cycle Connect estimates that they have had a positive impact on more than 30,000 rural Ugandans by increasing their annual incomes by 30 percent or more. Crucial to their model, they must visit remote areas to provide their services; in 2019, this amounted to the staff traveling over 300,000 miles. They also implement “Farmer-Centric Financing,” meaning that they design loan terms to best meet the farmer’s needs. In 2020, Cycle Connect hopes to work with 6,000 smallholder farmers.

The organization has earned recognition, including a Clinton Global Initiative University Commitment Award in 2008 and 2009 and a DoSomething.Org Award. Co-founder and CEO Molly Burke was named a 2013 National Geographic Traveler, a 2015 SHONA fellow, and a 2019 social entrepreneur member of the Miller Center’s GSBI program.

www.cycleconnect.org
The Projects for Peace 2007–present

Agnies Scott College 2007
- Fighting Domestic Violence, Creating Domestic Peace
  - Jennifer Whitton
  - USA
  - 2012

Shilin Zhou
- USA
- 2007

Jennifer Lemanski
- Bard College
- 2012

Rahul Rimal
- Bard Palestinian Youth Initiative
- 2014

Mujahed Sarsur
- Yemen
- 2015

Hyowoun Jyung
- Korea
- 2015

Zoe Kasperzyk
- Mexico
- 2016

Julia Vunderink
- Turkey
- 2016

La Huella Moxeña (The Footprint)
- Bolivia
- 2019

Hannah Porst
- Bolivia
- 2019

Khalid Alsharekh
- Jordan
- 2019

Nabil Al-Naemi
- Jordan
- 2019

The Phalahe Project
- Swaziland
- 2016

Lia Soorenian
- France
- 2016

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Yara Abdulhady
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- 2018

Speaking Out for Sustainable Peace: Empowering Rwandan Youth through Debate
- Rwanda
- 2016

Gwendolyn Whidden
- Rwanda
- 2016

Connecting Arts and the Environment
- Lebanon
- 2016

Meghan McDonough
- Bard Palestinian Youth Initiative
- 2014

Emma Ruskin
- Lebanon
- 2015

Barnard College
- 2019

La Huella Moxeña (The Footprint)
- Bolivia
- 2019

Hannah Porst
- Bolivia
- 2019

Khalid Alsharekh
- Jordan
- 2019

Nabil Al-Naemi
- Jordan
- 2019

Supporting Queer Refugees in Lebanon
- Lebanon
- 2018

Yara Abdulhady
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- 2019
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2012 Healthy Children for a Peaceful Future 
China Sida Li 
2014 Books Not Bars 
USA Zoe Ridolfi-Starr 
2015 Entrepreneurship in Zaatar Village 
Jordan Philip Burnett 
Nadine Fattaleh 
Andrew Pasquier 
Elana Sulakshana 
Anne-Laure White 
2016 Caring for Children at Risk 
Israel Ezra Gontownik 
Joshua Schwartz 
2017 CodePhil 
Philippines Sahir Jaggi 
Sang Jun Park 
Vivian Shen 
2018 Columbia University Engineers Without Borders: Uganda 
Uganda Jasmine Pimentel 
Jessalyn Chuang 
Marth Escobedo 
Imani Gosserand 
Noah Larky 
2019 Amphan in Water Project 
Ghana Bunni Faryije 
Lynn B. Carlos Perez 
Julie Ralf 
Adesuwa (DeSu) Imudia 
Joyce Liu 
Nicole Sved 
Daniel Knop 
Keenan Linn 
2020 Connecticut College 
2007 New Ambassadors for Peace 
Nepal Nayam Pahal 
Pragya Lohani (Southern Methodist University) 
2008 Organs for Peace 
Paraguay Jazmin Acuna 
Andrea Burt 
Changing Perspective for Peace: A Summer Camp 
Israel Christina Gossmann (Wellesley College) 
Thayer Hastings Joseph Hauk (Colorado College) 
2009 The Power of Health and Awareness 
India Susan Taylor 
Harmonization Summer Camp 
Vietnam Phuong Le 
2010 The End to a Blue Book 
Uganda Brigid O’Gorman 
2011 Cultivating Roots of Peace 
USA Meredith Byrne 
2012 A Peace of Art, A Place of Peace 
Kenya Gabrielle Areenga 
2013 ACT Up 
USA Liam Lawson 
David Rojas 
2014 The East Portland Lunch Cart 
USA Emily MacGilbery 
Azul Tellez 
2015 Lokuta Youth Speak USA Marina Sachs 
Ellie Stork 
2016 Santa Ines Promotores de Paz 
Ecuador Annette Davis 
Emma Race 
The BOLD Intensive USA Alia Girod 
Sarah Potter 
Kate Stockbridge 
2017 ShEmpowered 
Nigeria Amianu Khalan 
2018 A Path to Peace: Tailor Community with Native American Tribes in Connecticut 
USA Lin-Huong Nguyen 
2019 Cornell University 
2007 The Bimbilla Peace Project 
Ghana Kobina Anwah 
Sarah Long 
Peace in the Motherland 
Nigeria Adebayo Paul Omole 
2008 Development of a Peer HIV/AIDS Education Network 
China Jessica Shih 
2009 Economic Peace of the Shipibo Ethnic Group 
Papua Constanza Ontaneda 
Angeline Stuma 
2010 The Conflict-Free Community Initiative 
Ghana Daniel P. Clerk 
2011 Sustainable Tourism and Education for Mguz 
Nepal Mona Aditya 
2012 Reformation and Sustainable Agriculture 
Mexico Sidney Madsen 
2013 Bridging the Gap 
Nigeria Kelatchi Umogo 
2014 Enhancing Child Nutrition through Animal Source Food Management Ghana Edgar Aluffo-Addo 
2015 Passing the Baton 
Nigeria Oghenerokwem Asagha 
2016 Peace by Pieces 
Kenya Gella Abbe Alemayehu 
2017 Fostering Peace through Formal and Community Education 
Kenya Elvis Mueduo 
Vivian Kniga 
2018 Kathituni Primary School Library (A Reason to Stay in School) 
Kenya Deogratius Munene 
2019 Nimeshil Initiative 
Kenya Sacifia Walli 
Asterix Hassan 
Brian Kirotch 
2020 Dartmouth College 
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 Mehrel 
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 DeVen Mosley 
imHe/re! Libbira 
Mahmud Johnson 
2011 Colombia-Ecuadorian Integration Project 
Ecuador Julio Santiago Guerrero 
Comics for Progress 
Liberia and Ghana 
2012 Cultivating a Sustainable Peace 
Swaziland Thabo Mute 
2013 Equity in Education and Peaceful Relations 
China Tsomo Cuomaoji 
2014 Sheomaking Project at the Unique Continental Centre 
Nigeria Alexander Adelabu 
2015 Peace by Design 
Ghana Hily Johnson Turkan Singh 
2016 Water4Peace 
Rwanda Simone Schmid 
2017 EmpoweringHER Over Abuse 
Ghana Sabi Nejed 
2018 Bridging the Divide through Dialogue 
USA Rapha Shah 
2019 A Health-Based Approach for Peacebuilding in Northwestern Rwanda 
Rwanda Sydeny Kamon 
2020 Davidson College 
2011 Fish Farming for Economic Peace 
Zimbabwe George Mukosera 
2012 Car Wash Joint 
India Saba Nejed 
2013 Escuchando y Recordando 
Peru Santiago Navia 
2014 Cultivating a Sustainable Peace 
Swaziland Thabo Mute 
2015 Equity in Education and Peaceful Relations 
China Tsomo Cuomaoji 
2016 More Than a Figure: The Hospital CAN Be Your Home 
USA Sarah McCandless 
2017 Shattering Inequity of Access 
Senegal Saba Nejed 
2018 Salmon for Economic Peace 
Rwanda Akel N. Kaba 
2019 Clean Drinking Water for Rural China 
China Mark Magnus 
2020 Clean Drinking Water for Rural China 
China Mark Magnus 
2021 Shuming for Peace 
India Sylwia Freimut 
Megan Keaveney 
2022 Project Khotesa 
Congo 
2023 Peace, Hope, and a New Life for Fristula Women 
Ethiopia Abdi Ali 
Shiyu Huang 
2024 Escuchando y Recordando 
Peru Santiago Navia 
2025 More Than a Figure: The Hospital CAN Be Your Home 
USA Sarah McCandless 
2026 Shattering Inequity of Access 
Senegal Saba Nejed 
2027 Clean Drinking Water for Rural China 
China Mark Magnus 
2028 Clean Drinking Water for Rural China 
China Mark Magnus 
2029 Slum Women for Peace 
India Sylwia Freimut 
Megan Keaveney 
2030 Project Khotesa 
Congo 
2031 Peace, Hope, and a New Life for Fristula Women 
Ethiopia Abdi Ali 
Shiyu Huang 
2032 Waste Management in Dindelago 
South Africa Grace Bachmann 
2033 No Child Left Behind 
China XinYin Hu 
2034 Building Peace by Piece 
Jordan Jennifer Reyes 
2013 Public Art, Reclamation, and Social Change Mural Project 
USA Makayla Binter 
2014 Denison University 
Ten Years of Recovery: Healing Processes in Post-Conflict Northern Ireland 
Ireland Ian Darrow 
Kate Lemanri 
2015 The Hospital CAN Be Your Home 
USA Dakota Meyer 
2016 Clean Drinking Water for Rural China 
China Mark Magnus 
2017 Eric Stachura 
2018 Slum Women for Peace 
India Sylwia Freimut 
Megan Keaveney 
2019 Empowering Women to Work against Structural Violence 
USA Caroline Salamack 
2020 Breaking Barriers by Reframing Color Symbolism 
Northern Ireland Sarah Smith 
Kyle Doblyck (Scraps College) 
2021 Pimbu Peace Project 
Brazil Anna Valanite
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**Note:** The table above lists selected projects and initiatives related to Youth Engagement for Peace, highlighting the diversity of approaches and locations involved. Each entry represents a project that utilizes various methodologies and contexts to promote peace and understanding among youth.
University of Notre Dame

2010
Jessica Ladd
Jorge Ospina
Joseph Campo
Andrew Masak
Catherine Kromkowski
Kristen Hansen
Maya Weinberg
Paulina Covarrubias

2011
Unity Park: Building Peace Together

2012
Cows for Kids
Democratic Republic of the Congo

2013
She's 13
USA
Lucy Mahaffey

2014
Chong'Hea
Guatemala
Flavio Ivan Moreno Ovalle

2015
Take a Break from the Hot Sun, Child
Uganda
Darius Aruho

2016
Take a Break from the Hot Sun, Child
Uganda
Darius Aruho

2017
Empowering Women through Agriculture
Swaziland
Sahla Mathunjwa
(University of Rochester)
Thomia Shongwe
(Skidmore College)
Bashlisa Sbphondo

2018
Women Empowerment through Microfinance
Uganda
Sandie Dube (Dartmouth College)
Arthur Makumbi (Colby College)
Oludawara Olaiwola

2019
Information Technology Literacy for Youth Empowerment: Detonating a Tickling Time Bomb
Uganda
Rob "Bob" Okello
Sustainable Clean Water Supply
Swaziland
Mmbo Diarnini

2020
Money Spent Right—Menstrual Cups for Women's Empowerment
India
Pranav Mohan
Cynthia Rachell Belardo
Abhishek Yadav

2021
Safeguarding the Future of the Maldives Islands
Maldives Islands
Fathimath Nafira Nihad

2022
Economic Empowerment of Women in Non-developed Villages of Armenia
Armenia
Margarita Parsamyen
Offelya Baghdasaryan
University of Pennsylvania

2023
Role-Playing Peace Education in Gujarat
India
Rajiv Bhagat
LenddForPeace.org
Palestine
Sam Adelsberg
Andrew Dudum

2024
Kitab Kerner
India
Porvil Kururu

2025
Youth Bank
Nigeria
Kristin Hall

2026
Teach for Pakistan
Pakistan
Mohammad Zohaib

2027
Due: Jok Youth Foundation
Sudan
Dau Jok

2028
Dorm Room Diplomacy USA
Jacob Blumfeld-Gant
Corey Mitzman

2029
Fellowship for Building Intercultural Communities USA
Joyce Kim

2030
PEACE: Peace through Education, Advocacy, and Community Empowerment
Kenya
Daniel Brooks

2031
The Purse Project
Thailand
Tran Doan
Carter Quevrey

2032
Fazans of Feminism
Bulgaria
Zhivko Illieff
Charles Miko

2033
Promoting Peace through Education
Uganda
David Davenport

2034
Toilets for Peace in Urban Slums
India
Aarti Reddy

2035
Farming, Peace & Health
Ghana
Sherial Smith

2036
Building Community through a Living Library
Brazil
Jhewel Fernandez

2037
Comunidades Auto Financiadas
Dominican Republic
Fatma Shuapi

2038
Refugee Integration in Lithuania
Lithuania
Luka Klimaitis

2039
Project for Peace in Kambia
Kamisile
Djeneh Guduta

2040
Good Hope Peace Project
Tanzania
Agathamaria John Musi

2041
Participatory Budgeting for Peace
Peru
Shaun Dozier
(Duke University)
Nicolás Raga Legarraga
(Skidmore College)
Luciano Romero
(Duke University)

2042
Theodosia: Addressing Women’s Empowerment through Crochet
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Fabiana Ayala
Yasmin Karam

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Kisirian Fanaka Library
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Michael Kittem

2044
Sana Nyukundo
(Red Read)
Kenya
Eugenia Shamin Mohamed Ibrahim

2045
University of Rochester

2046
Peace through Entrepreneurship in the Democratic Republic of the Congo
Democratic Republic of the Congo
Benifat Mugenza
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2047
Water for Peace: Solving Mucovskova Conflict through the Provision of Sustainable Water Supply
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2048
Togetherness for Peace in Doudala, Cameroon
Cameroon
Jean Beauloise Mbanya

2049
Amanti Kupialisajilamai:
Peace through Entrepreneurship in the United Republic of Tanzania
Tanzania
Joyceline Marealle
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2050
Water Purification
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Eric Harshfield

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Empowering Women through Business and Health Education
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2052
Hope Restoration Initiative (HORI): Disabled Liberian Youth, Civic Education, and Political Participation
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Emmanuel Gwaceem
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2053
El agua es Vida (Water Is Life)
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Amanda Below
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Peace through Food Security and Gender Empowerment
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2055
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2056
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Neues Leben (New Life): Empowering the Survivors of Human Trafficking through Technology
Germany
Srimanjit Bhutta
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<tr>
<th>Year</th>
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<td>2007</td>
<td>Healing the Souls through Arts</td>
<td>Thailand</td>
<td>Brianna Andrade, Janeepatha Cheva-Isarakul, Brittany Dosher, Julio Nogueira, Courtney Richter</td>
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<td>2009</td>
<td>Westminister College</td>
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<td>2010</td>
<td>Growing a Future for Peace</td>
<td>Trinidad &amp; Tobago</td>
<td>Edirson Arieta Agui &amp; Sera-Leigh Ghourol &amp; Matthieu Makan &amp; Andrea Voinimiti</td>
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<td>2013</td>
<td>The Making of Peace</td>
<td>Colombia</td>
<td>Shauna Aminath, Ediro Arieta, Felipe Cordero, Gustavo Godinez, Matthew Lowell, Mohammad Shahril</td>
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<td>2015</td>
<td>Expanding Access to Education: The Master Negotiator for Peace</td>
<td>USA</td>
<td>Glamour Campagna, Amanda Veintimilla, Alvin Kibaara, Abdallah Salia</td>
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<td>2016</td>
<td>Going Organic in the communities</td>
<td>Pakistan</td>
<td>Tripti Giri, Tenzing Dhakhwa, Juan Manzo, Joseph Munyambanza</td>
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<td>2018</td>
<td>Resilience through Arts</td>
<td>Nepal</td>
<td>Ahmed Baqai, Zamfara Makan &amp; Andrea Voinimiti</td>
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<td>Sam Brakarsh, Marya Makan &amp; Abdallah Salia</td>
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<td>2020</td>
<td>Reclaiming Childhood for Refugees in Children from the USA</td>
<td>Egypt</td>
<td>Rebecca Rosenweig, Alexia Yasmeen, Deena S. Mousa</td>
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<td>2021</td>
<td>Water for Life: Collecting Rainwater to Address Potable Water Scarcity in Uganda</td>
<td>Uganda</td>
<td>Matthew Kush, Joseph Mumyambanza, Steven Sakayroun, Moussa Sall</td>
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<td>Overcoming Malnutrition in the Communities</td>
<td>Guatemala</td>
<td>Ahmed Baqai, Mahfoud Bousaid, Juan Manzo, Andrea Voinimiti</td>
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<td>Empowering Girls through Education in Arughat</td>
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<td>Robina Khadka, Yogesh Chandra, Sarah Kabay, Keiana West</td>
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<td>Empowering Women through Community Building and Education in Rwanda</td>
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<td>Reclaiming Narratives and Identity for Women in Kenya</td>
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<td>Cultivating Community Independence</td>
<td>Vietnam</td>
<td>Amanda Veintimilla, Alvin Kibaara, Abdallah Salia</td>
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</tbody>
</table>
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