

2010



Projects for Peace

THE VISION OF KATHRYN W. DAVIS

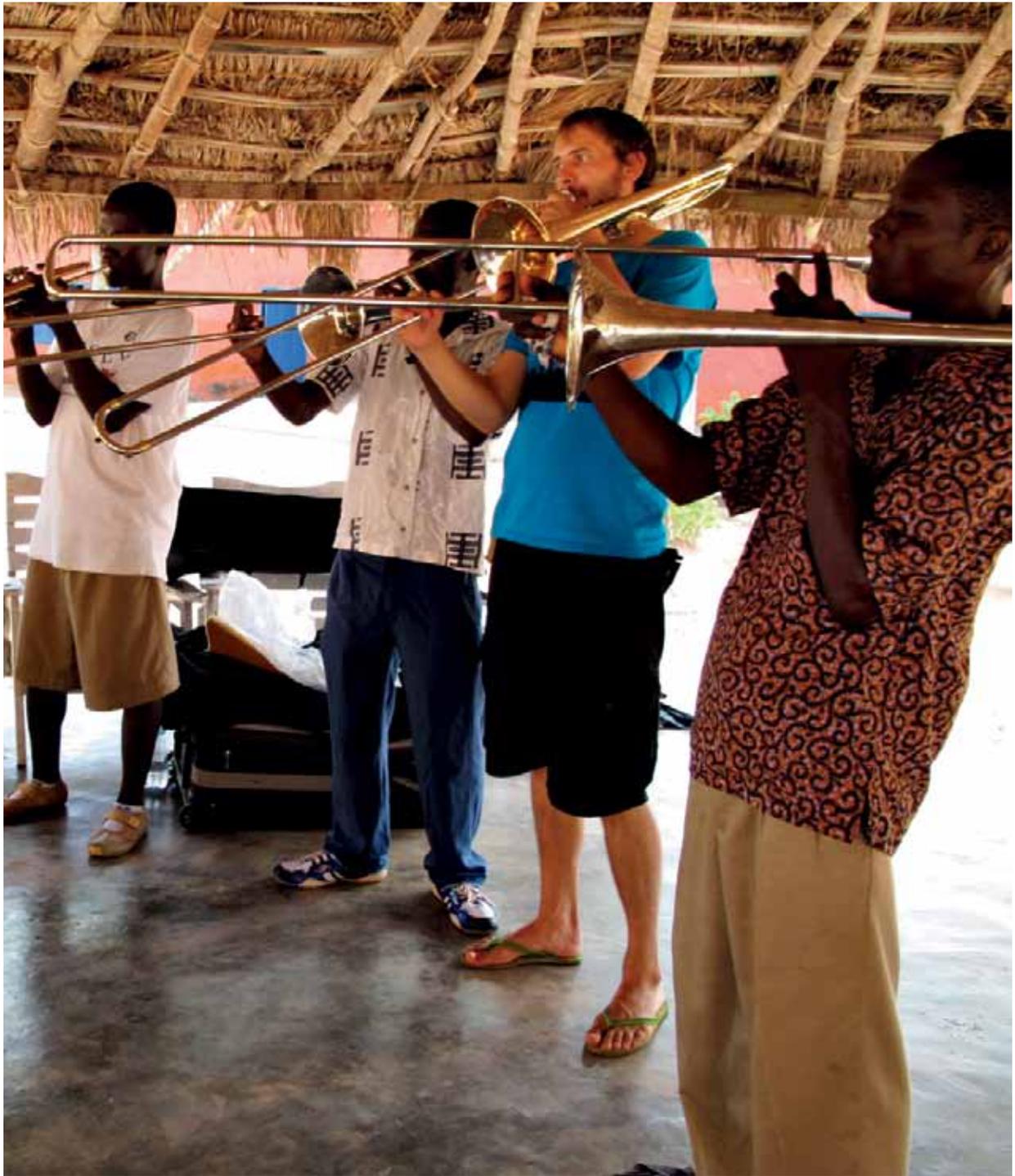


2010 

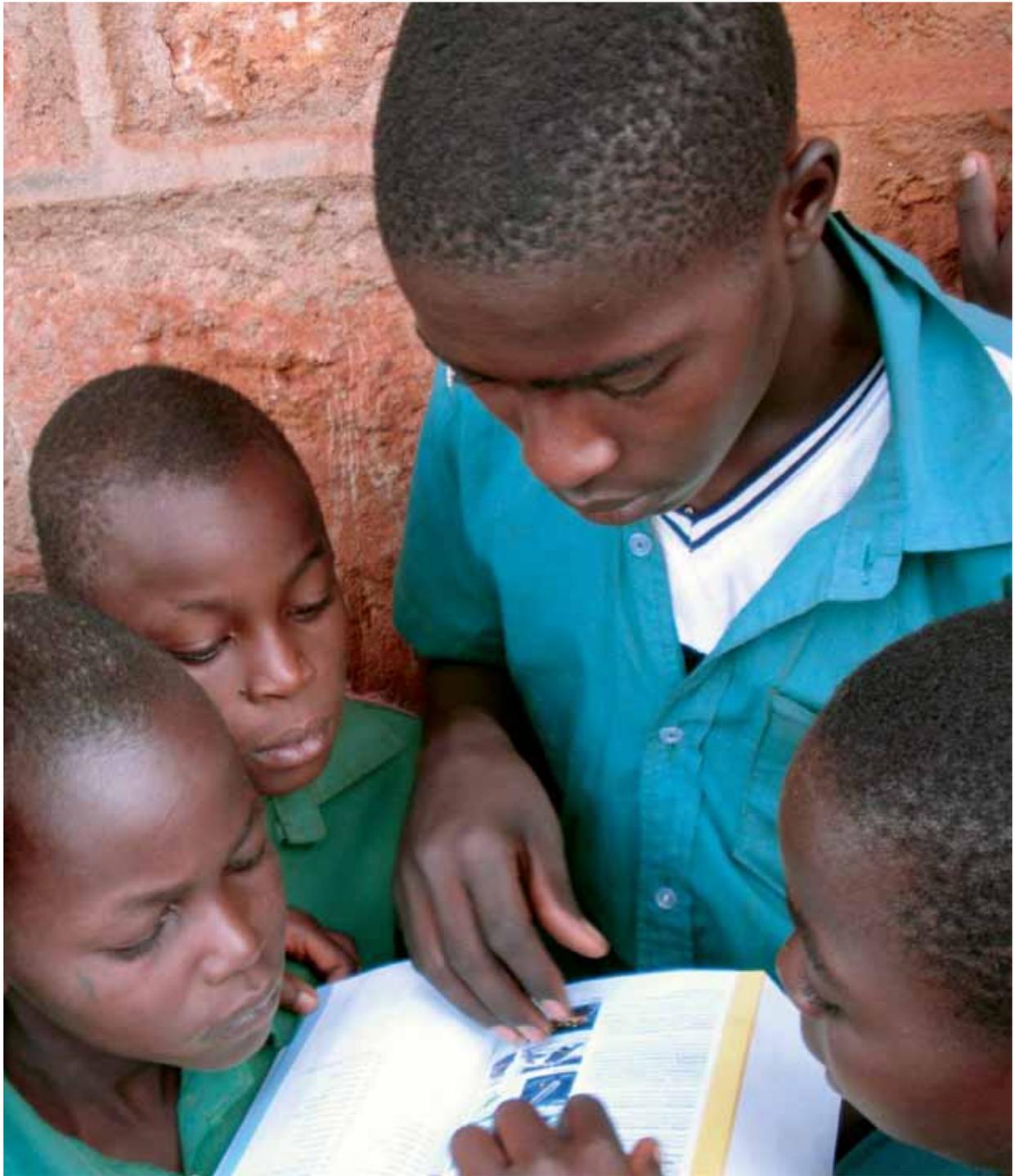
Projects for Peace

THE VISION OF KATHRYN W. DAVIS

A publication of the Davis United World College Scholars Program
and the Institute for Global Citizenship at Macalester College



Introduction	5
Kathryn Davis: Visionary for Peace	
<i>by Philip O. Geier, Executive Director, Davis United World College Scholars Program.</i>	7
Living Global Citizenship	
<i>by Brian Rosenberg, President, Macalester College</i>	13
A Community Inspired	
<i>by Ronald D. Liebowitz, President, Middlebury College</i>	17
The Projects—Selected Profiles	21
Building Bridges Between the	
Children of Fallujah	23
Mobility for Land-mine Victims	25
Promoting Peace in the	
Middle East Through Robotics	27
Resolving the Stinking Heaps	29
Peacemakers’ Club	31
Peace in Pedernales	33
Sustainability and Skills Workshops	35
Scouts to Promote Peace	
and Unity in Nepal	37
Birds for Peace	39
Photography and Youth	
Education in Burma	41
DeSoto Hip-hop Peace Camp	43
Transformation Education	45
Clean Drinking Water for Rural China	47
Empowering Women through Education ..	49
Microfinance and	
Women’s Empowerment	51
Water for Life	53
Theater for Peace	55
Economic Empowerment:	
Establishing an African Market	57
<i>State of Peace</i>	59
Advancing Education in Rural Nepal	61
Beacon Solar Energy for Sierra Leone	63
Projects for Peace in the World, Map	64
The 2010 Davis Projects for Peace, Listed by College and University	66



Introduction

This volume presents the fourth year of Projects for Peace, an initiative inspired and funded by Kathryn W. Davis and designed and directed by international educator Philip O. Geier. The projects are a powerful testimony to the vision and conviction of a person now 104 years young. Kathryn Davis has a clear purpose and a strong sense of urgency about finding new pathways to peace in the 21st century. Without her, there would be no Projects for Peace.

The first Projects for Peace took place in 2007 in celebration of Kathryn Davis' 100th birthday, and have remained a dynamic force for creativity and peace each year since. This volume presents the results of the fourth round of projects, which took place in 2010.

These pages capture the innovation, energy, and effort of young people motivated by Kathryn Davis' inspiration and generosity. Projects for Peace are summer projects proposed and implemented by current students striving for peace at home and around the globe. Indicative of the high quality of the students awarded Projects for Peace grants is Gabrielle Emanuel, class of 2010 at Dartmouth and one of the first grant recipients in 2007. Gabrielle was recently selected as a Rhodes Scholar and will pursue a graduate degree at Oxford in development studies, examining international aid's impact on local cultures and communities.

This publication, like many of the Projects for Peace themselves, is the result of effective collaboration. The Davis United World College Scholars Program, headquartered at Middlebury College, has again partnered with the Institute for Global Citizenship at Macalester College to bring this volume forward. All of us associated with Projects for Peace are in awe of Kathryn Davis and reiterate our deepest appreciation to her for her youthful leadership and for her commitment to preparing the world for peace.

“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



Kathryn Davis: Visionary for Peace

By Philip O. Geier, Executive Director,
Davis United World College Scholars Program

The Power and Wisdom of 100, 101, 102, 103, and Now 104

In August 2006, Kathryn Wasserman Davis made a momentous decision. She would be turning 100 years old in 2007, and she was feeling a great sense of urgency. Urgency about an elusive goal in her long life: peace in the world. As she reflected on the many years of her life, she felt frustrated that her generation and those that followed had failed in that great quest.

What might she do, Kathryn wondered? She decided it was time to see what fresh and motivated young minds might do about this perplexing issue. She decided to use her remaining years to unleash the potential of youth in the cause of peace. How to do that?

She had been watching with interest a program her son Shelby had started with his own philanthropy in 2000: the Davis United World College Scholars Program, which had grown into the world's largest international scholarship program for undergraduates. Kathryn had met many of these United World College graduates as they had become Davis United World College Scholars matriculating at over 90 American colleges and universities including her alma mater Wellesley, and Princeton, where both her late husband and her son had earned their undergraduate degrees. Given the impressive scope of colleges and universities in her son's program, it occurred to Kathryn that these would be accessible and dependable places for her to try out her idea of Projects for Peace.





Without hesitation, Kathryn put up \$1 million and issued her challenge for any and all students on these campuses—and now to others at International Houses worldwide, Future Generations, and the Geneva Institute—to design whatever projects they felt would contribute to peace. Kathryn was so gratified by the students’ projects in 2007 that she has continued her support for subsequent rounds of projects in 2008, 2009, and 2010. This volume reports on the 2010 projects and demonstrates how Kathryn’s vision has motivated young people and how those young people have drawn inspiration from Kathryn.

[A Visionary for Peace](#)

Kathryn Davis has been a lifelong internationalist. She discovered her passion for global engagement on her first trip to Russia in 1929. Shortly after graduating from college, she was travelling with a group through the Caucasus Mountains on horseback, and their horses were stolen. As Kathryn recalls it, “We ate wild berries for breakfast and spit-roasted mountain goat for dinner, and I couldn’t have been happier.” She went on to Geneva where she earned her doctorate and wrote a timely study, “The Soviets at Geneva,” about the League of Nations, forerunner to today’s United Nations, which was headquartered in Geneva. Kathryn has returned to Russia more than 30 times since and has become well known to the leaders of that country through its tumultuous recent history. She celebrated her 95th birthday with its former president, Mikhail Gorbachev.

Kathryn is also a lifelong philanthropist, supporting education, the arts, scientific research, the environment and conservation, and various forms of international relations. She has left her mark on a wide range of institutions and countless students. At her alma mater Wellesley College, she has been supportive of numerous projects



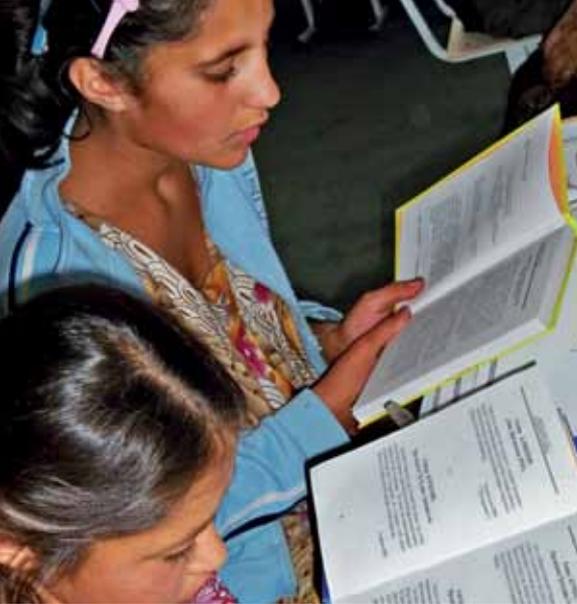
including financial aid for students, global education initiatives, professorships in Russian economics, Slavic studies, Asian studies, and history. Wellesley's Davis Museum and Cultural Center is named for her and her late husband Shelby Cullom Davis, as is the International Center at Princeton.

Kathryn has been recognized for her achievements in many significant ways. In 2007, she was given the Woodrow Wilson Award for Public Service at a ceremony in Washington, D.C. This honor was bestowed on her for having "shown a special commitment to seeking out informed and thoughtful views" and for having devoted herself "to examining the historical background and long-term implications of important policy issues." In her acceptance speech, Kathryn addressed those she called "movers and shakers of the world" this way: "My many years have taught me that there will always be conflict. It's part of human nature. But I'll also 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. We don't know what tomorrow holds, and therefore let us take advantage of today to be as useful as possible."

Continuous Innovation

For all her achievements, Kathryn was not content to rest on her laurels. Instead she has wanted to do more, and not just more of the same. The wisdom of her years has led her to look to young people for new ideas and fresh energy to improve the prospects for peace. She recalled her own adventuresome youth and what it had motivated her to do since. She reflected on her own unrelenting curiosity, her desire to keep learning, engaging, participating, shaping. She realized that her life had not been simply a matter of being willing to try things she had never done before; instead, she





realized that she had always been eager to do things she (or her parents) had never done before. She also realized that she had been fortunate enough to have those opportunities. She concluded that amidst today's youth there must certainly be those with her kind of inclinations. They only need be given the opportunity. It would be a bargain at any price if she could set in motion steps toward a more peaceful world.

Kathryn made up her mind to establish Projects for Peace when she turned 100 and has renewed her commitment every year since, saying: "I want to use my birthday to once again help young people launch some initiatives that will bring new energy and ideas to the prospects of peace in the world."

The Process

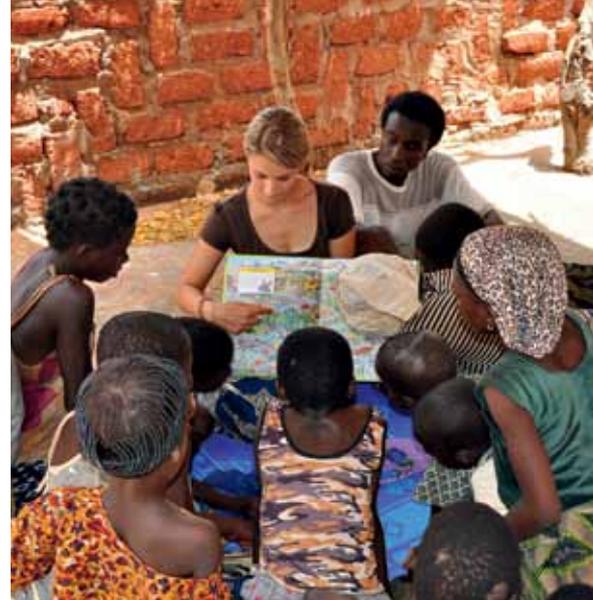
Projects for Peace is administered through the office of the Davis United World College Scholars Program headquartered at Middlebury College. Over the past academic year, competitions were held and selections of projects were made on the many American college and university campuses already part of the Davis United World College Scholars Program, as well as through special arrangements with the worldwide International Houses, Future Generations, and the Graduate Institute in Geneva, Switzerland where Kathryn had earned her doctorate. All students on these campuses—to make this as inclusive as possible—were invited to design their own grassroots Projects for Peace which they themselves, if their proposals were among the winners selected, would implement anywhere in the world during the summer of 2010. Each of the winning projects was awarded \$10,000 from Kathryn's philanthropy, though each project's total budget could expand as enterprising students might raise other funds or partner with existing initiatives or organizations.

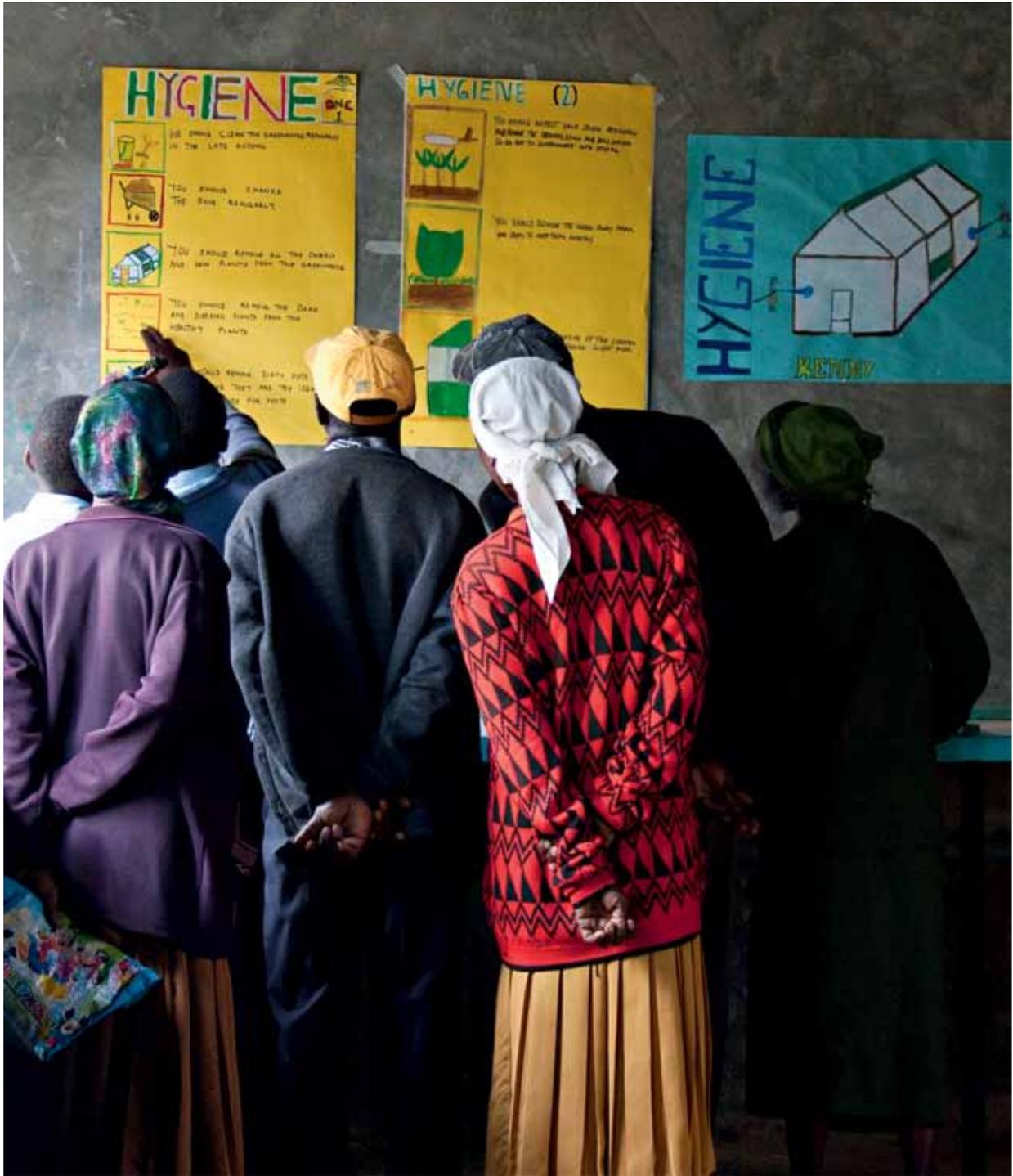


Students are invited to give their own definitions to what a Project for Peace should mean. The idea was to spark the students' own imaginations and to see what fresh thinking might come forth. Kathryn wanted to continue to encourage creativity, innovation, and social entrepreneurship. She expected projects would span the globe, that they could take place anywhere, including the U.S. And they did—see the listing and map of the 2010 projects to be found at the end of this volume.

Each of the participating institutions was free to promote the competition among its own students and design its own evaluation process for selecting the most compelling proposals. The idea was to push down the decision making to the campus level, making it more empowering and engaging for each educational community. Some college presidents became so captivated by the idea and potential value of this initiative that they ended up funding additional projects beyond what Kathryn's philanthropy made possible. See Middlebury President Ron Liebowitz's essay on this subject on page 17.

This year, thousands of student proposals were written, across the nation and around the world. The impact on campuses was inspiring. As one college official reports, "This opportunity and the proposal development process have produced a wonderful, exciting buzz on campus and among our students." Kathryn's vision and spirit took root in 2007 and the momentum and participation has expanded every year since. The winning proposals for 2010 were announced in the spring and then it was up to the students to do their projects during that summer—demanding focus, engagement, commitment, and a high degree of personal responsibility. This volume illustrates the results of those Projects for Peace undertaken in 2010.





Living Global Citizenship

By Brian Rosenberg
President, Macalester College

One of the wonders of visionary philanthropy is its power to be not only impactful but inspirational. It can spark additional giving; it can serve as a model for the actions and ideas of others; it can, most fundamentally, remind us of those things that are most admirable about the human spirit in its finest form. One of the great benefits of philanthropy directed at education in particular is that, perhaps uniquely, it has among its potential impacts the preparation of *other* philanthropists.

Macalester College, along with so many other institutions, has benefited in very direct ways from the generosity of Kathryn W. Davis in creating and supporting the Projects for Peace program. In each of the past four years, we have had student projects funded by the program and seen the benefits that have accrued both to the student participants and to those around the world with whom they have worked in collaboration. Our particular projects have been situated in countries including Brazil, Cambodia, Peru, Sierra Leone, and Zimbabwe, and, not surprisingly, have had a particular focus on education, which has consistently been shown to be the key to stronger economic development and to a richer and more participatory civic life.

During the past year, however, we have seen the benefits of the program expand in a new and energizing way through the power of inspiration. Students at the college were so impressed by both the transformational and the symbolic power of the Projects for Peace program that they were moved to pay it the most sincere form of flattery: that is, to copy it, if perhaps in a smaller way.

Macalester's Institute for Global Citizenship, whose mission is to support learning, scholarship, and service that prepare students for lives as effective and ethical global citizens and leaders, includes a Student Council whose charge is to provide student input into the programs and evolving mission of this important enterprise. Building on the model created by Kathryn W. Davis and looking for ways to engage their peers



with the work of the Institute, they designed, successfully sought funding for, and eventually launched the “Live It” Fund in the spring of 2010.

In the words of the IGC Student Council, the “Live It” Fund was created “to empower our peers to embrace the core values of Macalester. Academic excellence. Multiculturalism. Internationalism. Civic engagement. How do we draw from these to live global citizenship?” Through an application process, the Council “asked students to define global citizenship and propose a project that would enable them to live it.” Though each project was required to be overseen by a faculty or staff advisor, the applications were reviewed and the funds awarded entirely by the student leaders of the process.

My conversations with the student founders of this effort made it quite clear that the Projects for Peace program served as both the model and the inspiration for their work. Put simply, they wanted even more students to learn and to contribute in the ways made possible by Kathryn W. Davis and they believed this could be done without an extraordinary commitment of funds.

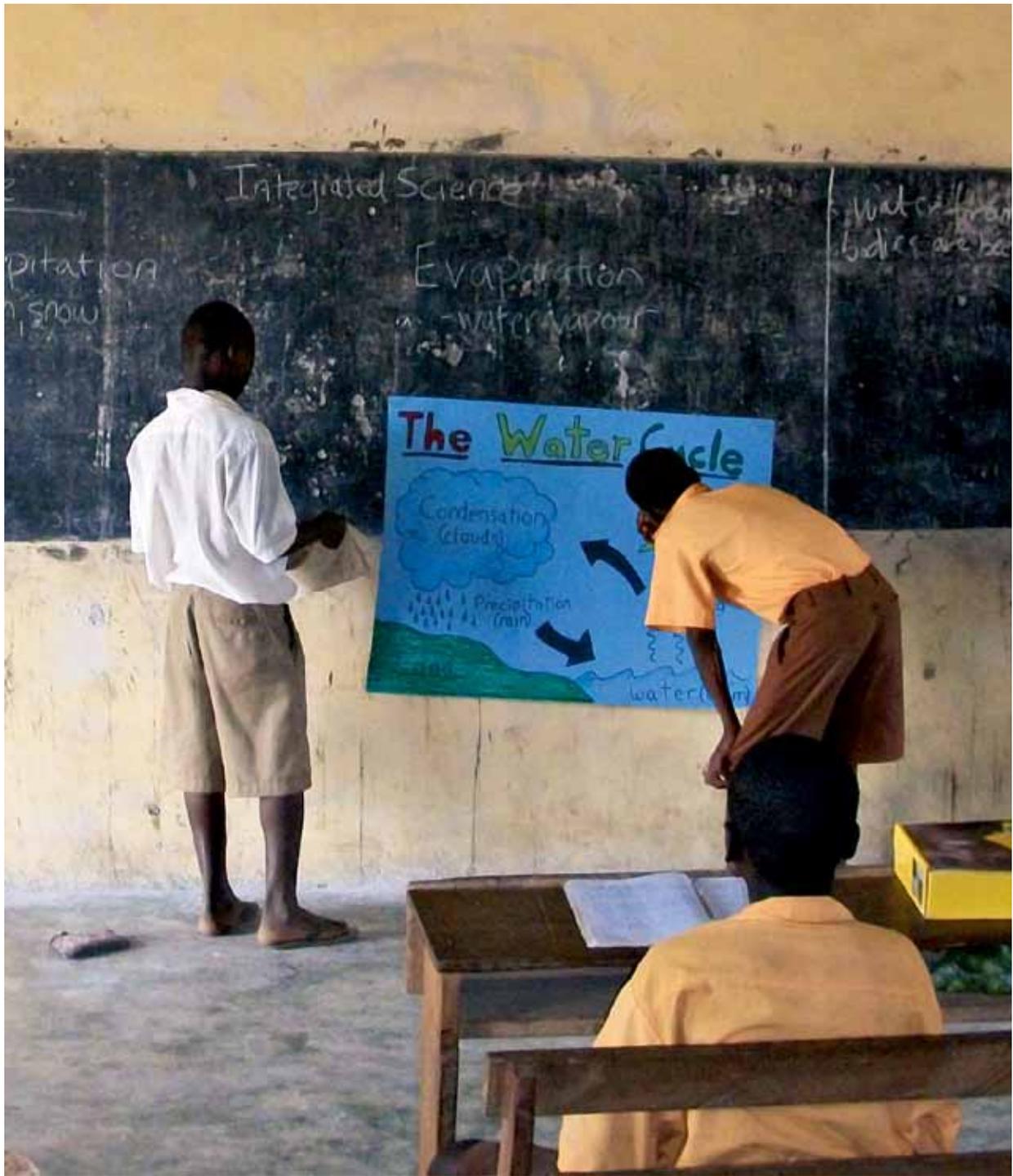
Most new programs, especially those created by students working within a tight time frame, get off to a slow start. In the first year of its existence, by contrast, the “Live It” Fund received 21 proposals from individual students or groups of students, many of which included partnering organizations in locations around the country and around the world. Among the six proposals eventually funded were one that involved four Macalester students in supporting and strengthening a youth center in Cambodia; another that enabled a student to explore with inhabitants of the Santee Sioux and Crow Creek reservations of Nebraska and South Dakota their cultural



heritage; and another that supported a student-run World Cup Soccer Camp for a diverse group of middle-school students on the Macalester campus. One can learn more about the program and about these and other student-led projects—and can listen to the students talk about the meaning of their work—at www.macalester.edu/igc/liveitfund/.

In the inaugural 2007 volume commemorating the Projects for Peace, I wrote that “the true excitement of this effort lies not so much in what we know about the results...as in what we do not yet know about the additional projects and efforts and, eventually, solutions that will grow in the future from those results.” That excitement remains, and we will not be able to measure for many years the full impact of the vision and generosity of Kathryn W. Davis, but we have begun now to see some of the early results and they are simply grand: worthy of the remarkable woman who made them possible.





A Community Inspired

By Ronald D. Liebowitz
President, Middlebury College

All of the colleges and universities involved in Projects for Peace pride ourselves on our international focus. At Middlebury, we prepare students to meet the many global challenges of our time by combining a rigorous liberal-arts curriculum with extensive opportunities for practical experience. For this reason, the Projects for Peace program has been enthusiastically embraced by our community—and has asserted remarkable influence throughout our campus. Middlebury students continue to be powerfully motivated by Kathryn Davis’ call to action, while our faculty and staff are inspired by her faith in young people and the brilliance of the program model. I imagine the same is true at each of the institutions partnering with the program.

In the first summer of Projects for Peace, back in 2007, two Middlebury teams were funded. The first travelled to Uganda to unite children from vastly different backgrounds through storytelling and radio. The second project sent two Middlebury students from Pakistan back to their home country, where they conducted a critique of secondary-school curricula. There were many other proposals submitted by our students that first year. My administration was so impressed by their diversity and depth that we decided to fund two additional projects on our own, which sent students to Thailand on an environmental mission and to Jerusalem for peace building.

The program is now iconic on the Middlebury campus, and each year, I have been compelled to support additional Projects for Peace alongside the ones funded by Kathryn Davis. Grant recipients have taken their initiative to places as far-flung as Afghanistan, the Maldives, Nepal, and Guatemala, bringing



back to campus a wealth of experience—and earning tremendous influence within the student body. Students and faculty alike are now enamored with the Projects for Peace process: identifying a need, proposing a solution, digging deep, and executing a plan with creativity and drive.

After all, isn't that the very skill-set we seek to instill, as a liberal-arts college, in students of every major? We want them to emerge from their undergraduate experience able to think critically and synthesize information generally, but also to apply cultivated skills to specific issues and problems and draw upon the materials they have learned, both ancient and modern, to understand more deeply their world and the human condition. In this way, Projects for Peace has acted as a microcosm of sorts, providing the opportunity for emerging leaders to learn in a hands-on, productive way.

Moreover, the program offers passionate young people the chance to become agents of change. In pursuit of their project goals, undergraduates apply knowledge and skills developed in the classroom not to earn a grade, but to achieve real-world results. I cannot overstate the power of this opportunity—both for the students who receive funding and for our institution as a whole. The Projects for Peace initiative has encouraged Middlebury students to dream big, but it has also spurred our faculty and administration to think about new venues for experiential learning. We are grateful for the inspiration.

This initiative brings a lofty objective to a tangible level for all of us at Middlebury, and we trust that these projects are taking us step by step in the direction of a more peaceful world. Projects for Peace is about hope and faith—so elusive, at times, to a generation often confronted with the twin threats of cynicism and

apathy. Kathryn Davis has faith that change is possible, and that individuals can make a difference. She also has the wisdom to recognize that young people—especially those trained in the liberal arts—offer the greatest promise. We share in this belief, and continue to follow Kathryn’s lead in giving promising young leaders the tools they need to prove that our faith in them is well deserved.





The Projects

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 Kathryn Davis.

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 at the back of this volume.

Through these projects, many small yet meaningful steps have been taken toward "preparing for peace."



“If I were a Wahran school student, I would worry about my family, about my home and about my life, and would not care about education if all school did for me was remind me of the war that is my reality. A welcoming classroom and an environment of enthusiasm, teamwork, and fun can make a bigger difference than you would think.”

HANNE BRYNILSDEN, BROWN UNIVERSITY

Building Bridges Between the Children of Fallujah

Iraq

Hanne Behrens Brynildsen

Wissam Khalifa

Brown University

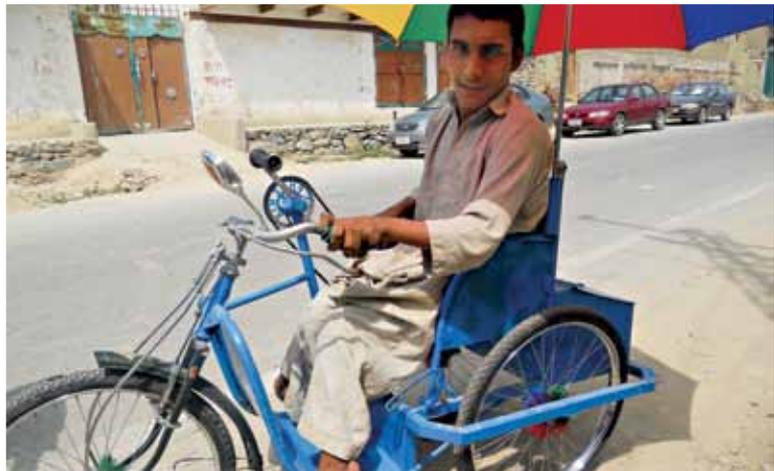
Skidmore College



The war in Iraq and subsequent ethnic and political strife have had ongoing devastating consequences for many sectors of Iraqi society, including the educational system. Many of the schools in the city of Fallujah were destroyed and many schools still await reconstruction. Schools that are operating are challenged by religious factions and civil unrest. One such school is the Wahran Elementary School located in a suburb near the infamous Abu Ghraib prison and surrounded by poor Shia and Sunni communities.

This “building bridges” project had two main goals: to renovate the school building and create a peaceful and cooperative learning environment among the students and the community; and to raise awareness among American students of the consequences of violence on Iraqi youth. Despite many obstacles, Wissam and Hanne successfully improved the physical plant of the Wahran Elementary School and ran a summer camp there for 150 children between the ages of six and 10. The physical improvements made to the school also benefitted the teachers, and parents greatly appreciated that their children were constructively engaged in fun and educational activities. Wissam noted that the arts were a special focus of the camp and that they were now taken more seriously within the regular school program as well.

The renovation breathed new life into a war-torn building and the project leaders hope their efforts have left the students feeling more united and inclined to continue to play and cooperate the way they did during the summer camp. Project leaders are currently exhibiting the drawings and diaries of Wahran students on their U.S. college campuses.

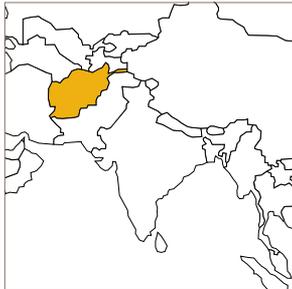


“Peace, harmony, tranquility; these are the words that are overly discussed in poor and unstable countries such as Afghanistan. I believe that everybody has his or her own definition of peace. For a hungry man, peace is when he finds something to eat: for a homeless man, peace is when he finds a shelter above his head; and for the war-torn people, it is the absence of conflict. Peace can also be seen when a disabled person rides a tricycle and makes a living for himself and his family.”

MUSTAFA BASIJ-RASIKH, BATES COLLEGE

Mobility for Land-mine Victims

Afghanistan
Mustafa Basij-Rasikh
Bates College



Starting with the 1979 Soviet invasion, constant regional and civil conflict has left Afghanistan littered with land mines. Hundreds of thousands of people have been killed or maimed by the mines, and each day, even now, there are more land-mine victims. Experts say that Afghanistan has one of the highest concentrations of land mines in the world, and victims who survive the blasts are often subjects of discrimination, unable to find work or be fully integrated into society.

Mustafa designed his project to offer opportunity and freedom to disabled land-mine victims, targeting his efforts to those who were responsible for feeding a family, but severely limited in options for doing so. With the help of local mechanics, Mustafa made 20 tricycles/mobile carts. The vehicles would be used for transportation and also as platforms for commerce. Individuals were trained on how to operate the vehicles that were designed to accommodate their diverse disabilities, and were taught simple vehicle maintenance. In addition, Mustafa gave small grants and training to each recipient to enable them to begin businesses made possible by their new mobility. Each participant pledged to accept the grant with the goal to bring income to his family by getting to markets to sell goods ranging from fruits and vegetables to clothing and other marketable goods.

Mustafa's project generated a great deal of interest, and was featured on the Afghan National Television as an example of a simple idea, easily replicated, with far-reaching impact.



“The beauty of robotics, or any engineering project for that matter, is that you have to bond together, share your ideas and go beyond societal differences in order to build something that works. Through initiatives like this, children realize that the laughter and joy of working together...is far more worthwhile than living a life of fear and hostility.”

SARTHAK KHANAL AND BINAY POUDEL, TRINITY COLLEGE

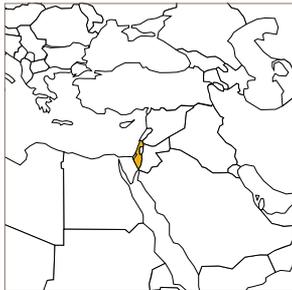
Promoting Peace in the Middle East Through Robotics

Israel

Sarthak Khanal

Binay Poudel

Trinity College



Long-standing conflict in the Middle East has split the Arab and Jewish communities of Israel. In Haifa, one of Israel's largest cities, not only are neighborhoods separate, but so too are the schools, limiting interaction and further widening the gap between future decision makers in the Middle East. The goal of this project was to overcome these barriers by bringing middle-school Jewish and Arab children together in an environment where they could work side by side building a robot designed to help serve food to the disabled.

The idea for this project was inspired by a "robowaiteer competition" held at Trinity College each year intended to encourage robotics enthusiasts to work on "assistive robotics," that is, robotics aimed at helping the disabled live a better life. Project leaders Sarthak and Binay designed a workshop for the Middle East that would emphasize both teamwork and the humanitarian aspect of robotics design. They partnered with the National Museum of Science and Technology in Haifa, tagging their workshop to the museum's annual robotics camp for middle-school children.

Of the thousands of applicants for the camp, 30 were selected based on academic excellence, economic background, and ethnic diversity. The children were divided into six subgroups of five, each group as diverse as possible. The groups were provided with robotics kits and the competition ensued. In spite of some initial reluctance to work together, the challenges of robotics overcame the cultural divides among the children. On the final day of the workshop, as each team demonstrated their robots to their parents, the atmosphere was described as "electric." The adults could not help but understand the implications for the future if their children were able to communicate, cooperate, and become friends.

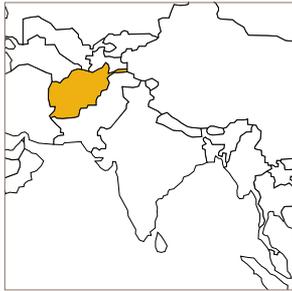


“A project like this one brings hope and peace to the people. This experience has taught me that no matter what the challenges, we have to work together rebuilding this country.”

NAFISA MOHAMMADI, COLLEGE OF THE ATLANTIC

Resolving the Stinking Heaps

Afghanistan
Nafisa Mohammadi
College of the Atlantic



“Don’t come back to this country if you have a chance to leave.” This is what Nafisa Mohammadi heard repeatedly when she returned home to Afghanistan from College of the Atlantic two summers ago. She witnessed firsthand the impact of prolonged warfare, ruined infrastructure, and environmental degradation. She found conditions to be heartbreaking, and despite the advice she heard to stay away, she decided to return and contribute through a Project for Peace.

Nafisa was primarily concerned with environmental conditions and their impact on basic public health. The goal of her project was to mobilize the Bagh community in Chaharqala-e-Wazirabad in Kabul to address the considerable health problems arising from open sewers that ran through the pathways children take to schools and adults use to commute to work. After extensive community consultation, Nafisa planned and directed the installation of a concrete underground sewage system. Seventy-five meters long, the new sewer connects to the main public sewer and provides healthy drainage for more than 100 families in the neighborhood. As Nafisa has proudly reported, this project was a passage to good health for the community. As community members were involved in the planning and construction of the new sewer, and are committed to the ongoing maintenance, this project encouraged a sense of ownership and responsibility for them to manage their own environment. Nafisa taught this community that by working together, they could make positive change even while living in very challenging conditions.



“Peace can be achieved when people in a society come together to work together to fight the common problems. Seeing Ugandans and refugees working together in the Peacemakers’ Club, I feel there is a lot I have contributed to the world. I hope to make the Peace Information Center a big initiative, which will have a great influence on the region’s literacy.”

RUBAYIZA E. JOHN, COLLEGE OF THE HOLY CROSS

Peacemakers' Club

Uganda

Rubayiza E. John

College of the Holy Cross



Rubayiza's project took him on a very personal crusade back to the refugee camp in Uganda where his mother had taken him as a five-year-old following the atrocities of the genocide in Rwanda in 1994 during which his father, brother, and sister were killed. In 2007, he earned a scholarship to the United World College school in Italy where he was introduced to the principles and practices of the "constructive engagement of conflict." In 2008, with the assistance of the principal trainer of this methodology, Rubayiza introduced this program to his home camp in Uganda, the Oruchinga refugee settlement.

Winning the project competition at Holy Cross provided Rubayiza with the wherewithal to return to the camp and build a self-sustaining Peacemakers' Club in order to educate and mobilize villages, schools, and churches in the region. At the heart of the initiative was the construction of a Peace Information Center and library on land set aside by the Office of the Prime Minister—the office responsible for all refugee settlements. This became the training center for dispute mediation and community building. From that central source, Rubayiza and his fellow leaders went out to villages, churches, and schools, teaching key strategies for promoting and maintaining peace. Each group with which they met then developed songs, dances, dramas, and comedies that demonstrated some aspect of the peace training. Rubayiza remains committed to the project and its future, and is actively raising funds to send resources to the library and his colleagues active in the camp.



“The fact that two groups of people can live in the same place, share common struggles, and not reap the advantages which can come from having good relations with neighbors is a lost opportunity. Witnessing groups of people who do not normally interact with one another and seeing them cooperate and help each other was an extraordinary thing to observe. It is incredible how a single shared experience can begin to bridge such a social gap.”

MIN LEE, HARVARD COLLEGE

Peace in Pedernales

Dominican Republic

Kristen Calandrelli

Min Lee

Toby Norman

Harvard College



Haiti and the Dominican Republic exist side by side on the island of Hispaniola. The Pedernales border region shared by the two countries is an area that has seen generations of conflict. Ever since the Dominican Republic was a colony of Spain and Haiti a colony of France, there have been recurring violent confrontations. Even today, conflict is very much alive on their mutual boundaries in the Pedernales. This project sought to reduce this conflict through an effort to overcome a shared challenge—access to safe drinking water.

Seizing on this shared interest in access to clean water, Min, Kristen, and Toby worked with local Haitians and Dominicans to install a manual well pump to provide a stable source of water to the community. In addition, they installed a secured chlorine dispenser unit at the well site to purify the water. They worked in collaboration with Children of the Border, a local organization, to ensure ongoing repairs and replacement of dispensers. The community mobilized itself behind this project to make it sustainable. It formed a four-person well committee, composed of two men and two women, two Haitians and two Dominicans, to share responsibilities for maintenance of the well. Each has a specific role: groundskeeper, manual-pump caretaker, water tank caretaker, and chlorine refiller. The community agreed to assess the work after six months and vote again on the positions. The community came together throughout this project to focus on their common struggles, shared values, and mutual goals to work in a collaborative partnership. In the eyes of the project leaders, this partnership did not just alleviate a conflict, it formed the foundation for a truly sustainable peace.

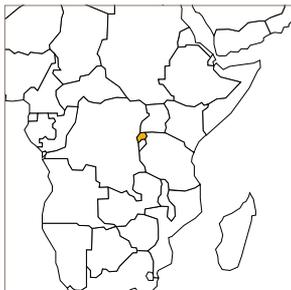


“I worked with teams of amazingly dedicated Rwandan women to build their capacity, but I was not ‘empowering’ them; I was simply helping them access their own power to create positive social change in their communities.”

CHRISTINA HUESCHEN, YALE UNIVERSITY

Sustainability and Skills Workshops

Rwanda
Caitlin Clements
Christina Hueschen
Yale University



The genocide in Rwanda in the 1990s not only destroyed its social structure, but left the country 70% female. Hundreds of thousands of these women were victims of sexual assault during the bloody conflict, and United Nations estimates indicate that two-thirds of those contracted HIV. Today, as women struggle to rebuild their country and redefine their role in it, social issues such as domestic violence, illiteracy, and sexual exploitation stand in the way of socioeconomic progress.

Working with Global Grassroots, an organization that funds start-up costs for social ventures, Caitlin and Christina tailored their efforts to individual needs. They worked with 52 Rwandans who were leading or founding new organizations to meet some critical need in their communities, ranging from literacy to domestic-violence education and prevention to a vocational school for former prostitutes and basic malnutrition. Each of these individuals had dreams of helping to rebuild a part of their community, and each had challenges. Caitlin and Christina worked to identify the challenges and then help to address them. They taught basic English grammar and gave training in writing grant proposals. They taught Excel to simplify record keeping and budgeting. They trained four teams in survey creation and analysis so that these organizations will be able to accurately measure the impact of their projects.

Caitlin and Christina were awarded yearlong fellowships by Yale to continue their work in Rwanda with the goal to realize the potential of dozens of community organizations so that they are fully operational, financially sustainable, and having an impact.



“It feels great when we see a dream and make it come true and even greater when almost a hundred people help you make your dream come true, and even greater when hundreds become part of it.”

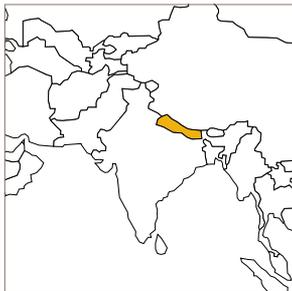
DRISTY SHRESTHA, MIDDLEBURY COLLEGE

Scouts to Promote Peace and Unity in Nepal

Nepal

Dristy Shrestha

Middlebury College



The Federal Democratic Republic of Nepal, created after the abolition of the monarchy in 2008, is challenged by political upheavals and the fact that there are over 100 distinct castes and ethnic groups in Nepal. Throughout its long history, Nepal has taken pride in having “unity in diversity” but recent circumstances have undercut this unity and instead emphasized regional autonomy and ethnic identities to the extent that the peace process begun in 2006, which brought to an end 11 years of armed conflict, is at risk. Dristy’s project sought to promote national identity over ethnicities by bringing together Nepali Scouts of different castes and ethnicities.

The Scout’s pledge states that she or he is a friend to all regardless of caste, color, or creed. As a nonpolitical, nongovernmental, and nonprofit worldwide youth movement, Scouting promised to have the potential Dristy was seeking in this project. The project organized a national Scout camp in which 12-to-16-year-olds could participate and through various activities, events and trainings, understand the importance of communal harmony—contributing to the larger goal of achieving sustainable peace in Nepal.

The project succeeded in its main objective of creating a well-publicized, symbolic national event in spite of challenging monsoon rainfall that impeded many of the planned activities. Unity was indeed created out of diversity, as all the Scouts camped together and shared common experiences while also remaining true to their traditional identities and respective districts. Nearly 700 Scouts and Scout Masters gathered, representing 38 districts from all five development regions of the country. New friendships were made while fostering skills of leadership and self-confidence, all in a spirit of peace and unity.



“We ourselves had to first listen and learn what the locals were experiencing and the tensions brought about by the precarious political climate. Then through the teachable moments presented during the construction process, practical listening and cooperation skills were cultivated in the local workers, partners, volunteers and community leaders.”

MCOLISI DLAMINI, UNION COLLEGE

Birds for Peace

Kenya

Jonathan Chew

Mcolisi Dlamini

Union College



The Kenyan presidential elections of 2007 were internationally recognized as fraudulent. Nationwide protests took to the streets, escalating into unprecedented violence and rioting, resulting in the loss of 700 lives and the internal displacement of approximately a quarter-million people. Through the mediation of international organizations, a new government with power shared by the rival parties was installed. But in the aftermath, a sense of unrest reverberated through the country.

Postelection scarcity and a nationwide famine in 2009 led to the realization of this project, a chicken-farming facility long in the works but never realized due to the uncertain times and lack of funding. In joint effort with the KULE Foundation and the Muranga District Development Committee, Jonathan and Mcolisi sought to alleviate famine and provide a self-sustaining, profitable chicken business at the Koimbi orphanage, a well-known facility about 50 miles from Nairobi. Jonathan and Mcolisi worked with orphanage staff and community members to build a two-story poultry farm that will house more than 150 chickens—the birds that will help feed the children of the orphanage and be the foundation of a flourishing business that will bring additional much-needed funds to the orphanage and teach basic entrepreneurial skills to the children, staff, and community. Jonathan and Mcolisi also purchased two additional cows for the orphanage, thereby helping the orphanage to increase milk sold to the community and adding more to revenues. They believe their project will be a long-term inspiration for the children as they learn basic business skills and responsibility.



“This project promoted peace most directly on the community level, serving as a platform for youth and community to engage in peaceful, constructive dialogues. The youths’ motivation, confidence, and ability to learn more from each other will, I hope, play a role in promoting peace and development in their communities and their lives.”

KHANT KHANT KYAW, CARLETON COLLEGE

Photography and Youth Education in Burma

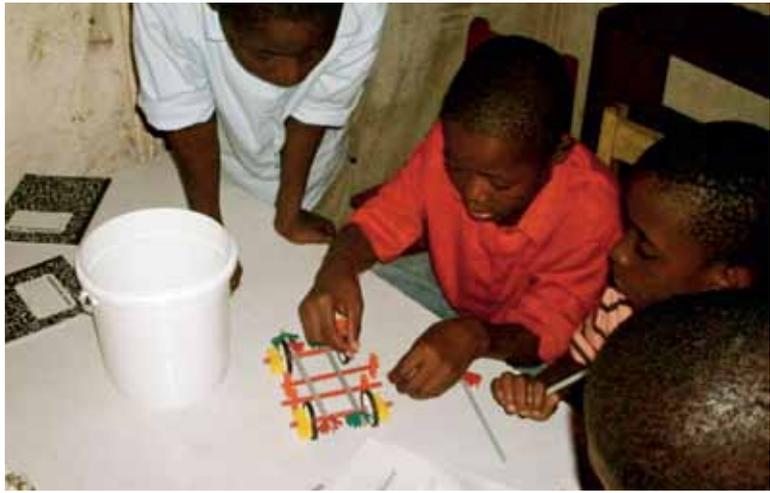
Burma (Myanmar)
Khant Khant Kyaw
Carleton College



Community photography, or the use of photography as a tool to promote positive social change, has been recognized as an effective tool to promote community development. By combining youth education with community photography, Khant's project sought to instill personal development and impart photography skills in Burmese youth while building increased awareness of community issues and contributing to greater community dialogue. This seemed particularly valuable since Burma is relatively isolated and limited in its access to the outside world. But Khant was explicit in noting that the project was apolitical in nature and that raising cultural awareness and educating youth on photography and community development were its only objectives.

Khant spent eight weeks working with 29 students from two schools in Yangon and Magway, helping them gain interpersonal skills, character development, media literacy, and a better understanding of their environment. Photo exhibitions in the schools also allowed the youth to share their work and open a dialogue on themes they photographed. These exhibitions brought community members, schoolmates, teachers, and family members into the project. Khant reported that beyond the hard and soft skills students learned, they and the cameras left behind by the project will be instrumental in teaching successor groups of students

Broader impact was achieved outside of Burma as well, with photographic displays and seminars presented in Thailand and the United States.



“The Peace Camps in DeSoto and Cedar Hill, Texas, helped place misguided youth on a path to peace and success, and showed me that showing others how to resolve conflict, or how to create peace, is a difficult task when damage has already been done to young minds. But through creative activities and bonding with positive mentors, internal and external peace is indeed attainable.”

DEVON MOSLEY, DARTMOUTH COLLEGE

DeSoto Hip-hop Peace Camp

USA

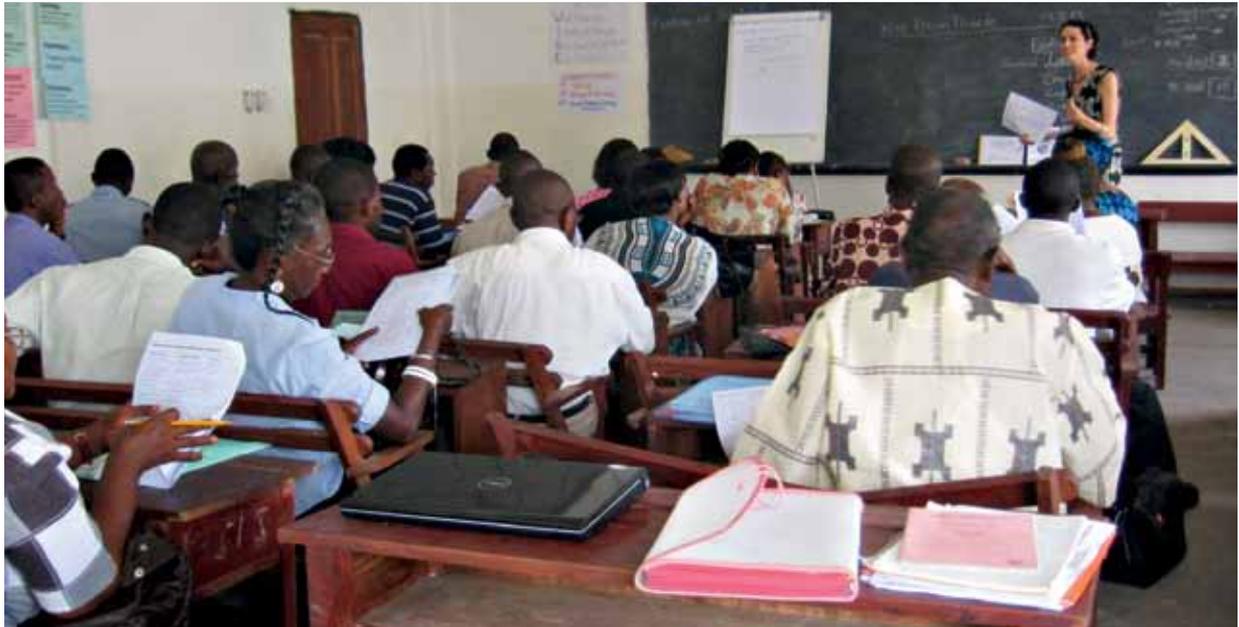
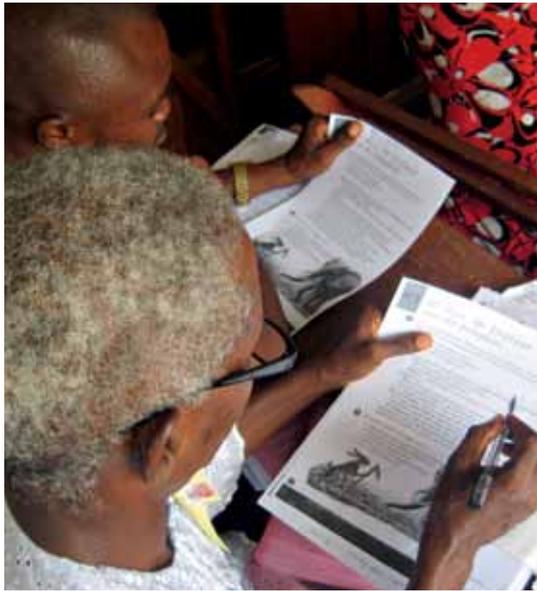
DeVon Mosley

Dartmouth College



During his own formative years in a southwest Dallas community, DeVon witnessed firsthand the pressures to join a gang, so he designed this project to take a different message back to his home community. DeSoto Peace Camp provided 35 at-risk middle-school and ninth-grade students with positive role models and peace-oriented activities that helped broaden their horizons and discourage their participation in street gangs. DeVon obtained the assistance of the school districts that assisted in the selection of students and the Parks Department that provided free space for the camp and project team members from its Youth Advisory Council. The project was incorporated with a previously scheduled Hip-hop Summit—having the added benefit of shining a new light on the modern image of hip-hop music as a means to becoming more tolerant and accepting of different forms of expression.

DeVon's vision for the peace camp was derived from his own learning experiences at Dartmouth, including the Management and Leadership Development Program utilized in the Nelson A. Rockefeller Center. His project sought to influence at-risk inner-city students, demonstrating how to voice opinions respectfully and derive appreciation from joining positive groups and shunning negative ones. In sum, the project provided students with positive role models and helped to expand their horizons. DeVon was joined in this effort by volunteers from Dartmouth and the local community, hip-hop artists, teachers, and high-school leaders. The camp involved a series of games, music, sports, puzzles, discussions, and motivational speakers—all directed toward making all involved better peacemakers in their local communities, more tolerant of differences.



“I came to the conclusion that as long as I remain reflective and in relationship and conversation with those whom I am serving, equipping teachers with skills for effective instruction and responsive management is the most impactful way I can contribute to a peaceful world.”

MARIANNE KINNEY, INTERNATIONAL HOUSE, NEW YORK

Transformation Education

Sierra Leone

Marianne Kinney

International House, New York



War's repercussions seep into every crevice of society that bears its violence, and Sierra Leone's classrooms exemplify this. As a nation recovering from a decade-long civil war, the education system in Sierra Leone suffered acutely. Classrooms were destroyed and looted of essential learning material and most still lack reliable electricity, books, benches, writing utensils, and secure storage. Yet perhaps more problematic than the infrastructural impact of war is the impact on the human capacity to teach and learn. The war robbed the current generation of teachers and learners. Only 35% of those over 15 are literate. Only 60% of the teachers are actually trained and qualified.

Marianne's project was to assist in rehabilitating this lost capacity through literacy and classroom management professional development and she did this in collaboration with Transformation Education—a small organization that believes that teachers are the conduits through which educational and societal reform can occur. At the outset of her time in Sierra Leone, Marianne visited schools and got acquainted with the teachers, listening to their concerns and successes. She refined her workshop curriculum and resources based on this input and then she led professional-development workshops in literacy and classroom management for 120 teachers. Her project will impact thousands of students immediately and the trained teachers will be leaders in the classroom for years to come. Marianne found that Transformation Education can bring positive peace into the classrooms and then far beyond.



“Life is given but once. No matter who you are and where you are right now, as long as you take good care of it with a positive attitude and a persistent manner, one day, one day, you will be amazed by yourself, about how much you have done and how much stronger you have become.”

LIN MU, DENISON UNIVERSITY

Clean Drinking Water for Rural China

China

Mark K. Magnus

Lin Mu

Eric M. Stachura

Denison University



According to Maslov's hierarchy of needs, water is an indispensable, physiological necessity which occupies the base of the human-need pyramid to support not only survival but realization of human potential. It was from this starting point that Lin, Mark, and Eric decided to address the shortage and security issues of drinking water for people living in the western rural regions of China. Their goals were the development of a superior system of water storage and sanitation as well as a school-based program to spread the word about improved drinking water to the larger community.

Well in advance of their trip to Gaojiagou, a town in Shanxi province with a population of 10,000 spread over 20 villages, the project leaders contacted and received the support of their plan from Gaojiagou government officials and technical support from a local expert in the field of public health. While on site, they lived with host families, gaining valuable insights into local culture and observing traditional drinking-water habits.

Working with volunteers and a group of students from Lin's middle-school alma mater, the group promoted safe water consumption through a variety of means: they distributed electric thermal water boilers specifically designed to boil collected rainwater in cellars and remove harmful precipitates; they gave a series of lectures to teachers and students as well as donating numerous books to the school libraries; they made a public service video documentary to reach a larger audience. Five articles on the project were printed in the local newspaper, and as they were about to depart the project leaders were honored by a local official who presented them with a plaque with the message, "Peace beyond borders, love across boundaries; purer water we produce, healthier life we introduce."

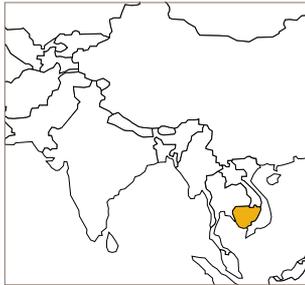


“Through the completion of this project, I have gained a realistic view of the world of nonprofit and foundation work. I have realized the importance of truly engaging the so-called ‘recipients’ of projects so that it is not imposed from one, or dominated from an outside person or organization.”

DARAH TABRUM, AGNES SCOTT COLLEGE

Empowering Women through Education

Cambodia
Darah Tabrum
Agnes Scott College



Cambodia remains scarred by the destruction of the Khmer Rouge regime, especially impacted by the annihilation of virtually all of the educated class in the country in the 1970s. Now, education, especially for women, is a priority and this objective was the motivation for Darah's Project for Peace. She collaborated with the Harpswell Foundation to supplement its work by creating a fully functioning library to support the educational endeavors of Cambodian women college students and recent graduates.

Universities in Cambodia do not provide housing for students and most male students live free in Buddhist temples where females cannot. The Harpswell Foundation has built and maintains two dormitory and leadership centers to house young women from rural areas while they are studying at universities in Phnom Penh.

With Harpswell as a project partner, Darah created a library—involving students as an integral part of the process. They helped select and purchase the books, entered data into the computer, and were critical to engaging a broad audience of students to access the library and computer resources. Darah had anticipated her project as working exclusively with the students but discovered that, in order to create a more sustainable project, she had to devote much of her time to organizational efforts and to the people running the facility that housed the library. This opened Darah's eyes to the politics of development projects, and taught her that compromise and flexibility are essential skills for success.



“The women I met and worked with were passionate, energetic, and strong willed, yet always grateful and kind. It is they, not I, who will ensure the success and sustainability of my project, and their obvious ability to take such a role has been the most inspiring and important thing I have learned.”

CAILIN SLATTERY, WASHINGTON AND LEE UNIVERSITY

Microfinance and Women's Empowerment

Dominican Republic and Haiti
Cailin Slattery
Washington and Lee University



The initial goal of Cailin's project was to promote economic self-empowerment through microcredit loans to women in northern Haiti. While her project won the campus-wide competition at Washington and Lee, the horrific earthquake that struck Haiti became her first challenge.

Cailin was resourceful and reformulated her plan: instead of working in Haiti per se, the project would serve Haitian immigrants and displaced persons in the adjacent Dominican Republic. She chose to work with Esperanza, a local and well-established organization devoted to initiatives in health, education, and microfinance.

While in the field, Cailin lived with a local family and learned firsthand of the dreams and ambitions of the community. In addition to providing microloans to more than 30 Haitian women entrepreneurs, Cailin identified a need in the immigrant Haitian population for health initiatives to underscore the importance of pap smears for women and prostate exams for men. She developed the campaign, "My Life Is Important," made and distributed materials, and publicized the need for these exams. Before she left the country, more than 150 pap smears and prostate exams were given, and her campaign will be introduced in all of Esperanza's branches in the Dominican Republic and Haiti.



“I believe that little by little we can make the change needed to make our society an atmosphere of peace.”

CHIKEMMA NWANA, WARTBURG COLLEGE

Water for Life

Nigeria

Hyeladzirra Banu

Chikemma Nwana

Wartburg College



Water is life. It is a basic human resource used for drinking, farming, cooking, bathing, and the access to clean water is essential to human existence. This project brought safe, sanitary water to the village of Umuenechi in Nigeria's state of Anambra through the installation of a bore-hole and through educational workshops on safe and sanitary water practices emphasizing sustainability. Before this project, the villagers obtained water from ponds, rivers, streams, and rain, which often was contaminated and unhealthy.

Chikemma and Hyeladzirra began their project by establishing local relationships in the village. Father Hilary Okpalaji, the parish priest, agreed to manage the construction process and sustain the bore-hole system. The project received valuable technical direction from engineer Ikechukwu Nwana whose availability on site ensured the success of the project. When budget constraints arose, local donations of both materials and services helped alleviate the financial problem and also resulted in a deeper, more personal attachment by those who gave of themselves.

Following the construction, the organizers conducted workshops highlighting effective usage of the bore-hole and inexpensive ways to treat water. These workshops also informed the villagers about diseases that can be contracted from consuming unhealthy water, including hookworm, polio, cholera, typhoid, arsenic poisoning, diarrhea, and dysentery. In all, over 3,000 people will benefit from the access to clean water. And yet, for all they did and taught, Chikemma and Hyeladzirra felt they learned more from the villagers than the villagers did from them.



“Something which I have learned from this project is the importance of personal relationships. There must be a good base of mutual respect and trust in order to understand each other, which is not always easy in a different cultural setting. Also, I experienced how caught we sometimes are in our own limited views, without even being aware of it.”

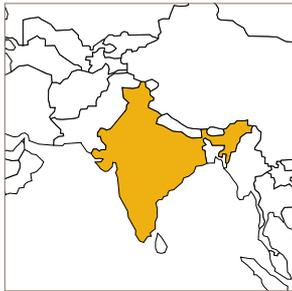
EVELYNE TAUCHNITZ, THE GRADUATE INSTITUTE, GENEVA

Theater for Peace

India

Evelyne Tauchnitz

The Graduate Institute, Geneva



The extensive slums of Ahmedabad, the capital city of Gujarat, are home to various religious and ethnic groups, primarily Hindus and Muslims but also Christians and Sikhs, living in very close proximity and sharing a very marginal existence. This mixed society is full of tensions, especially between Hindus and Muslims, and there is constant fear that the “Gujarat violence” of 2002 (when over 1,000 were killed and another 2,500 injured) will erupt again. Evelyne’s project endeavored not only to address the direct causes of violence but also its structural and cultural aspects, particularly targeting children as they are the most vulnerable and defenseless, and also the hope for a better world.

Using the methodology of Forum Theater, this project strove to create awareness of the cultural injustices and enhance the values of mutual respect, tolerance, and understanding. Evelyne partnered with Vidya, a decade-old organization in Ahmedabad, with the mission of training slum dwellers as a professional company of performers, educators, and workshop leaders. Together they designed and launched workshops where children could learn basic theater exercises and consequently produce a short play about religious tolerance. The group of children selected all came from the slums and reflected its diverse religions and cultures. Working together, the children found commonalities and forged strong friendships, despite religious and ethnic differences. They learned tolerance and acceptance. Evelyne’s commitment to this project will extend through 2011 with more workshops leading to more performances with the strong belief that the workshops and performances are effective means to change prejudices.



“The project made me realize that peace is not all about having a stable environment, given the fact that I went to a war-torn area. Peace is a feeling that is achieved by helping other people realize what they are capable of achieving in life. It’s about being able to put on a smile and instill hope in people, not by the things you give but by the things you do.”

DICKSON KWATAMPORA, LUTHER COLLEGE

Economic Empowerment: Establishing an African Market

Uganda
Dickson Kwatampora
Luther College



Dickson knew firsthand the destruction of war in his country of Uganda, and he wanted to play a part in rebuilding a community and empowering it economically. Having grown up in an SOS Children's Village himself, Dickson turned to SOS as a partner in his project to create a market to benefit the people of Onyona—for people who had previously lived in Internally Displaced Persons (IDP) camps but had recently returned home to try to recover what they lost during the civil war. Onyona is 35 kilometers from the main road to the town of Gulu. Until Dickson's project, there was no market—a central place where livelihoods are made through the sale of homegrown farm produce and handmade craft items—and now there is.

Dickson's good intentions met many obstacles: the funds he so desperately needed were held up for a month by the bank in country, and then subjected to an exorbitant fee; expenses for the labor for the construction of the market stalls far exceeded his estimations; and Dickson realized he had to hire a translator since he is from central Uganda where the language is Luganda and in the north, where the project site is located, the people speak Acholi. Nonetheless, Dickson persisted, and he and his team successfully completed two market stalls and a nearby pit latrine. A local committee was established to take responsibility for the daily operations of the market and a local bank account was set up into which five percent of earnings from sales are deposited for the upkeep of the market.

Dickson views the project as just a stepping stone for many more developments, but he takes great satisfaction in having completed a project that brought people together around a common interest and has real potential for improving lives.



“In the 21st century, global peace can be achieved through global learning and collaboration. State of Peace offers both grounded strategies and an inspirational story to guide and motivate those interested in peace around the world.”

JONAH COHEN AND NED CROWLEY, BRANDEIS UNIVERSITY

State of Peace

Costa Rica
Jonah Cohen
Ned Crowley
Brandeis University



Costa Rican President and Nobel Peace Laureate Oscar Arias addressed the Global Alliance for Ministries and Departments of Peace Summit in 2009 with these words: “The task is only just starting; the creation of a Ministry for Peace...is not the final achievement, merely the making of a road to achieve sustainable order that would allow resolution of human conflicts without violence.” In Jonah and Ned’s eyes, the idea underlying these words ushered in a new era in the international peace movement. They saw not only that Costa Rica had reaffirmed its position as a role model in peace building, but that its spirit and experience should become a learning opportunity for others. Their project created a narrative documentary exploring the Costa Rican culture of peace and was designed as a vehicle to share that model with their home community and a global audience.

Their result is *State of Peace*, a documentary with several themes. It begins with a brief exploration of the historical underpinnings of the Costa Rican peace culture, especially the lack of a standing army. The film then shifts to contemporary problems of violence, particularly crime and drug trafficking. It also highlights proactive peace education initiatives to address the structural violence which persists in Costa Rica despite its relatively low incidence of physical violence. The film closes with a motivational message to global peace activists, answering the question, “How can we create a culture of peace in our own society?”



“We have come to realize that peace and education cannot be mutually exclusive—education without peace is improbable, and peace without education is impossible.”

ANUJ ADHIKARY, CLARK UNIVERSITY

Advancing Education in Rural Nepal

Nepal

Anuj Adhikary

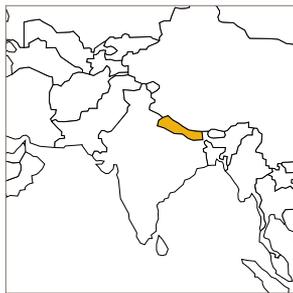
Joseph Kowalski

Ashish Rana

Kaustubh Thapa

Clark University

Westminster College



Situated in rural Nepal, the remote village of Arupokhari in the Gorkha district is characterized by subsistence farming and abject poverty and a dilapidated school. This project's leaders saw an opportunity to improve the school and the community library, thereby creating opportunities for a better future for the whole community. With logistical and field guidance support from Sambhav Nepal, a local nongovernmental organization, and with an overwhelming response to their requests for book donations from organizations in the U.S., Australia, and Nepal's capital city of Kathmandu, the project commenced with optimism.

Reality was another thing. Unforeseen challenges—a heavy monsoon that washed out supply roads, disputes between laborers and administration, and the realization that the two-room school building was beyond repair—made new building construction the only alternative, and redefined the project. The old two-room school was demolished and a new three-room school building was successfully completed. The community library was well stocked with new books and the holdings were catalogued and coded. And with server space provided by Sambhav Nepal, a project website was launched and has been used extensively to publicize the project.

Anuj, Kaustubh, Joseph, and Ashish learned that peace is a process and not simply an end result. Their process involved constant transformation of their vision, adaptation and cooperation, patience, cohesion, and creativity. They believe their efforts of collaborating with a small village to enhance the resources of a primary school and a community library will create greater opportunities and hope for a brighter future.



“Only thanks to extended time in the field and among the locals were we able to design projects, sustainable both by their nature and through local support, that will gradually make headway in helping current and future generations access the opportunities we take for granted.”

HENRY ROUNDS, PRINCETON UNIVERSITY

Beacon Solar Energy for Sierra Leone

Sierra Leone
Meghan McNulty
Henry Rounds
Neal Yuan
Princeton University



Sierra Leone's brutal 10-year civil war ended in 2002. While the fighting had ceased, it became clear to Meghan, Henry, and Neal that peace is more than the absence of war. For true peace there is a need for stability, security, and basic necessities such as shelter, food, and health care. One of the horrifying hallmarks of the war was the practice of amputating hands, a symbol that the rebels believed would not only create fear but also prevent the population from physically casting ballots and engaging in peaceful democratic elections. NOW, the National Organization for Welbody (meaning "health" in Krio), founded by native Dr. Bailor Barrie, focused on health care and in particular free health care for the war's many amputees.

As NOW expanded its medical services and its patient load increased, the clinic needed more and more electricity, beyond what the existing diesel generator could provide. Meghan, Henry, and Neal designed their project, with significant input from Engineers without Borders, a partnership with Sierra Leone-based NGO Energy for Opportunity, and collectively with students from the Government Technical Institute, to provide NOW's clinic with a reliable and renewable source of electricity. They installed solar panels with the capability to support more advanced medical equipment including an X-ray machine and an ultrasound machine, as well as allow the clinic to function effectively at night.

Besides providing renewable energy for the clinic, the project also provoked inspiring dialogue and excitement over future uses of solar energy in Sierra Leone. And while the project was not without its fair share of challenges, the organizers felt they had promoted a kind of "true peace".

The 2010 Davis Projects for Peace

Agnes Scott College

Empowering Women for Peace and Prosperity

Cambodia

Darah Tabrum

Amherst College

The Young Writers' Project

Kenya

Jackline Makena

Art of Aging

Turkey

Bessie Young

Bard College

Listening, Education, and Action

Nicaragua

Elysia Petras

Chelsea Whealdon

Barnard College

Knowledge as Power

Honduras

Lena Newman

Bates College

Empowering the Land-mine Victims with Mobility

Afghanistan

Mustafa Basij-Rasikh

Literacy and Microfinance

Zambia

Chomba Kaluba

Boston Conservatory

Not a Curse from God

India

Katie Winder

Bowdoin College

Prescriptions for Peace

Peru

Michael Barish

Mark Oppenheim

Brandeis University

Empowering Through Education

Haiti

Shaina Gilbert

State of Peace

Costa Rica

Jonah Cohen

Ned Crowley

Bryn Mawr College

A Publication for Peace

USA

Apocalipsis Rosario

Bucknell University

A Sustainable Drinking Water Solution

Suriname

Alessandra Agresti

Jon Campbell-Copp

Scott Teagarden

John Trimmer

Carleton College

Community Development Through Photography

Burma

Khant Khant Kyaw

Claremont McKenna College

Alcanzando Nuevas Alturas

Paraguay

Francesca Ioffreda

Keila Novoa

Clark University

The Energy for Education Project

Nepal

Anuj Adhikary

Joseph Kowalski

Ashish Rana

(Westminster College)

Kaustubh Thapa

(Westminster College)

Colby College

Speech Bubbles Editorial Panel Program

USA

Jenny Chen

Journey into Culture II

Germany and France

Ahmed Asi

George Carpenter

Michael Hempel

Sulaiman Nasseri

Fazal Rashid

Colgate University

The Nagasaki-America Peace Project

Japan

Carolina van de Mensbrugge

Aleksandr Sklyar

College of the Atlantic

Resolving the Stinking Heaps

Afghanistan

Nafisa Mohammadi

College of the Holy Cross

Peacemakers' Club

Uganda

Rubayiza John

The College of Idaho**The Recycling School**

Egypt

Keats Conley

Casey Mattoon

Colorado College**Ain't No Stoppin' Da Bus**

USA

Shire Brown

Eduardo Hazera

Jody Joyner

Connecticut College**The End to a Blue Book**

Uganda

Brigid O'Gorman

Cornell University**The Conflict-free****Community Initiative**

Ghana

Daniel P. Clerk

Dartmouth College**The DeSoto Peace Camp**

USA

DeVon Mosley

iMHere!

Liberia

Mahmud Johnson

Denison University**Clean Drinking Water****for Rural China**

China

Mark Magnus

Lin Mu

Eric Stachura

Dickinson College**Pirambu Peace Project**

Brazil

Anna Valiante

Duke University**Promoting Primate****Welfare & Public Health**

Sierra Leone

Melanie Subramanian

Earlham College**The Voices from Mountains**

Tajikistan

Shanoz Aqnazarbekova

Bunyodjon Tusmatov

Franklin & Marshall College**Zero-lead for Future Generation**

China

Yuan Cao

Wanlin Deng

Future Generations**Building Relationships and****Trust for Peaceful Elections**

Burundi

Rene Claude Niyonkuru

Georgetown University**Stinky Peace Project**

Tajikistan

David Lee

Gettysburg College**Create a Library to Encourage****Reading & Inspire Dreaming**

Burkina Faso

Munyardazi Choga

Lyudmila Marinova

The Graduate**Institute/Geneva****Theater for Peace**

India

Evelyne Tauchnitz

Grinnell College**Peace in the Mountains**

Nepal

Ami Shrestha

Hamilton College**Education for Peace**

Kenya

Lydia Rono

Harvard College**Peace in Pedemales**

Dominican Republic

Kristen Calandrelli

Min Lee

Toby Norman

Haverford College**Bridging Health and Culture**

Kenya

Kelsey Bilek

Hood College**Investigating Islamophobia**

France

Alice Butler

Kalamazoo College**Brightening Girls' Futures****with Solar Energy**

Kenya

Anne Baldwin

Kenyon College**Helping Overcome Stigmas**

Zimbabwe

Keith Dangarembwa

Isabel Plourde

Chinagozi Ugwu

Tatenda Uta

Lafayette College**Summer Cooperative****Learning Experience**

Colombia

Lindsey Getches

Bryan Hendrickson

Martin Melendro

Benjamin Swartout

Lake Forest College**The Uncovered Artistry Project**
USA

Angela Spoto
Sarah Spoto

Lehigh University**Providing Sustainable Water Access**

Tanzania
Lisa Boyd

Lewis & Clark College**Peace Through the Art of Motorcycle Maintenance**
China

Sara Eichelberger
Jesse Schouboe
David Willis

Luther College**Economic Empowerment: Establishing an African Market**

Uganda
Dickson Kwatampora

Macalester College**Building Walls and Breaking Barriers**

Philippines
Michael Manansala
Cecilia Martinez-Miranda

Massachusetts Institute of Technology**Sana Lab**
Philippines

Christopher Moses

Methodist University**Build to Educate**
Guatemala

Fredy Oxom
Andres Camilo Rubiano

Middlebury College**Unveiling Reality**
Guatemala

Olivia Grugan
Wyatt Orme

Scouts to Promote Peace and Unity

Nepal
Dristy Shrestha

Mount Holyoke College**Painting a Peaceful Present**
Nepal

Khushbu Mishra

Northwestern University**Preventive Health for Peace**
Ghana

Daniel Perlman
Lalith Polepeddi

Notre Dame of Maryland**Peace-building in Caminos a la Libertad**
Ecuador

Melanie Moscoso Meiller
Priscila Moscoso Meiller
Orly Stampfer
(Columbia University)

Oberlin College**Valley Community Kitchen**
USA

Emily Arons

Occidental College**Adapting to Climate Change**
Ghana

Chris Suzdak

Pomona College**Cultivating Youth Earth Connections**
USA

Priscilla Bassett (Scripps College)
Samuel Lewis

Princeton University**Combating Negative Posters with Positive Wall Art**

Italy
Katherine Zaeh

Beacon Solar Energy Project

Sierra Leone
Meghan McNulty
Henry Rounds
Neal Yuan

Reed College**Empowered Voices: Ndi Amba English**

South Africa
Erin Wilkus

Ringling College of Art & Design**Love Each One**
USA

Emily Carlton
Stanley Moore
Ginger Waugh

San Francisco Art Institute**The Art of Yoga**
USA

Lauren Visceglia

Sarah Lawrence College**Cultivating Peace**
India

Amanda Ota
Meghan Roguschka

School of the Art Institute of Chicago**Food Security in Sipili**
Kenya

Misato Inaba
Georgiana Phua

Scripps College**Project Freedom****USA**

Sara Townsend

Simmons College**There's War in the Streets,
We March On****South Africa**

Maya Semans

Vanessa Shea (Smith College)

Skidmore College**Play for Peace****Swaziland**

Melvis Langyintuo

Johane Simelane

Building Bridges**Iraq**Hanne Behrens Brynildsen
(Brown University)

Wissam Khalifa

Smith College**Learning and Mentorship Center****Kenya**

Marguerite Davenport

Margaret Mumbi Mongare

St. John's College**Founding Peace****Nepal**

David McGee

Rachel Milner

Shishav Parajuli

Prakash Pathak

Manish Thapa

Brian Woodbury

St. Lawrence University**Educational Infrastructure
and Peace Building****Nepal**

Brijlal Chaudhari

**Peace Through Interaction
and Education****Turkey**

Melih Cokaygil

St. Olaf College**Saadani Water Project****Tanzania**

Monica Southworth

Stanford University**Building Healthy Families****Ghana**

Eunice Lee

Swarthmore College**Taller de Paz:
Workshop for Peace****Colombia**

Andrés Freire

Alex Frye

Deivid Rojas

Mariela Puentes

Jovanna Hernandez

Trinity College**Promoting Peace in the
Middle East Through Robotics****Israel**

Sarthak Khanal

Binay Poudel

Using Rainwater to Foster Peace**India**

Lam Hoang

David Pierce

Nitin Sajankila

Tufts University**The Nesans Project****Haiti**

Helaina Stein

Union College**Birds for Peace****Kenya**

Jonathan Chew

Mcolisi Dlamini

University of Chicago**Aaj Ki Kishori****India**

Shashin Chokshi

A Sweet Alternative to War**Rwanda**

Ioana Tchoukleva

University of Florida**Nafasi: Education
& Microfinance****Tanzania**

Kathryn Ranhorn

Anaerobic Digestion in Pursat**Cambodia**

David Baden

Eddy Garcia

Sarah Grace Katz

Sagar Kumar

Taylor Norrell

University of Michigan**Pantanal Center for
Education and Research****Brazil**

Julie Bateman

Ethan Shirley

University of North Carolina**Postcards for Progress****USA**

Brendan Yorke

University of Notre Dame

Bridging Borders for Sustainable Relief

El Salvador

Jennifer Knapp

University of Oklahoma

Comprehensive Child Development

Colombia

Kristen Hansen

Jorge Ospina

University of Pennsylvania

Youth Bank

Nigeria

Kristin Hall

Teach for Pakistan

Pakistan

Mohammad Zohaib

University of Richmond

Faces of Communism

Bulgaria

Zhivko Illeieff

Charles Mike

University of Virginia

SAKINA

Egypt

Selam Asihel

Razan Osman

Vassar College

Children and the Living Environment by the Red River

Vietnam

Trang Nguyen

Wartburg College

Water for Life

Nigeria

Hyeladzirra Banu

Chikemma Nwana

Washington and Lee University

The General Development Initiative

Dominican Republic

Cailin Slattery

Wellesley College

Xelaju Stove Project

Guatemala

Ana Lucia Medrano Fernandez

Wesleyan University

Artistic Expression and Healing Through Music

Uganda

Allana Kembabazi

Westminster College

Children's Library

Ethiopia

Behailu Bekera

Derick Dailey

Eyob Demeke

Solar Panels

Pakistan

Hassaan Sipra

Wheaton College

Overcoming Malnutrition

Peru

Arielle Burstein

Rachael Powell

Whitman College

Wage Claim for Migrant Workers

USA

Alice MacLean

Williams College

Reading in the Slums

Argentina

Ellen Song

Yale University

Sustainability, Skills Workshops, and Personal Testimony

Rwanda

Caitlin Clements

Christina Hueschen

The 2010 Davis Projects for Peace— International Houses Worldwide

IH–Alberta

Guatemala Nutrition Centre

Guatemala
Laura Brookbanks
Dunia Joulani
Yilang Karen Kang
Dilshan Samarkoon

Conectados

Peru
Matthew Jeppesen

IH–Berkeley

Healthy Ka Pamilya

Philippines
Jacqueline Barin

Outdoctrination

Ethiopia
Jason Atwood

IH–Brisbane

Road Trip for a Cause

Malaysia
Amanda Card
Kaitlyn Close
Melody Dobrinin
Alexander Foo
Jose Gato
Alex Maskiell
Fraser Orford
Ping Tee Tan

IH–Chicago

Cross-Strait Student Leadership Conference

China
Li Chen

Empowering Chicago Refugees

USA
Ifrah Magan

IH–Philadelphia

Painting for Peace

USA
Kyle Billings
Stephanie Davis

IH–Sydney

Prevention & Education for Villagers' Peace of Mind

India
Siaw-Yean Woon

IH–Wollongong

Celebrating the Voice

Australia
Emily Ivins
Taneile Kitchingman
Shane Smith

IH–New York

Peace of Mind Leads to Peaceful Lives

South Africa
Shannon Bishop

School Libraries for Kiamuri

Kenya
Rebecca Burton

IH–New York (continued)

Exhibiting Peace

Italy
Sarah DeMott

Building Green Outposts

Canada
Frederik Dolmans

Deportes para el Futuro

Peru
Rob Grabow
Linda Leder

Music Works!

Togo
Joachim Junghanss

Transformation Education

Sierra Leone
Marianne Kinney

Peace at Home

USA
Lynn Lynes

Occupational Therapy

Uganda
Samuel Ouma

Reporting for Peace

Maldives
Mirva Lempiäinen

My Plight, My Right

USA
Tsz Kiu Liu



Acknowledgments and Credits

Project Manager Philip O. Geier
Writing/Editing Amy Yeager Geier
Project Assistant/Research Jane Schoenfeld
Design Scuola Group, Burlington, Vermont
Photography 2010 Projects for Peace Participants

Davis Projects for Peace

Adirondack House
Middlebury College
Middlebury, Vermont 05753
www.davisprojectsforpeace.org

Davis United World College Scholars Program

Adirondack House
Middlebury College
Middlebury, Vermont 05753
www.davisUWCscholars.org

Institute for Global Citizenship

Macalester College
1600 Grand Avenue
St. Paul, Minnesota 55150
www.macalester.edu



2010

Projects for Peace

THE VISION OF KATHRYN W. DAVIS

Adirondack House
Middlebury College
Middlebury, Vermont 05753

www.davisprojectsforpeace.org