



2009

Projects for Peace

THE VISION OF KATHRYN W. DAVIS



Projects for Peace

Internationalist Kathryn W. Davis turned 100 years old, then 101, 102, and now 103, challenging today's generation of college students to undertake "Projects for Peace." She said to the students: Come forward with your ideas; shape them into actionable projects; and I'll give you the resources to do your projects. This volume portrays what unfolded in the summer of 2009 as a result of this challenge.

Students heard the call and responded to the challenge. They demonstrated that today's youth—tomorrow's leaders—want to be engaged, want to make a difference. The students' projects took place in many different places around the world, but all of them were built on person-to-person relationships, the role of leadership, and finding ways to improve the human condition in the quest for peace.

Kathryn Davis is a leader, leading others as she invests in "preparing for peace."

Davis United World College Scholars Program

Funded entirely by Gale and Shelby Davis, the program is a major philanthropic force in promoting international understanding. Currently, Davis philanthropy partners with 92 colleges and universities to internationalize the American undergraduate experience through scholarships awarded to over 2,000 students.

These globally minded scholars are from the U.S. and 140 other countries, and have proven themselves while completing their last two years of high school at one of 13 United World College schools located in Bosnia, Canada, Costa Rica, Hong Kong, India, Italy, the Netherlands, Norway, Singapore, Swaziland, the United States, Venezuela, and Wales. Since its inception in 2000, the Davis UWC Scholars Program has become the largest privately funded international scholarship program for undergraduate education in the world.

Institute for Global Citizenship at Macalester College

The Institute for Global Citizenship at Macalester College was created to promote and support rigorous learning that prepares students for lives as effective and ethical citizens and leaders; innovative scholarship that enriches the public and academic discourse on questions of global significance; and meaningful service that enhances such learning and scholarship while enriching the local, national, and international communities within which Macalester is embedded.

The Institute continues the college's long-standing commitment to serving the public good and signals our recognition that, as the world evolves, so too must the nature of the liberal-arts education we provide to the women and men who will become its leaders.



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



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Introduction

This volume presents the third year of Projects for Peace, an initiative inspired and funded by Kathryn W. Davis and designed and directed by Philip O. Geier. The projects are a powerful testimony to the vision and conviction of a person now 103 years young. Kathryn Davis has a clear purpose and a strong sense of urgency about finding new pathways to peace in the twenty-first century. Without her, there would be no Projects for Peace.

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.

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 third round of projects, which took place in 2009.

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 of 100, 101, 102, and Now 103

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 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 associated with International Houses Worldwide; to design whatever projects they felt would contribute to peace. Kathryn was so gratified by the students' projects in 2007 that she committed another \$1 million for a second round of projects in 2008 to celebrate her 101st birthday, and she did it again for her 102nd birthday in 2009. This volume reports on these 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

Throughout 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 the worldwide International Houses 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 2009. 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.

As in previous years, no clear definition of what a Project for Peace should mean was given to the students. The idea was not to limit the students' own imaginations, and to see what might come about. Kathryn wanted to continue to encourage creativity, innovation, and social entrepreneurship. She did expect that many projects would span the globe, but again, there was no direction given on locations; they could take place anywhere, including the U.S.

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.

Again in 2009, thousands of proposals were written across the nation and around the world. The impact on campuses was inspiring. As one college official reported, "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, the momentum and participation expanded in 2008, and has only strengthened in 2009. The winning proposals for 2009 were announced in the spring and then it was up to the students to do their projects—demanding focus, engagement, commitment, and a high degree of personal responsibility. This volume illustrates the results.





Perspectives on Projects for Peace

By Brian Rosenberg
President, Macalester College

In the initial publication recounting the first Projects for Peace made possible by Kathryn W. Davis, I wrote that the effort was among the most rewarding and important I had been involved with in my time at Macalester College. Three things have happened in the intervening years to lend even more force and meaning to that statement.

The first two of these things are fairly personal. Since I wrote those words, I have had the opportunity to meet and speak with Kathryn Davis—at the time just shy of her 102nd birthday—and to be impressed firsthand by the power and persuasiveness of her vision. Philanthropy comes in many forms and for many purposes, and I have high regard for most of them. But I confess to a special regard for the kind of philanthropy espoused by Kathryn Davis: the kind that empowers the individual, that recognizes the problems facing our planet but does not claim to know all the solutions, and that places great faith in the potential of civic-minded education and social entrepreneurship. Already, after three years of this wonderful program, well over three hundred different projects have been supported in numerous countries and for numerous purposes. The cumulative impact of this work is, I would propose, enormous.

I have also had the opportunity to observe the impact that participating in these projects has had on the lives of Macalester students, and have come to realize that Projects for Peace are in many ways as much about the students as about the communities they seek to help. *Their* lives have been changed in ways that will shape their work and passions for decades to come. What is more, in sharing the results of their work with the campus community, they have moved and inspired other students whose lives will be changed as well. This is the great gift of support for education: it has an exponential effect, helping those who will in turn help, educate, and serve as models for others. Projects for Peace at Macalester have not just benefited communities in Brazil, Peru, Cambodia, Sierra Leone, and other locations around the world; they have benefited the community on campus in ways I could not have anticipated.



The third development is more global and visible in nature and seems to render 2007 very far away indeed. Since the publication of that initial volume, our world has altered in ways more, profound, perhaps, than at any other point in my lifetime. Our economic and political challenges have grown demonstrably more enormous—or perhaps the challenges that were latent have become more apparent. In either case, Projects for Peace now take place in an environment that is quite different from the one in the summer of 2007.

Little new can be said about the extent to which the global economy has been battered during the past two years, or about the degree to which the downturn has affected for the worse the lives of innumerable individuals. If Projects for Peace were important in 2007, they are *more* important now; if philanthropy on this scale was worthy of honoring then, it is even *more* worthy now, when so many have, by choice or necessity, pulled back their philanthropic support precisely when it is most needed; and—maybe most noteworthy—if educating students to be engaged, responsible global citizens was essential then, it is even *more* essential now, when we have seen what the absence of both civic engagement and social responsibility can bring. One of the great rewards of being the president at a place like Macalester is having the opportunity every day to be inspired by the aspirations and gifts of the students by whom I am surrounded: aspirations not just to succeed personally but to make a positive difference in the world. These students are our best hope for the future. Kathryn Davis has for many years understood this, and is doing all within her power to maximize the impact of their tremendous energy.

There has also, unfortunately, been a change for the worse in the nature of our national and transnational political discourse since 2007. Though I would not have believed it possible at the

time, it has in the intervening years appeared to become even more fractious and polarized. Civility, humility, and true civic-mindedness are in shorter supply, at least on the public stage. I have come to believe that the best way to counteract this trend is to work not on that public stage but on a scale that is more personal and individual. Put simply, we will become a more civil society when more people do more good and humane things for those around them—when we serve as exemplars for our leaders, who less and less often seem inclined to serve as exemplars for us. Again, Projects for Peace can play an important role in this process by providing hundreds and eventually thousands of examples of individuals doing good in simple and powerful ways. Though initially quiet, such examples will over time speak more loudly than the voices of those who sow discord, fear, and division.

Let us offer thanks, therefore, to Kathryn Davis for seeming to understand earlier than did most of us the power of individual social responsibility and for doing far more than most of us to make a positive difference in the world. Two years ago, 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.” Today we know more: that the results to date have been inspiring, and that the effort—the simple and moving act of trying to do good for others—is the key to our future. The past years have taught the rest of us at least some of what Kathryn Davis had already learned through a life of education, generosity, and service.





A World of Solutions

By Ronald D. Liebowitz
President, Middlebury College

The Projects for Peace initiative has existed for only three years, but it is already legendary at Middlebury College. The program, established by Kathryn Davis, awards students with outstanding proposals a \$10,000 budget that can be used to achieve their goals in any corner of the globe. The only stipulation is that each project should bring us a step closer to a more peaceful world. Recipients of these grants at Middlebury emerge as leaders on campus, admired and greatly respected by their peers. They inspire their classmates to think beyond the perceived boundaries of an undergraduate education—to strive for something truly extraordinary.

In the summer of 2009, Kathryn Davis provided Middlebury students Htar Htar Yu '09 and Simone Zhang '11 the means to travel to Thailand to organize journalistic training for Burmese refugees working in the media. For one of these students, the trip was a homecoming. Before applying to Middlebury College, Htar Htar spent several years of her childhood in the jungle encampment of an opposition democracy group in Burma. Later, after her family fled the military regime, a refugee camp on the Burmese-Thai border was her home.

In the jungle and the refugee camp, she had little formal schooling, but she was determined to get an education; she set her sights on Middlebury after spending a year as an exchange student at a public high school in Vermont. Having graduated from Middlebury, Htar Htar now works for a nonprofit helping to resettle refugees in this state, and she intends to continue the fight for freedom and democracy in her home country.



At Middlebury, students from all over the globe come together and learn from one another as they pursue a liberal-arts education. Some have faced unimaginable hardship, beating the odds to fulfill their dreams; others have been blessed to emerge from less challenging circumstances. At Middlebury, they not only learn about the world through their interactions with each other and their coursework, but they also gain a sense of responsibility. They come to understand that with the privilege of education comes a duty to make good use of that education. The ethic of service is deeply ingrained in our Middlebury culture.

This is why the Projects for Peace have been so embraced at Middlebury and captured the imagination of our community. They inspire our students to dream big—to think, long before graduation, about how they might leverage their talents and skills to make a mark on the world. They also teach emerging young leaders how much can be accomplished with minimal resources. Ten thousand dollars is just enough money to fuel big dreams, while still requiring a significant amount of resourcefulness and ingenuity. Grant recipients learn that just as important as financial backing is the wholehearted investment of time, energy, and determination.

This past summer, Htar Htar and Simone used their experience at Middlebury—including the lessons learned from their own friendship—to, as Htar Htar puts it, “fight against a brutal regime in a peaceful way.” As a result of their project, fifteen aspiring Burmese journalists are trained in the basics of news media and reporting. They are now better equipped to bring about democratic change by peaceful means, thanks to the efforts of two students from a small liberal-arts college halfway around the world—and to one wise elder who believes fully in their potential.

In the pages of this book, hope for the future is inspired by many other remarkable Projects for Peace. With her program, Kathryn Davis has come up with a formula that points the way for those of us working in higher education. The various exigencies of our time—political, social, economic, and environmental—call for novel thinking and the confidence to execute bold ideas. With Kathryn Davis as our model, we are called to provide the kind of education that equips future leaders to create a world of solutions.





Leveraging Projects for Peace

By Donald L. Cuneo

Chair, International Houses Worldwide, and President, International House, New York

The Davis Projects for Peace initiative has greatly enriched the education and personal growth of the resident members of International Houses Worldwide, both in the field and in our individual International Houses stretched around the world. Our participation has also served to further our collective commitment to international educational exchange, increased global understanding, and developing the next generation of leaders.

IHWW is an association of independent International Houses (I-Houses) in nine countries whose mission is to provide students from around the world the opportunity to live and learn together in a diverse residential and programmatic community that builds lifelong qualities of leadership, respect, and friendship. Our mission is achieved by daily interaction among residents through programs, facilities, and residential life designed to foster diversity of thought and experience. Approximately seventy-five resident members from eleven I-Houses in the USA, UK, Australia, and Canada have carried out forty Projects for Peace in countries as far and wide as Papua New Guinea, Jamaica, Ecuador, Kenya, India, and fifteen other countries. While the broad range of I-House projects reflects the diversity of our respective communities, the foundation of our work—**education and global understanding, community building** through trust and respect, and **preparing global leaders**—are themes common to all the projects. Much like the experience of living and learning at I-Houses, these unique opportunities to create and implement Projects for Peace have challenged the worldview of our resident members, significantly enhanced their leadership skills, and broadened their professional and personal networks around the globe.

Projects implemented by residents of I-Houses created many opportunities for dialogue among project participants and beneficiaries, as well as within our residential communities. These programs address cultural



differences and global issues which contribute to sustainable peace, such as conserving the environment, protecting human rights, health education, and alleviating poverty. Within each of our communities, our residents collaborate and share ideas about these issues to create unique peace-building projects and to learn important lessons from each completed project. Projects for Peace grant recipients return to I-House communities as ambassadors for Projects for Peace, ready to share their experiences, including the successes and the challenges they faced along the way.

Interactive presentations by grantees provoke dialogue about peace and peace-building, and offer grantees the opportunity to inspire and challenge the next group of grant applicants. For example, presentations by returning grantees at I-House Chicago were described as “a wonderful teachable moment...where the value of giving to others is driven home.” Other I-House activities highlighting Projects for Peace include videos documenting the projects, news articles, photo and art displays, and online real-time journals by participants posted on I-House websites for all community members and grantees to read and share. Through newsletters and our websites, the I-House members also promote the work of Projects for Peace beyond our resident communities to hundreds of thousands of alumni and partner organizations stretching across the globe.

Education and Global Understanding

A number of projects were designed as cultural exchange programs, while others sought to enhance knowledge and skills that contribute to economic development and security. For example, a cultural exchange project implemented by students at the University of Wollongong in Australia was designed to raise awareness of the

history, culture, and struggles of Aboriginal Australians with the goals of changing social attitudes and improving everyday relations between Aboriginal people and the rest of Australia’s melting-pot population. An I-House Philadelphia project included a series of educational and interactive workshops for students from three local public high schools and I-House residents, with the goal of building cultural understanding and breaking down stereotypes. “Stereotypes exist when there is a gap in knowledge,” stated one of the participants from this program, which offered West Philadelphia high school students for the first time in their lives the opportunity to interact with natives of such countries as Japan, South Korea, Cambodia, Egypt, and Moldova, while the multinational I-House residents interacted with U.S. inner-city high school students for the first time.

Diverse projects designed to enhance knowledge and specific skills included a vocational training program for young women at risk for human trafficking in Laos, a climate-change mapping workshop in Papua New Guinea, and projects focused on computer literacy and IT skills for underprivileged children. These computer training projects shared the common goals of encouraging future academic success and educational opportunities, and challenging the children to see and learn more about the global community. Two projects working with street children in Ecuador, one focused on literacy and one on health education, also promoted human-rights awareness as a means to prevent violence.

Community Building

Other I-House Projects for Peace exemplified the importance of community and network building through collaborative relationships characterized by trust and respect. Participants learned





that collaboration with local community members and organizations was absolutely essential to the success and sustainability of their individual projects, and they conveyed this lesson back to our communities in the broader context of sustaining a more peaceful world. A number of grantees were particularly successful at fostering networks of individuals and organizations to sustain their work after the completion of their project. In Ecuador, a student from I-House New York worked with her team to build partnerships with local organizations and secure additional funding to support their work of promoting literacy and peace education to street children in Quito. The project design also aimed to create a “culture of peace” among its participants that would reflect the values of respect and honesty, and foster positive connections within the community on an ongoing basis. Likewise, many participants highlighted the success of their projects not only through their own collaborations but through the lasting impact of this collaborative spirit which they brought to the beneficiaries of their work.

Preparing Global Leaders

Projects for Peace challenge grantees to significantly enhance their leadership skills. In creating and implementing these projects, our students have the extraordinary opportunity to take what they have learned in the classroom and apply it in real-life to their vision for peace. They gain self-confidence by taking risks to travel to new places and create something unique and original to help others. They face many challenges along the way and learn valuable lessons about dealing with conflict and adversity. They enhance their skills in intercultural communication and learn about the importance of networking and teamwork. They also

relish the opportunity to reflect on their successes and their failures, and demonstrate their leadership among their peers by sharing these experiences.

For decades, International Houses around the world have worked to prepare young leaders for the global community. Now Projects for Peace offers our residents the extraordinary opportunity to practice their global leadership skills and carry the spirit of our mission—international understanding, respect, and friendship—to communities, other institutions, alumni, and young people throughout the world.





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."



“The experience of organizing this project has reaffirmed my dream of making my country a better place.”

HENRY OSMAR SALAS LAZO, LAKE FOREST COLLEGE

Madres Fuertes

Peru

Antti Aki Eemeli Isoaho
Henry Osmar Salas Lazo
Lake Forest College



“Strong Mothers” was a project directed at indigenous, adolescent mothers in the capital of Peru. Mostly from the highlands originally, these young women face discrimination, segregation, poverty, and limited opportunities once they become mothers. Over the course of the summer, through a series of workshops and vocational training, ten young women were introduced to the skills to actually become “strong mothers.”

In partnership with a local women’s rights group, Manuela Ramos, workshops were organized and led by community experts on themes ranging from effective parenting skills to health issues of women and children and legal rights. Three industrial sewing machines were purchased, and the women were taught to produce handicrafts that were then sold at a local fair in Lima. Training continues, and the products are available for sale at several outlets in Peru and elsewhere. Real, practical skills were taught with the goal to give these new families the means to be productive members of Peruvian society. Added benefits to the participants were the friendships and connections built. In the words of one 16-year-old participant, “I would never have imagined to be here meeting other girls in the same situation. It is so gratifying to know that I am learning...ways to raise my little girl and give her a better life.”

Madres Fuertes began as a model program for one summer, but continues as an ongoing project of Manuela Ramos, opening doors and offering alternatives to a lifetime of poverty and discrimination.



“Education saved my life. The Kibera School for Girls is a symbol of gratitude for the peace education has given me, and of my hope that I can do the same for my community.”

KENNEDY ODEDE, WESLEYAN UNIVERSITY

Kibera School for Girls

Kenya
Kennedy Odede
Jessica Posner
Wesleyan University



Kennedy Odede grew up in the Kibera slum in Nairobi, the largest slum in Africa. A daunting place for all children, it is an especially dangerous and hopeless place for young girls, many of whom routinely trade sex for food before the time of their sixteenth birthdays. Only eight percent of girls in Kibera ever have the chance to attend school, and are thus stuck in a cycle of poverty and despair throughout their short lives. Kennedy and Jessica’s goal was to build the first school exclusively for girls in Kibera, to have it operate without cost, and to offer a high-quality formal education that will prepare girls for higher education and skilled jobs and, eventually, a path out of the slum.

Widespread publicity generated by the awarding of the Projects for Peace grant enabled Kennedy and Jessica to raise an additional \$20,000 toward their dream, and over the course of the summer that dream became reality. The school building was designed and constructed, including eight classrooms, a multipurpose space, a large library, a health center, and a sustainable vegetable garden. A headmistress and three qualified teachers were hired, and 45 girls in preschool, kindergarten, and first grade began school. The school will expand through the eighth grade in the coming years. The curriculum is based on creativity, hands-on learning, play, and tolerance, as well as lessons to help the girls deal with the specific pressures and problems of life in Kibera.

School facilities are used for health education, microfinance project support, and general skills building for parents and community members when classes are not in session. The project has gained national attention in Kenya, and will serve as a model in that country and beyond.



“As a young person working in a foreign country, I do not have all the answers. What I find myself doing every day is asking a lot of questions and identifying ways to put those discussions into actions. Oftentimes, the communities already have the answers to solve the problems. I am only a catalyst.”

CHRISTINA TANG, BROWN UNIVERSITY

Rainwater for Humanity

India
Christina Tang
Brown University



The Kuttanad region of India is located in the heavily populated state of Kerala and, despite abundant rainfall, faces an increasing scarcity of potable water, due in large part to the pollution of surface and groundwater. Water scarcity leads to disease, increased labor for women, and a heavy economic burden for households. Christina Tang thought to introduce effective and affordable rainwater harvesting for Kuttanad with goals to improve community health, empower women, and build local capacities for project organizing.

During two previous trips to India, Christina conducted a study of water quality through interviews with nearly 100 families, and helped establish a local steering committee eager to take on management responsibilities of rainwater harvesting. Back at school, Christina partnered with fellow Brown students, members of the Brown chapter of Engineers Without Borders, and students from the Rhode Island School of Design to conceive prototypes of rainwater harvesting structures.

With the Projects for Peace grant secured, Christina and several other Brown students traveled to Kuttanad and started the actual construction of the first prototype rainwater harvesting system. This will provide clean drinking and cooking water for approximately 80 villagers for 20 to 50 years, the estimated lifespan of the system. Plans are underway for the next harvesting system, to be built soon. As the systems are designed to be easily replicated and more than 90% of the local population support rainwater harvesting, this project will have long-ranging impact on communities for years to come.

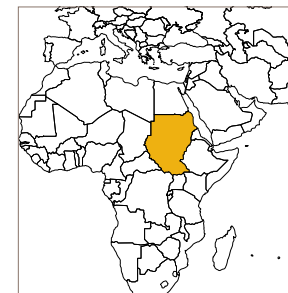


Seeds of Change

Sudan

Chelsea Ellingsen

Clark University



Although rich in history and natural resources, Sudan and its people have suffered through much of the last half-century as the result of violent conflict. Chelsea Ellingsen believes that if there is any chance for progress and peace in that war-torn country, all human resources must be tapped, and a good way to begin is through education. With this in mind, she set out to help the community of Gol, in Bor County, southern Sudan, to renovate the primary school.

Founded by community volunteers, the school building was little more than mud huts with thatched roofs. Termite damage required the roofs to be completely reconstructed three times each year. Walls were made of a poor quality of sand, leading to constant collapse. Villagers raised \$6,000 toward a metal roof and Chelsea dedicated her Project for Peace grant to the complete renovation of three classrooms.

As a result of the school renovation, 60 children will benefit from a comfortable and stable place in which to learn. As the prospect of peace comes closer to southern Sudan, young people will need alternatives to futures as soldiers or as cattle herders. A basic education is the key to opportunity for these who have been denied so much.

Chelsea is back at Clark now, working on establishing a nonprofit organization to further the goals of bringing education to Sudan.

“I define peace as when children are educated to the point that they have employment opportunities beyond picking up a gun, and when adults are able to read so that they may participate in civic activities.”

CHELSEA ELLINGSEN, CLARK UNIVERSITY



“Working with young people of all ages has taught me the power youth have to be leaders and examples of peace, now and in the future.”

JEN RUSCIANO, COLGATE UNIVERSITY

Practice Makes Peace

United States
 Jen Rusciano
 Colgate University



Detroit is the most segregated city in the United States, with one of the highest high school dropout rates, reported to be near 75%. Extensive poverty, failed schools, and lack of opportunity leave young people with few opportunities or skills to build a better future for themselves or for their city. Jen Rusciano decided to put her energies and a Projects for Peace grant toward an effort to model a program with a real chance to teach lifelong skills—ones important on and off the playing field.

Practice Makes Peace paired over 125 elementary and middle school students (“little buddies”) with more than 120 high school volunteers (“big buddies”) in a five-week summer camp program designed to use the fun of sports to teach conflict resolution skills. The camp sessions took place in one school in a predominantly African American community and in another school setting in a primarily Latin American community. Camp took place four days a week, and campers were taught skills used in a variety of sports ranging from soccer and football to basketball and tennis. Campers benefitted from specific sport skills building, but, even more importantly, they learned life skills such as teamwork, leadership, communication, health and wellness, problem resolution, and sportsmanship. The “big buddies” reaped as much as their charges, as they, too, learned important life skills in conflict resolution, leadership, and communication. And they gained significant insights into the challenges facing their city.

Practice Makes Peace was an overwhelming success and, as a result, has been formally incorporated into the summer program to be offered in Detroit in 2010 and, hopefully, well beyond.



“When asked what development was to her, a Minjeni member said that development was peace. This project is designed in the spirit of her sentiment.”

JAKE NUDEL AND SAM NAGOURNEY, BATES COLLEGE

An Educational Economic Stimulus Plan for Shimbwe

Tanzania
Jake Nudel
Sam Nagourney
 Bates College



Life in the foothills of Mount Kilimanjaro might be politically stable, but it is undeniably impoverished. In the village of Shimbwe, many men travel long distances to find work, and households are led by women who often must choose between putting food on the table and educating their children. Malnourishment is common and takes a heavy toll on educational outcomes, contributing to a cycle of poverty.

The goals of Jake and Sam’s project were to improve the diets of the schoolchildren of Shimbwe, to teach students animal husbandry skills, and to provide families in the community with credit in the form of livestock. Guidelines defined by the community were established through partnerships with a local NGO, the Minjeni Women Group Trust, and the Sia Primary School, where the initial group of nine goats were settled. Throughout the summer, Jake and Sam worked with numerous stakeholders in order to ensure the success of the project. A goat shelter was designed and constructed. Teachers and students were taught the basics of goat care, and several days of goat-management seminars were held for community members.

By the end of Jake and Sam’s time in Shimbwe, four of the seven goats were pregnant. Teachers and students are caring for these goats, and the next generations will be shared with the community through a carefully constructed loan arrangement with the local NGO, with the goal to build a community-wide project of goat breeding and milk sales in Shimbwe and beyond. As the female goats begin to lactate, goat milk will be made available to the children of the Sia Primary School.

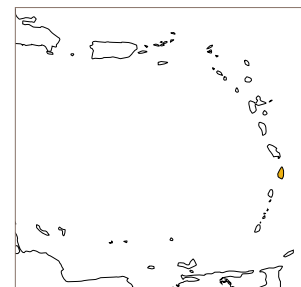


“It was fun, exciting, hard work, and rewarding. All has paid off because of the support we received—support that will ensure the project continues even when we are no longer in St. Lucia.”

ZIMMERMAN CARDONA, ANDREW LOUW, AND NEIL OCULI, COLLEGE OF THE ATLANTIC

Riparian Stabilization

St. Lucia
 Zimmerman Cardona
 Andrew Louw
 Neil Oculi
 College of the Atlantic



Initially, this project was named “Propagating Peace” because the goal was to bring peace and prosperity to the Mabouya River Valley in eastern St. Lucia by planting trees. Although this area is the agricultural heartland of the region, the peace and prosperity of the region have been put at risk by extensive deforestation caused by riverbank erosion. The mission of this project was to educate the local community about the effects of deforestation, to help the community see that they could take action, and to actually lead the effort to stop the erosion.

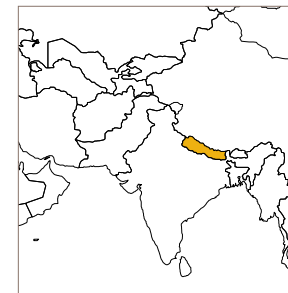
Over the course of the summer, more than 2,000 forest and fruit trees were planted along the riverbanks. Educational workshops and programs in environmental issues and solutions were directed at young students, and meetings were held with farmers, teachers, and other community leaders. There was great interest in the project, resulting in national news coverage. A documentary is being made of the summer activities and will be aired on a national network, encouraging other community efforts throughout the country. With this attention came support and partnerships with the Ministry of Agriculture, Fisheries, and Forestry, the St. Lucia Social Development Fund, and the First National Bank of St. Lucia. This expanded support allowed for more extensive educational programs and makes possible the ongoing planting of thousands of trees. As the roots of the trees will stabilize the riverbanks, the fruits of the trees will provide food and livelihoods.

The success of this project was that, while it was conceived by three college students, eventually the community took proud ownership of the project and learned that, with active participation and organization, many issues can be solved.



Reading and Reflection

Nepal
Jacqueline Powell
Sneha Shrestha
Gettysburg College



Ten years of civil strife in Nepal have taken a toll on a generation of children denied access to schools and libraries, who may dream of peace but lack skills and opportunities. Jacqueline Powell and Sneha Shrestha worked in collaboration with the Socio-Perspective Alliance, a Nepalese nonprofit committed to supporting quality education and literacy for school-age children when they designed their three-part project: establish a sustainable library and create and implement six weeks of book-writing workshops for sixth-grade students, culminating in the writing, illustration, and publication of three culturally sensitive, bilingual children's books.

Working in Chauni, outside of Kathmandu, at the Shree Pancha Kanya Secondary School, Powell and Shrestha created and furnished a 1,000-book library and held training workshops for local staff to ensure sustainable management of the library in the future. They held creative writing and expression classes for all 41 students in the sixth grade, and worked with these students to create and publish three books reflecting the children's ideas of what it takes to be happy. The pride of authorship shared by all participants is a great encouragement to continued efforts in the classroom, and the library will continue to benefit 500 students and 20 teachers.

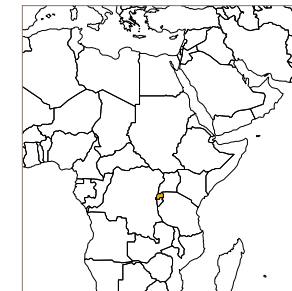
“Education is not only important but essential to every human. Education is the key to increasing our opportunities and positive contributions to the community and the world. Books are the cornerstone of education.”

JACQUELINE POWELL AND SNEHA SHRESTHA, GETTYSBURG COLLEGE



Roots of Reconciliation

Rwanda
Kirsten Mandala
Skye Macdonald
Reed College



Rwanda is a country struggling to heal and rebuild from the traumas of civil wars that claimed the lives of more than 800,000 people in a single year. Two Reed College students spent the summer in the Rwandan capital of Kigali, teaching conflict resolution to young people whose lives were impacted by too much violence, brutality, and bloodshed.

Working in collaboration with the African Great Lakes Initiative, Skye Macdonald and Kirsten Mandala and two Rwandan co-teachers taught more than 200 students between the ages of five and 28, using themes ranging from community building and trust to diversity and prejudice and conflict resolution and peace. Through games, skill-building activities, and discussions, students came to recognize their own prejudices, focus on the values of diversity and tolerance, and were introduced to the idea that they could actually have an impact on peace in their community, country, and the world.

As a lasting reminder of lessons learned over the summer, a lending library was established and plans made for continuing support for the library through donations not only of additional books and materials, but also funds to sustain a full-time librarian. The library will serve as an important resource for young people looking for alternatives to violence, and as a reminder that there are people outside of Rwanda who care deeply about their future.

“The success of our workshops taught me that a few individuals can have a powerful impact just by being vulnerable, silly, and genuinely present.”

KIRSTEN MANDALA, REED COLLEGE



Life Connection Mission School Expansion

Haiti
Dale Moyers
Hood College



Haiti is the poorest nation in the Western Hemisphere, and Dale Moyers is convinced that the only way to change that is to start by educating the children. Dale used his Projects for Peace grant to expand the capacity of the College Educatif D'Excellence in Montrouis, Haiti with the addition of four classrooms and an administrative office. The school is dedicated to providing children with a quality education and to producing responsible and productive graduates. The addition enabled the school to add grades nine through 12 and to reallocate space in order to allow for a full school day for all grades, benefitting over 500 students each year from preschool through high school.

Although difficult to obtain, education is highly valued in Haiti, and completing primary and secondary school will allow these young people to matriculate at a university, attend a vocational school, or begin an apprenticeship. The students are from impoverished families and are the first in their families to receive formal education. This opportunity is the key to breaking the cycle of poverty and building a peaceful future in Haiti. As the useful lifespan of the construction is at least 50 years, this project will impact the lives of thousands of Haitian children, their families, and their communities.

"How do we change the world? Three words: education, education, education."

DALE MOYERS, HOOD COLLEGE



Running Towards Peace

Egypt
 Sara Yap
 International House, New York
 Columbia University



Traditions and customs discourage sports of any kind for young girls in the Al Minya region of Egypt, about 140 miles south of Cairo. While these attitudes are changing slowly, it can still be challenging for girls to engage in sports, and resources are limited. Sara Yap designed a Project for Peace dedicated to empowering girls through sports by integrating sports and life-skills workshops. The sports focus was on running techniques and drills, and the lifeskills included conflict resolution, negotiating skills, goal setting, leadership, and health and nutrition.

Twenty girls from local primary schools were provided with appropriate clothing and footwear and trained in proper running skills, including endurance training, long-distance and sprinting exercises, and the ways in which running skills can benefit performance in other emerging sports for girls in Egypt, like soccer. Coaches were trained in the same techniques and are expected to continue similar training to more girls in the community. While at first parents and community members were skeptical, through the course of the project they became convinced of the benefits and importance of sports for girls and have committed to continuing the effort. The United Nations Convention on the Rights of the Child maintains the rights of all children, not just boys, to “engage in play and recreational activities.” This project has helped to make that possible for a growing number of girls in Egypt.

“Increasing Egyptian girls’ abilities to participate in sports serves as a powerful catalyst for improving their access to rights in crucial aspects of life, and will help them develop strategies that facilitate peace amidst the challenges they face.”

SARA YAP, INTERNATIONAL HOUSE, NEW YORK, COLUMBIA UNIVERSITY



Clean Water for Peace

Bangladesh
Paul Baublitz
Minhaj Chowdhury
Johns Hopkins University



In the United States, we take for granted that when we turn on the tap, we'll receive clean drinking water. This is not so in much of the developing world, and especially in Bangladesh where more than 18 million people are drinking arsenic-contaminated water every day. Arsenic contamination does not change the appearance of the water and does not cause an odor, but regular exposure to arsenic can lead to serious long-term health issues, including cancer.

Paul and Minhaj used their Projects for Peace grant to mount an educational campaign about the realities of arsenic contamination and poisoning, and to distribute over 100 Sono filters to individual households in Golaidanga in the Manikgoni District of Bangladesh. In addition, they supplied institutional filters to the local mosque and the primary and high schools. Sono filters are considered to be the best filters of arsenic, are relatively inexpensive (\$40 each), require no electricity, emit no toxins, and last for five years.

Working in partnership with local NGOs, clergy, and school and local government officials, Paul and Minhaj spent eight weeks educating the community about the use and benefits of the filters. They led workshops for community members and for schoolchildren. They helped village officials determine an equitable means of distribution for the filters and to plan a way to fund more filters in the future. Their efforts led to a community-wide festival on arsenic awareness that resulted in national media attention.

"After two months of interacting with the people of Bangladesh, I have learned and experienced more about how to positively impact this world than I would have ever imagined possible."

MINHAJ CHOWDHURY, JOHNS HOPKINS UNIVERSITY



Dancing to Understanding

China
Dian Liu
Mount Holyoke College



Dian Liu's project was dedicated to promoting peace and understanding between Tibetans and Han Chinese (the predominant ethnic group in China) by teaching the traditions of Tibetan dance. Dian recognized that, while there are many efforts to establish positive relationships through schools and buildings, there have been few efforts dedicated to preserving, understanding, and appreciating Tibetan culture. As a dancer and choreographer, Dian dreamed of playing a part in a deeper awareness and understanding of traditional Tibetan dance.

Working with Caochangdi Workstation, one of the largest and most influential nonprofit dance organizations in China, Dian selected six professional choreographers from over 100 applicants to participate in her project. The group traveled to Lhasa, Tibet for a four-week intensive cultural immersion program where they observed and studied traditional Tibetan dance and drama and made important connections with the local community through homestays and volunteer opportunities. Upon returning from Lhasa, each of the choreographers developed dance pieces and organized workshops based on what they'd learned. The performances and workshops were held throughout the summer, and intense interest has mandated the continuation and expansion of the performances. Dian's goals were more than realized; the Han Chinese audiences were appreciative of the displays and insights into Tibetan culture, and the Tibetan people were shown that the Han Chinese respect and appreciate that culture.

"I feel it is my mission to continue to let this project grow. I am in the process of collaborating with more organizations and finding new sources of income to carry on this project. And I am dreaming about having my own nonprofit organization and dance exchange projects to contribute to peace as my lifelong goal."

DIAN LIU, MOUNT HOLYOKE COLLEGE



Cuentamelo Todo— Peace Education through Storytelling

Ecuador
 Maria Jose Bermeo
 International House, New York
 Columbia University



Ecuador has one of the lowest per capita incomes in Latin America, and while poverty levels are highest in rural areas, widespread urban poverty has created a population of street children in Quito that is estimated to be over 650,000. This project was aimed at these children who, without access to education and as a result of discrimination, have few opportunities to break the cycle of poverty and violence that surrounds them.

The project team included storytellers, social workers, educators, and volunteers who met weekly for three months in San Francisco Plaza in the center of colonial Quito. There, they worked each week for two hours with approximately 30 children, some who lived on the streets and worked shining shoes or selling candies, some who came with parents who worked on the plaza, and others just passing by. The team used an approach that combined storytelling, games, and dialogue aimed at literacy development and peace education. They developed a mobile lending library and established a support system for the children, identifying specific needs and making appropriate referrals to other sources. Key chains were designed and distributed to the children, listing various resources available to them in the city.

Through a partnership with a local organization and the realization of additional funding, this project will continue for at least one year. During this year, hundreds of children will come to hear and tell stories, and hundreds of lives will be transformed.

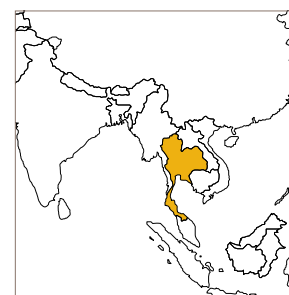
“This project fosters a culture of peace. It provides a refuge for children to be children, to laugh and play and share stories, and to experience a nonviolent reality.”

MARIA JOSE BERMEO, INTERNATIONAL HOUSE, NEW YORK, COLUMBIA UNIVERSITY



Journalism Training for Media Forces of Burma in Thailand

Thailand
Htar Htar Yu
Simone Zhang
Middlebury College



As a native of Burma, Htar Htar Yu dreams of a time when she might return to her homeland and find a democratic and free society. She and her classmate Simone Zhang share the belief that one important step in that direction is a trained media reporting on conditions in Burma to the rest of the world. Their project was a four-week journalism training workshop for young Burmese held in Mae Sot, Thailand on the Burma border. Six news groups were invited to send two or three participants to the workshop, and all were native Burmese, representing many of the ethnic backgrounds of the country.

Led by professionals from the BBC and Radio Free Asia, classes were held daily for several weeks. The final week was devoted to fieldwork and evaluations. At the end of the sessions, participants were able to research, conduct interviews, and report the news. The immediate consequence of this training is that there will be 15 more Burmese with basic skills to inform the world of the realities of life in Burma. With the basic training they received, these reporters can join forces to help the people of Burma, Burmese refugees in Thailand, Burmese abroad, and the rest of the world obtain accurate news. A stronger media will lead to awareness and knowledge, then to understanding, and, hopefully, ultimately to peace for the people of Burma.

“We believe in the power of information and the power of the people. One single voice can generate many voices, which in turn unify us to have a force for peace for Burma and the world.”

HTAR HTAR YU, MIDDLEBURY COLLEGE



Confronting Malaria in Mbarara

Uganda
 Rebecca Agostino
 Joshua Greenberg
 Erica Jain
 Eddie Zhang
 Duke University



Progressive Health Partnership (PHP) is a student-led initiative based at Duke University dedicated to providing high-quality health care in the developing world. In 2008, PHP formed a partnership with the Mayanja Memorial Hospital Foundation (MMHF) in Mbarara, Uganda, the focus of which was the fight against malaria.

According to the Centers for Disease Control, there are between 350 and 500 million cases of malaria worldwide each year. More than one million people die annually as a result of the disease, most of them young children in Africa south of the Sahara. Malaria is preventable and treatable; the challenge is education. These Duke students took on the challenge in a summer dedicated to malaria prevention through the care and education of pregnant women.

Working as partners with the MMFH “Safe Motherhood Intervention,” the students saw over 1,600 women in four health centers over the course of six weeks. Students assisted MMFH staff in providing basic antenatal care, presenting malaria prevention and treatment education, and they distributed more than 1,600 insecticide-treated bednets. Treated bednets are known to be one of the most effective antimalarial devices available, are inexpensive, and can last for up to five years, thereby protecting children at the most vulnerable ages from birth to five. Utilizing in-home follow-up visits, students were able to evaluate the effectiveness of the training, answer questions or clarify issues, and determine if the bednets were hanging.

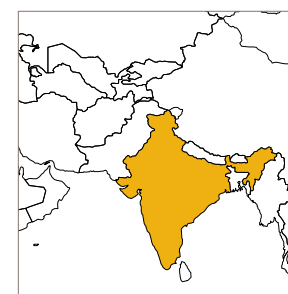
“Although we believe we made a significant and lasting contribution to the Ugandans we served, we also realize that we learned a great deal from them. We thus built a partnership founded on mutual learning, understanding, and trust, and in many senses, our Ugandan partners were our teachers.”

JOSHUA GREENBERG, DUKE UNIVERSITY



Kitab Korner

India
 Poorvi Kunzru
 University of Pennsylvania



Kitab means “book” in Hindi and Urdu. The motto of *Kitab Korner* is *padho aur badho* which translates to “read and grow.” The goal of this project was to build 11 simple, sustainable library centers in underprivileged communities in Pune, India, and through these libraries to provide books and activities to scores from underserved populations.

The libraries were built over the summer in locations ranging from government schools and hospitals to orphanages and learning centers, in villages and in city slums. Each library center was painted bright blue and yellow, furnished comfortably, and stocked with books in English, Hindi, and regional languages. Librarians were trained and hired from the local communities, usually girls between the ages of 14 and 18. Supervisors and teachers were enlisted to lead weekly book-related activities, including book discussions and creative writing sessions.

In India, success in public education depends on passing national examinations, and passing necessitates having access to resource materials outside of the classroom. Underprivileged young people have no such access. The *Kitab Korner* library centers provide the opportunities needed for these young people to read their way to brighter futures.

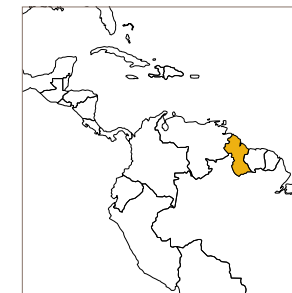
“As my favorite author Dr. Seuss wrote, ‘The more you read, the more things you will know. The more that you learn, the more places you’ll go.’”

POORVI KUNZRU, UNIVERSITY OF PENNSYLVANIA



A Gain for Guyana

Guyana
 Rachel Coleman
 Abhay Nadipuram
 Wartburg College



The World Health Organization classifies malaria as endemic in Guyana, and while the government there has made efforts to educate their people about malaria causes and prevention, these efforts are primarily directed at the coastal, more populated regions of the country. The interior regions of Guyana, populated largely by Amerindians, have few resources to fight widespread infection. This project's goal was to educate village populations in the interior of Guyana about malaria, and to begin a bed and hammock net initiative to provide treated nets to households in these villages.

Working with local nonprofit development organizations, educational sessions were held throughout the region, focusing on the causes and impact of malaria and on the effective and inexpensive bednet prevention program. Using their Projects for Peace grant, Rachel and Abhay purchased netting, sewing machines, and thread, and began instruction on the proper construction and treatment of the nets. Nets were made and sold to villagers at a very low cost—just enough to make the nets have value and help to ensure their continued use.

Rachel and Abhay made many contacts in Guyana and are continuing to raise funds in order to purchase more netting to supply to the sewers. Their time with the Amerindians in Guyana taught them that this is a population that manages on very few material goods with very little contact with the outside world. What they need most is their health, and the use of treated nets is one way to help ensure that.

“The Amerindians may not ask for a lot, but they are extremely grateful when an effort is made to help preserve their culture, and our effort to fight malaria does just that.”

ABHAY NADIPURAM, WARTBURG COLLEGE



Puente Alto Safe Zone After-School Program

Chile
 Caroline Cornwall
 Wheaton College



Puente Alto is a heavily populated part of Santiago, Chile with a high density of poverty. In an attempt to empower schooled children in the community who have very little that is positive in their lives, Caroline led classes in arts and crafts and English to more than 180 children throughout the summer.

Working with the Maria Ayuda Foundation, in-school workshops were held at the Father Jose Kantenich School. Caroline was assisted by teachers and local volunteers, and the students participated in arts and crafts activities that were completely unique in their experiences. The teachers and volunteers were trained to continue similar projects, and materials were provided to make this possible. One of the most popular and meaningful projects was a “quilt for peace” put together by almost 80 fourth-grade students. Each child was given the opportunity to express his or her own definition of peace in the quilt. Many described peace as love, friendship, faith, and tranquility—qualities that are elusive in their daily lives.

In order to promote reflection and stress the importance of inner peace, Caroline used part of her Projects for Peace grant to build a space for meditation at the school. Available now to all at the school, it serves as a refuge and a reminder that peace starts within and is possible for all.

*“I read once, ‘We worry about what a child will be tomorrow, yet we forget that he is someone today.’
 My project allowed me to recognize that a child ‘is someone today’ and a future leader of tomorrow.”*

CAROLINE CORNWALL, WHEATON COLLEGE

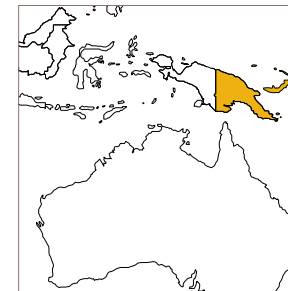


“My summer in Papua New Guinea convinced me that the greatest obstacle faced by developing countries is a knowledge barrier. My project allowed me to share current knowledge with those with limited access to information, and, I hope, give them the tools to make a difference.”

HENRY KERNAN, WILLIAMS COLLEGE

Reducing the Environmental Impact of Small-scale Mining

Papua New Guinea
Henry Kernan
Williams College



The use of mercury in gold mining is toxic to both human health and the environment, but the price of gold has tripled since 2001, making small-scale gold mining an attractive endeavor. Small-scale miners in Papua New Guinea (PNG) know little about the dangers of mercury pollution or alternative methods of mining available to limit mercury pollution, so they engage in subsistence mining, but at great danger to themselves and the environment. Henry Kernan used his Projects for Peace grant to train small-scale gold miners in techniques to reduce mercury pollution in nine communities along the Wattut River in PNG.

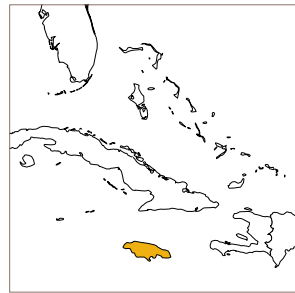
In preparation for his travel over the summer, Henry worked with gold miners in Oregon, learning how to use a retort, a simple device that allows miners to recycle excess mercury instead of releasing it into the air. He also learned of the use of sniffer bottles, inexpensive plastic bottles that allow miners to pick up gold using water suction rather than mercury. He produced a 10-minute video on safe small-scale mining techniques and distributed copies to libraries and universities as well as the government-run mining training center in PNG. In an affirmation of the value of the training videos, the International Analog Forestry Network has committed to distributing them to mining communities worldwide.

Traveling to communities along the Wattut River, Henry educated the miners on the dangers of mercury pollution to themselves and to their villages. He led demonstrations on the uses of the retorts and the sniffer bottles, and taught the miners alternatives to traditional ways of mining that will increase productivity and, at the same time, reduce environmental damage.



Computers for Orphans

Jamaica
Florence Maher
Adnan Kummer
International House, Washington, D.C.
Howard University
Johns Hopkins University SAIS



The Hanbury Home for Children is a residence for orphaned, abandoned, and abused children in central Jamaica. Home to over 70 children, Hanbury provides the children with their basic needs, but critically missing is much contact with the outside world. Adnan and Florence became aware of the Hanbury Home through a professor, and designed a project that would bring the world to these children through the establishment of a media center complete with computers, printers, and educational software, supplemented by necessary training. Their goal was to address a specific inequality and to provide the children with tools considered commonplace by many children around the globe.

Five computers were purchased locally and installed with more than 30 educational software programs chosen to appeal to a range of age groups and interest areas, from basic phonics to high school homework help programs, typing to reference software. High-speed Internet connection was established and training sessions and workshops held for students and teachers. In order to sustain the project, long-term technical service contracts were signed and a fund was established with the local Rotary Club to underwrite future maintenance and improvements to the center.

With new training on the computers, the youngest children can play age-appropriate games while the older children can research, surf the Web, and send E-mail. All ages, including the staff, will build skills. And, for the children, the world is now a smaller place.

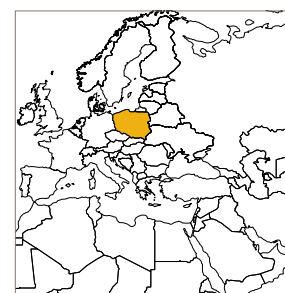
“In our globalized world, which is linked by communication devices and organized around information resources, technology is one of the most effective and rapid equalizers for opportunity.”

ADNAN KUMMER AND FLORENCE MAHER, INTERNATIONAL HOUSE, WASHINGTON, D.C.,
HOWARD UNIVERSITY, JOHNS HOPKINS UNIVERSITY SAIS



Rain of Poems over Warsaw

Poland
Christóbal Bianchi
International House, London
University of London



The city of Warsaw was devastated by bombs during World War II, and some still remember the sight of the bombs dropping from the air. Rain of Poems over Warsaw was a project that replicated things falling from the sky over Warsaw, but, for one evening last summer, the things falling from the sky were poems written by Chilean and Polish contemporary poets and printed in Spanish and Polish on bookmarks.

Conceived by Chilean Christóbal Bianchi, the project commemorated the 70th anniversary of the outbreak of World War II and the 65th anniversary of the Warsaw uprising. Christóbal worked with officials in Warsaw on the logistics of the event, including his helicopter flight over the city and considerable publicity before, during, and after the event, all underwritten by the city of Warsaw.

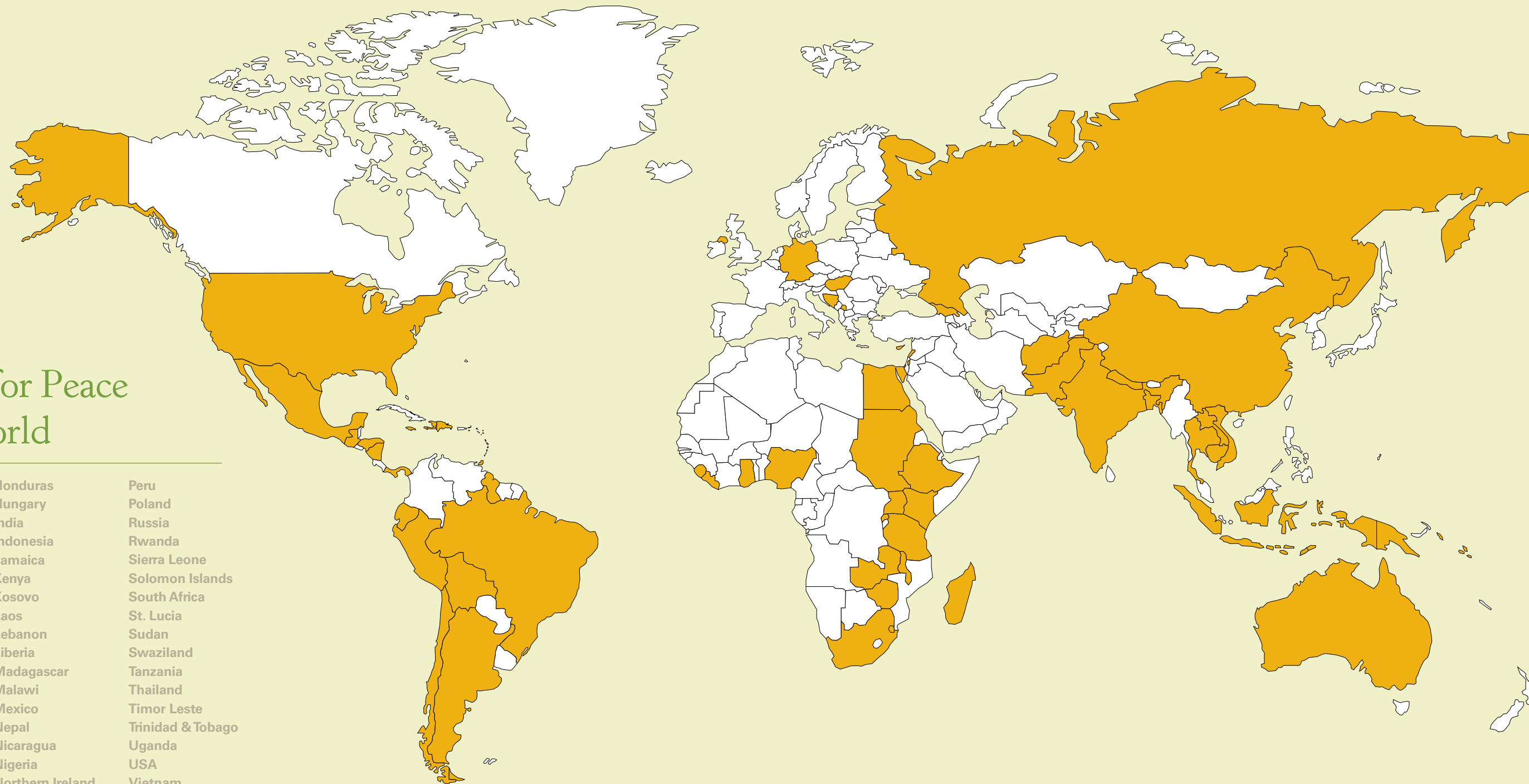
The poem bookmarks were dropped over Old Town, Castle Square, and St. Anne's Church, creating a swirling mass of floating paper. Within minutes, the exuberant crowd picked up every one of the bookmarks, remarkably leaving no litter. While thousands of people now have the bookmarks, the lasting impression will be the sight of the poems raining from the sky—a peaceful and hopeful sight to replace images of bombs of another time.

“The Rain of Poems over Warsaw was a real bombing of poetry, friendship, and critical thinking. Even though history cannot change, we can give it a new sense. This time, in Poland, I think we did.”

CHRISTÓBAL BIANCHI, INTERNATIONAL HOUSE, LONDON, UNIVERSITY OF LONDON

Projects for Peace in the World

Afghanistan	Honduras	Peru
Argentina	Hungary	Poland
Australia	India	Russia
Bangladesh	Indonesia	Rwanda
Bolivia	Jamaica	Sierra Leone
Bosnia-Herzegovina	Kenya	Solomon Islands
Brazil	Kosovo	South Africa
Cambodia	Laos	St. Lucia
Chile	Lebanon	Sudan
China	Liberia	Swaziland
Cyprus	Madagascar	Tanzania
Dominican Republic	Malawi	Thailand
Ecuador	Mexico	Timor Leste
Egypt	Nepal	Trinidad & Tobago
Ethiopia	Nicaragua	Uganda
Georgia	Nigeria	USA
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