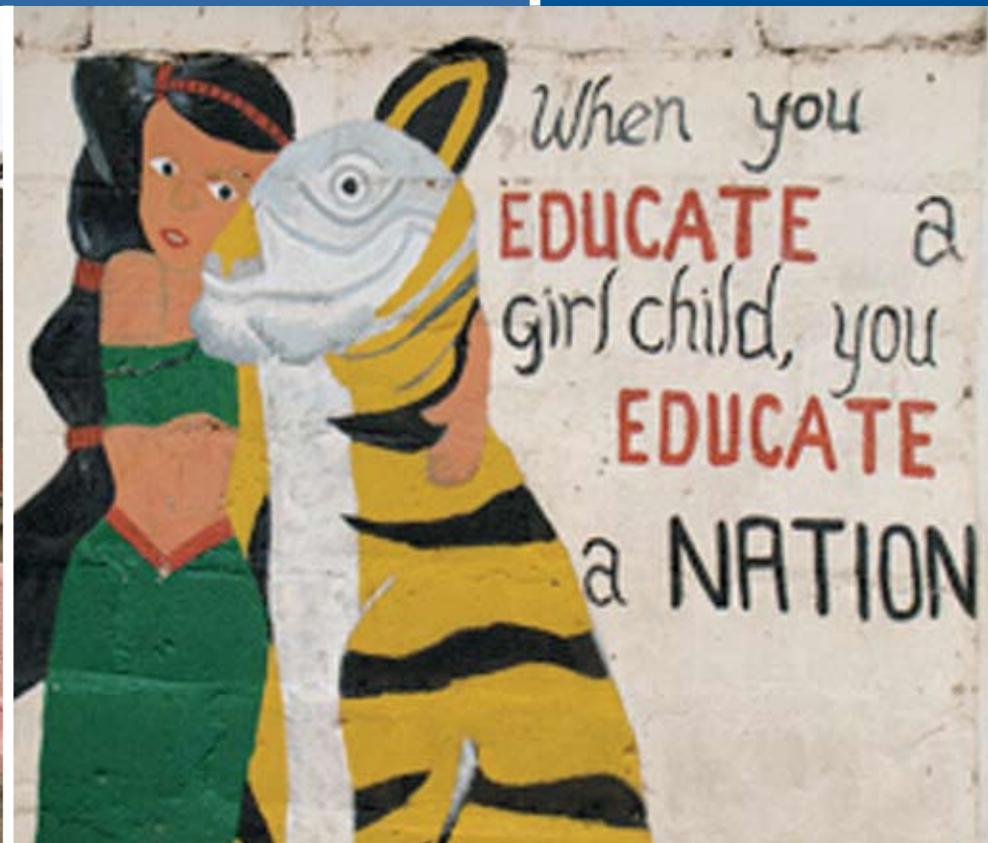




Projects for Peace

2007

THE VISION OF KATHRYN W. DAVIS



Davis Projects for Peace

Internationalist Kathryn W. Davis turned 100 years old 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 2007 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 about 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." We are fortunate that she has decided that her 101st birthday demands no less than an expanded "Projects for Peace" in 2008.

Davis United World College Scholars Program

The Davis United World College Scholars Program, funded entirely by Gale and Shelby Davis, is a major philanthropic force in promoting international understanding. Currently, Davis philanthropy partners with 88 colleges and universities to internationalize the American undergraduate experience through scholarships awarded to over 1,400 students. These globally minded scholars are from both the U.S. and 131 other countries and have proven themselves while completing their last two years of high school at one of 12 United World College schools located in Bosnia, Canada, Costa Rica, Hong Kong, India, Italy, Norway, Singapore, Swaziland, the United States, Venezuela, and Wales. Since its inception in 2000, the Davis UWC Scholars Program has become the largest international scholarship program for undergraduate education in the world.

Institute for Global Citizenship at Macalester College

The Institute for Global Citizenship at Macalester College has been 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 both continues the college's longstanding 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.

Projects for Peace

THE VISION OF KATHRYN W. DAVIS

2007

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



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I am pleased to commend to your attention this volume commemorating the Projects for Peace so generously supported by Mrs. Kathryn Wasserman Davis on the occasion of her 100th birthday. Mrs. Davis's idea—to support and encourage students from around the United States and the world to work on grassroots projects that will enhance the possibilities for peace in the world—is both inspiring and visionary. Only by engaging our young people seriously in the challenges of the twenty-first century will we overcome those challenges and build the just and humane society that all of us desire. Only by turning loose the creativity and hope of the young will we collectively realize our full potential as a global society.

I am pleased as well that the Institute for Global Citizenship at Macalester College is a partner in this effort and this volume. Macalester has been dedicated to the education of responsible global citizens and leaders since my time at the college and before. To see that dedication continued today through the work of the Institute and through partnerships with such organizations as the Davis United World Scholars Program is gratifying to me as an alumnus and an advocate for the importance of education.

I congratulate the many students from around the world whose work is described in this volume, I congratulate Macalester College and the Davis United World Scholars Program for their participation in this project, and, especially, I commend Mrs. Davis for her generosity and vision in giving rise to this extraordinary work.

*Walter F. Mondale
Vice President of the United States, 1977–1981
United States Ambassador to Japan, 1993–96
Macalester College, Class of 1950*





Kathryn Davis: Visionary For Peace

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

THE POWER OF 100

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 would 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 70-year-old son Shelby had started with his own philanthropy about ten years ago: the Davis United World College Scholars Program. She had met many of these United World College graduates as they became Davis Scholars, matriculating, among many other American colleges and universities, at her alma mater Wellesley and at Princeton, where both her late husband and her son had earned their undergraduate degrees. By the summer of 2006 that program had grown to include 76 American colleges and universities, so 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 to design whatever projects they

felt would contribute to peace. This began a year of proposal writing, competition, selection and, most importantly, the implementation of projects in the summer of 2007. In Kathryn’s mind, these projects for peace needed to happen immediately. The world needed it, no doubt, and Kathryn wanted to see what would unfold from this initiative during her lifetime.

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, a forerunner to today’s United Nations headquartered in Geneva. Kathryn has returned to Russia more than 30 times and became well known to the leaders of that country through its tumultuous recent history. She celebrated her 95th birthday with 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. Most recently, she was given the Woodrow Wilson Award for Public Service at a ceremony in Washington in 2006. 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 mindset 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."

LAUNCHING THE INITIATIVE

For all her achievements, Kathryn was not content to rest on her laurels. Instead she wanted to do more, and not just more of the same, as she anticipated her 100th birthday. The wisdom of her years 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, and 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 among today's college students 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 give \$1 million to create "100 Projects for Peace" with the mandate, reflecting her sense of immediacy, that they be implemented during the summer of 2007. In announcing the program she said, "I want to use my 100th birthday to help young people launch some immediate initiatives that will bring new thinking to the prospects of peace in the world."

THE PROCESS

Throughout the 2006–07 academic year, competitions were held and selections of projects were made on the American college and university campuses already part of the Davis United World College Scholars Program, a great cross-section of American higher education. Any and 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 would implement, if their proposals were among the winners selected, anywhere in the world during the summer of 2007. Each of the 100 projects would be 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.

By intention, no clear definition of what a "project for peace" might be was offered. The idea was not to limit the students' own imaginations and to see what might come about. Kathryn's hope was to encourage creativity, innovation, and social entrepreneurship. She did expect, as it turned out, that the overall initiative (the collective 100 projects) would be worldwide, but again, there was no direction given on locations; they could take place anywhere, including in the U.S.

Each of the participating college campuses was free to promote the competition among its own students and design its own evaluation process





for selecting the most appealing proposals. The idea was to push down the decision-making to the campus level, making it more empowering and engaging for each educational community. Unexpectedly, this led to other positive developments, such as presidents becoming 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.

More than a thousand proposals were written across the nation. 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 were spreading even before any project began. With final decisions made and the winning proposals announced by spring of 2007, students were about to embark on projects around the world. These would demand focus, engagement, commitment and a high degree of personal responsibility. This volume illustrates the results.

LESSONS LEARNED

The projects speak for themselves and they speak powerfully. And the overall initiative has brought results far beyond the communities in which the projects actually took place. As Yale President Richard C. Levin has observed, "The range and depth and innovation demonstrated by the 2007 projects, working toward peace at home and around the globe, are inspiring. When you give talented and motivated young people the space to think big and the resources to implement their ideas, the results are breathtaking." Wheaton President Ronald A. Crutcher emphasized the impact the initiative had on campus: "Our students' response to last year's initiative surprised us all. We were thrilled by the level of interest and were proud of the proposals generated by our students. I was also gratified by our faculty's support of the program—they incorporated it into their lectures, they advised students on their draft proposals, and they encouraged a

campus-wide awareness of this unique opportunity." Many campuses have highlighted their students' projects on websites and in publications.

Northwestern student Manjari Rangawathan's sentiments are indicative of the funded students' messages to Kathryn: "My work during this past few months was extremely successful and I had a wonderful experience in the rural communities in south India. I have been fascinated with your efforts as a pioneer in promoting global peace and have drawn inspiration from it."

What are the lessons learned from this initiative? That students heard and responded to Kathryn's challenge. That today's youth—tomorrow's leaders—want to be engaged and make a difference. That these students see the need to build a foundation for peace out of many different building blocks. That peace is more than the absence of war. That peace takes focus, persistence, hard work. That Kathryn's message resonates. But, in spite of all that, peace remains elusive.

What Kathryn has set in motion is a growing number of young people committed to putting the building blocks for peace in place. What the students and their projects have taught us is akin to what Nobel Prize laureate Ralph Bunche has said: "Peace, to have meaning for many who know only suffering in both peace and war, must be translated into bread and rice, shelter, health and education, as well as freedom and human dignity."

Kathryn has, in her words, invested in "preparing for peace." She sees the need for even greater investments in peace. To do her part, she has decided that her 101st birthday demands no less than another round of Projects for Peace in 2008. Preparation for peace will take another step forward.





“Projects for Peace” and the Role of Higher Education

by Brian Rosenberg, President, Macalester College

It is a privilege and a pleasure for the Institute for Global Citizenship at Macalester College to partner with the Davis United World College Scholars Program to sponsor this volume commemorating the first iteration of the Davis Projects for Peace, a product of the insight and generosity of Kathryn Wasserman Davis. The Institute is a new initiative at Macalester whose mission is to support learning, scholarship, and service that prepares students for lives as effective and ethical global citizens and leaders. This particular effort is among the first for the Institute and among the most rewarding with which I have been associated in my years at Macalester, in large part because of its embodiment of the core mission of higher education in our time.

One might reasonably ask the following question: what are, and what should be, the central goals of higher education in America? To this question there has never been a singular or an easy answer, though there has been no shortage of groups and individuals attempting to provide one. For the commission appointed by Secretary of Education Margaret Spellings, the answer delivered in its widely publicized 2006 report was to provide individuals prepared to succeed in the “knowledge-driven economy” of the twenty-first century. For the faculty and trustees of Yale University, writing in 1828, the answer was to spread “intellectual culture” by providing the requisite knowledge and habits of mind and not to focus purely on the economical or even the practical. For many parents of college students today, it is simply to prepare their children to lead more fulfilling and secure lives.

While none of these answers is without some merit and truth, my favorite remains the one suggested by Thomas Jefferson, among whose

accomplishments may be listed the founding of the University of Virginia. Writing in 1816, Jefferson observed that “if a nation expects to be ignorant and free, in a state of civilization, it expects what never was, and never will be.” For Jefferson, and for Benjamin Franklin (who founded what is now the University of Pennsylvania), and for many other thinkers about democracy before and since, the one essential component of a free society has been a properly educated citizenry, that is, a citizenry provided through education with the skills, knowledge, and motivation to be active participants and leaders in civic life. In the recent words of philanthropist Eugene Lang, “an educated citizenry is the essential instrument for promoting responsible social action and community well-being,” and colleges and universities are or should be charged with providing that citizenry in return for their privileged status within our society.

While this truth may not have changed in the past two centuries, what has changed—and dramatically—is the nature of the world into which college graduates will be moving and therefore the nature of the education that best prepares them for constructive engagement with that world. Our nation has become more diverse; boundaries between nations and cultures have become more permeable; technology has radically altered the nature and speed of communications; the dominant arrangement within society has become increasingly urban; and the lives of people across the planet have become more intertwined. Higher education in America, if it is to fulfill the role envisioned by the founders of our democracy, must prepare students for life as responsible global citizens living under this particular set of conditions.





This is why it has been such a privilege and such a benefit for Macalester College to partner with the Davis United World College Scholars Program. Macalester’s commitment to education as a global enterprise is longstanding: Charles Turck, one of my predecessors as president of the college, wrote in 1945 that every Macalester student and every Macalester graduate should be a “citizen of the world.” That goal, the driving force behind our creation of our new Institute for Global Citizenship, has been pursued in part by bringing to the college talented young men and women from more than 80 different countries, allowing them to interact in classrooms, organizations, and residence halls, and fostering thereby better communication and deeper cross-cultural understanding. I believe that this experiment in internationalizing the college, now well into its seventh decade, has produced over time a body of alumni whose vision transcends the parochial and who view the gift of education not simply as a personal benefit, but as an obligation to contribute over a lifetime to the public good.

Thanks in large part to the vision and generosity of Shelby M. C. Davis and the leadership of Philip Geier, an increasing number of our international students have been drawn from the United World Colleges, whose devotion to service and international understanding parallel in many ways Macalester’s own. These students have enriched immeasurably the educational experience of everyone on campus and have, we hope, contributed as well to fostering more familiarity with and deeper appreciation of both the strengths and challenges of American democracy in the countries from which they come.

The Davis Projects for Peace commemorated in this volume and so brilliantly envisioned and generously supported by Kathryn Wasserman Davis seem a natural outgrowth of the goals I have been describing. The idea is simple and compelling in the way of all powerful ideas: invite students from colleges with commitments to internationalism to imagine projects that will, in the near or long term, contribute to peace in the

world, provide them with funding, and turn them loose to make a difference in local, national, and transnational communities.

The true excitement of this effort lies not so much in what we know about the results—some of which are detailed and all of which are listed in this volume—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. This I can promise: from the “Projects for Peace” that have been undertaken in the past year and that will be undertaken in the future will arise initiatives that will shape the world for the better over the coming decades. In that sense, this volume is a record not of completion but of a breathtaking and hopeful beginning—a beginning in which we at Macalester are honored to have played some small role.

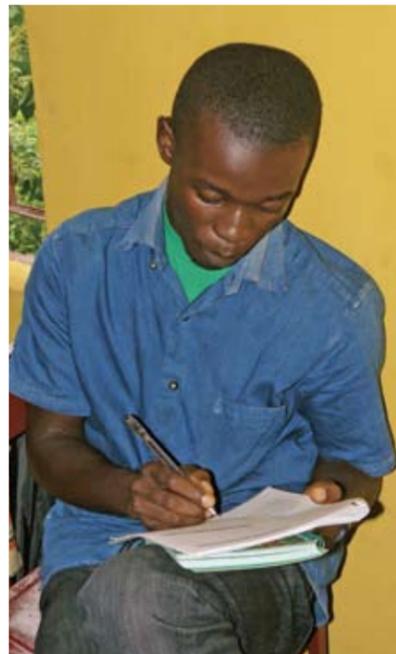




The Projects

When Kathryn Davis challenged students to give shape to their own ideas of how to restore or create peace, more than a thousand responded on campuses across America with a range of diverse, creative, original, and inspirational proposals. Through competitions on individual campuses, winning proposals were chosen and each funded with \$10,000 for projects to be implemented during the summer of 2007. Projects took place across the globe in settings ranging from schools to libraries and health centers, community centers and homes, theaters and playing fields in remote, rural areas, and on crowded city streets. Thousands of lives were touched, and many of them changed forever.

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.





Language for Coexistence

Dafna Ashkenazi
Wellesley College
Noga Ashkenazi
Grinnell College
Israel



Almost 20% of Israel's citizens are Muslim and Christian Arabs who feel segregated, discriminated against, underrepresented, and underserved. Sisters Dafna and Noga, native Israelis, believe that the first step toward making peace with Israel's Palestinian neighbors is to change the attitudes of Israeli Jews toward their Israeli Arab fellow citizens. Their project was to promote the study of the Arabic language among Hebrew-speaking Jewish Israelis and to create meaningful cultural exchange between Jewish and Arab residents of Israel.

Working with "Almuntada Altakadumi" (the Progressive Forum), Dafna and Noga created new curriculum for weekend-long intensive language workshops and home-stay opportunities for Jewish Israelis that took place in the Arab Israeli village of Arara, about 50 miles from Tel Aviv. Workshops, full to capacity, were held all summer. Participants learned basic Arabic communication skills and were moved and motivated by the new relationships they forged in the host community. Dafna and Noga created an easily replicated model program with great potential for the future.

"Since no real dialogue can prevail without a direct interaction between individuals, we designed a project that facilitated such an interaction between members of the Arab and Jewish communities. We invited Jewish Israelis to break through their stereotypes and gain an initial exposure to the Arab language and culture."

DAFNA ASHKENAZI, WELLESLEY COLLEGE; NOGA ASHKENAZI, GRINNELL COLLEGE



Peace Curriculum

Jazzmina Moore
Skidmore College
Tanzania



For almost three months, Jazy taught Maasi youth the principles of peace and conflict resolution at Noonkodin Secondary School in rural Tanzania. Her goal was to establish a peace studies curriculum that would be continued at this school and replicated elsewhere. To this end, she worked along with her students researching and learning about the peace and conflict resolution practices of different indigenous tribes, assigning each student the final task of presenting a research paper.

In a domino-like reality, it became clear that the easiest way to do research in this remote part of Tanzania is to use the internet. In order to access the internet, students needed transportation to a nearby teacher's college, so a truck was purchased. In order to complete their papers, computers were purchased for the secondary school, but power is scarce, so solar panels were installed. As most of the students had never seen a computer, basic classes in computer functions and typing were held. As the computers, solar panels, transportation, and curriculum are all in place, this is a project that will continue to have lasting impact.

“If students are taught and encouraged to explore each other’s culture with an attitude of respect while also actively learning peace practices of indigenous people, then tolerance and a desire for peace in one’s community, one’s country, and the world can be cultivated.”

JAZZMINA MOORE, SKIDMORE COLLEGE



Asylum and Acceptance

Michael Keller
College of the Atlantic
USA



A nation of immigrants, the United States has a long history of asylum and acceptance and an almost equally long history of intolerance and ignorance concerning refugees. Michael worked with the International Rescue Committee in his hometown of Charlottesville, Virginia. His goal was to produce photographs of and interviews with a cross-section of the re-settled communities in order to define common ground among groups, raise awareness in the larger Charlottesville community, and to increase advocacy for refugee issues.

Throughout the summer Michael interviewed and photographed former residents of Bosnia, Serbia, Croatia, Burma, China, Afghanistan, Togo, Democratic Republic of Congo, and Somalia. As he met and built relationships with these new residents of Charlottesville, Michael documented their experiences and reactions to life in the United States. The resulting photographic and multimedia exhibits will be on display in Charlottesville and at College of the Atlantic during 2008.

“My project goals were not only to foster a spirit of understanding, shared experience, and acceptance among a community group that is often invisible in the larger community, but also to recognize ways that re-settled individuals and families pursue peace in their personal lives as they confront different customs and new cultural, racial, economic, and political tensions.”

MICHAEL KELLER, COLLEGE OF THE ATLANTIC



Coffee Project

Michael Adelman
 Samir Awuapara
 Sebastian Felipe Barreto Ortiz
 Kavinda Udugama
 Lafayette College
 Honduras



Student members of the Lafayette College chapter of Engineers Without Borders devoted the summer to building the groundwork for a sustainable economy in the rural village of Lagunitas, Yoro, Honduras. Working with the local farming collective, “Manos Unidas” (United Hands), students and villagers planted 13,000 new shade-grown coffee plants, forged a community agreement to sustain a coffee plantation, and created a partnership with the Honduras Coffee Institute to provide continuing educational, technical, and marketing support for Lagunitas.

The creation of a lasting, profitable community endeavor—coffee farming—was one goal of this project, but encouraging an appreciation of entrepreneurship and the development of entrepreneur skills were the lasting contributions these students made in Honduras.



“The major lesson of the project is that the Lafayette team’s assistance...while important and catalytic in imbuing important development values, paled next to the Lagunitas residents’ own commitment to being entrepreneurial, to pursuing self-agency, and to developing a collective structure by which they can smartly pool their resources (including sweat equity) for wealth creation, economic development, expanded freedom, and sustainable peace.”

LAFAYETTE COLLEGE STUDENTS



Camelids, Water, and Peace

Christine Avena
Colby College
Ecuador



Christine Avena believes that the next war will not be fought for nuclear rights, freedom of speech, or oil, but rather over potable water. In the impoverished regions of the Chimborazo and Azuay provinces in Ecuador, the reintroduction of camelids (llamas and alpacas) can lead to a reversal of erosion and protection of sources of fresh water, due to their specially adapted feet and grazing habits.

Christine spent the summer giving animal husbandry presentations, tending sick animals, contributing to a weekly radio show dedicated to llama care, teaching classes to new llama owners and publishing a 16-page community education pamphlet on camelids. In addition, she arranged for the contribution of 20 llamas and four alpacas, donated over \$4,000 of her Projects for Peace grant to a local credit program for the purchase of llamas, supported the educations of two local university women researching llama sausage, and funded the repair of a yarn spinning facility in time for the shearing season. Thanks to Christine's efforts, this community is poised for a more secure and prosperous future.

"I developed skills in animal husbandry, Spanish, accounting, social work, anthropology, and history in my journey, and was reminded every day of the advantages I have as a citizen of the United States."

CHRISTINE AVENA, COLBY COLLEGE



New Ambassadors for Peace

Nayan Pokhrel
Pragya Lohani
Connecticut College
Nepal



There are 20 new ambassadors for peace in Rukum, Nepal, an impoverished and remote district that has been a Maoist stronghold and has witnessed some of the bloodiest clashes between rebels and security forces over the last 12 years.

Nayan and Pragya believe that education, responsibility, and opportunity will encourage young people to find peaceful solutions to conflict. To this end, they conceived a project to provide scholarship assistance through secondary school to 20 children directly affected by the insurgency. Five area schools submitted scholarship applications and an equal number of boys and girls were chosen to participate in the project, which began with summer workshops on peace and conflict resolution. All 20 students will receive scholarships to complete their secondary education including fees, uniforms, and books, and all will continue to participate in periodic workshops on peace.

In many places around the world, disaffected youth who see few options for their futures are easily drawn to violence. In Rukum, at least, there will be 20 young people who know there are other options.

“The project made a huge impact not only on the 20 students but also their schools and local communities... Surprisingly, the representatives of the Maoists were equally positive about our endeavors.”

NAYAN POKHREL, CONNECTICUT COLLEGE





Promoting Peace through Education

Elizabeth Mooers
Columbia University
Uganda

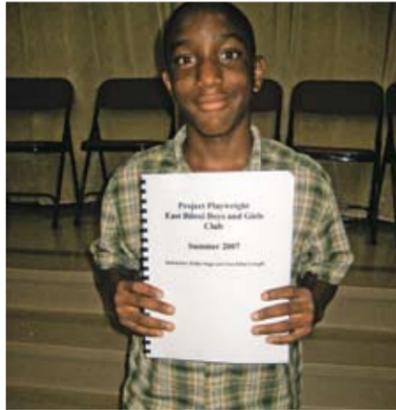
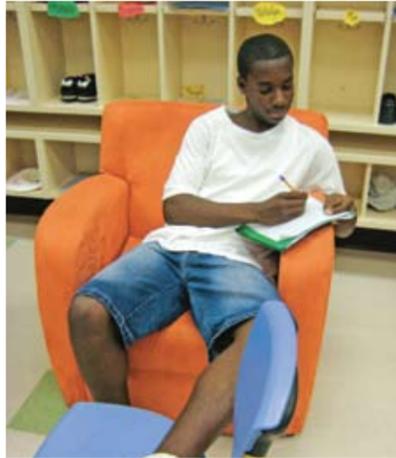


The devastating effects of HIV/AIDS are felt in all parts of Ugandan society, but the orphaned children of this country suffer the most. Caught in a cycle of overwhelming poverty, children are often unable to continue their educations because they have no hope of finding the resources to fund necessary school fees. Without hope of continuing their schooling, these children are at high risk to suffer from low self-esteem and engage in dangerous behaviors.

Elizabeth worked this summer in southern Uganda with an organization known as "SUUBI/SEED." Suubi is a Luganda word meaning 'hope' and is dedicated to researching best strategies for breaking the cycle of poverty and despair. Strategies include a matching two-to-one savings account set up in a child's name in order to encourage saving for school fees. Each child in the program receives weekly mentor counseling and free textbooks. In these ways, children are taught the value of savings, encouraged in positive behaviors, and given hope for the future. Libby has used her grant toward matching fees for 50 students for one year of secondary school and purchased enough textbooks for 100 students.

"My hypothesis was that peace begins at home: if you can restore the vitality and strength of traditional support structures, you can help rebuild a community. Peace is not simply the absence of war; it can also mean having enough food to eat, access to the right medicines to treat a disease, and the educational opportunities to prevent a life of exploitation."

ELIZABETH MOOERS, COLUMBIA UNIVERSITY



Project Playwright

Jean Ellen Cowgill
Erika Sogger
Dartmouth College
USA



"I don't know how to write a play." "Yes you do. You just haven't tried." This defines the spirit of Project Playwright, which took place in D'Iberville and East Biloxi, Mississippi, areas devastated by Hurricane Katrina. In an attempt to help young teens come to terms with events in their lives beyond their control, Jean Ellen and Erika worked with Boys and Girls Clubs and an after-school program guiding these teens to self-expression through the writing and production of plays, many of them based on their real-life experiences.

Students were introduced to theater, learned the elements of a play, were mentored through drafts and revisions, and finally shared the pride of authorship and production. While the FEMA trailers and sense of dislocation and uncertainty remain, these young people have been given a positive way to deal with loss and find a voice for the future.

"We learned so much about the effects of Katrina on individuals' lives, the progress of the rebuilding effort and the future of the Gulf Coast. We learned how to hold a hammer and how to help a student when she says, 'I'm stuck.' We learned that for many, the move out of a FEMA trailer seems a long way away."

JEAN ELLEN COWGILL AND ERIKA SOGGER, DARTMOUTH COLLEGE

Corrections
Ibrahim got up at six o'clock and took his bath. His clothes and combed his hair. His mother gave him his breakfast then he brushed his teeth. Collected his books and set out for school. At school he met Miss Sesay his teacher and greeted her politely. His greeting then they



Library as a Project for Peace

Joseph Kaifala and the
Skidmore International Affairs Club
Skidmore College
Sierra Leone



Joseph returned to his home country of Sierra Leone with the goal to build a library and although he met many obstacles in this, the second poorest country in the world, he accomplished his goal. Over the course of the summer, a library building was constructed at the St. Joseph Junior Secondary School and outfitted with furniture, books, computers, calculators, television, DVD player, and a generator. Teachers were trained in basic computer operations and are ready to pass on this training to their students. The new library will also serve as a resource center for students and teachers and a community center of sorts, as students and parents come together for events.

Joseph is convinced that the civil conflict in Sierra Leone was fueled by illiteracy and unemployment. Education is the path through which young people will find their way to peace, tolerance, and reconciliation and facilities such as a functioning library will only make the pathway easier to follow.

“By supporting the advancement of education in Sierra Leone, we have taken our first steps not only towards the reconstruction of a ravaged country, but also towards the fulfillment of our own duties as individual advocates of peace.”

JOSEPH KAIFALA, SKIDMORE COLLEGE





Providing Water, Empowering the Samburu Women

Alice Lenanyokie
Mukhaye Muchimuti
St. Lawrence University
Kenya



Women and girls in rural Africa are traditionally charged with the responsibility of searching for water. Increasingly, this task can take the better part of a day. As a result, children are left untended, hungry, thirsty, and not in school. In the Lorian, Ngalai West community in the Samburu District of Kenya, the closest water source was a seasonal river, often contaminated and over 20 kilometers away.

The goal of this project was to provide the community with clean and safe drinking water within close proximity in order to reduce the amount of time and energy spent in the search for water and, in the long term, to encourage the women of the community to use their new-found free time to engage in income-generating activities to benefit themselves, their families, and the community. Over the course of the summer, the well was built and workshops were held on water hygiene, sanitation, and well maintenance and repair. With the well in place, the women of the community intend to start a small-scale farm which will be a source of revenue as well as a contribution to the improvement of local nutrition.

“Providing water for the Lorian community means that the primary caregivers (women) will be better able to focus on their community’s needs. Further, it means that there will be fewer interruptions in the education of young girls.”

ALICE LENANYOKIE AND MUKHAYE MUCHIMUTI, ST. LAWRENCE UNIVERSITY



Child Development Center, Karachi

Marya Husain
Claremont McKenna College
Pakistan



The industrial hub of Karachi, Pakistan, is home to thousands of child laborers. This summer, several hundred of these young people came together in a project dedicated to teaching peace and tolerance through art. Marya and her team of local volunteers produced workshops, lectures, and teacher training introducing values and peace-based curriculum, all within a local school established for the child laborers based on the prevailing belief that their lives can be improved even while they are continuing to work to support their families.

The children worked together on projects that transformed their school building—where once all the walls were bare and uninspiring there exists now a bright and vivid environment reflecting themes of peace. In addition, a library was conceived and furnished and “story hours” begun, and a documentary film and brochure were created to highlight efforts on behalf of these young laborers and to attempt to raise more funds to ensure more future projects like this one.



“I have learned to be a teacher, a painter, an artist, a craftsman, an organizer, an accountant, and a lot more.”

MARYA HUSAIN, CLAREMONT MCKENNA COLLEGE



Project for Cultural Support and Sustainable Economies

Dara Hoppe
Macalester College
Brazil



PDS (Project for Sustainable Development) Virola-Jatoba, an agrarian reform settlement in the Brazilian Amazon, is home to about 300 families who survive on subsistence farming. The goal of this project was to provide handicrafts training to mostly women, teaching them to process non-timber forest products into handmade jewelry and to set up a distribution channel for the products in order to provide a reliable source of income.

Sewing machines and a computer were purchased and workshops held on appropriate forms of harvesting and collecting the natural resources to be used as raw materials as well as in the design and production of the handcrafted items. Distribution channels were established locally and around Brazil and ongoing efforts are underway to bring the handicrafts to markets in the United States. With Dara's help, women in the community formed a cooperative to help ensure the future of the project and its potential to bring economic independence and environmental conservation to the Amazon.

"My presence in the community gave people new hope and encouragement and inspired me with awe of their determination despite overwhelming adversities. The administration of a Project for Peace there helped them see that they are not alone...I have learned that a grassroots project can make a huge difference."

DARA HOPPE, MACALESTER COLLEGE



Uganda Storytelling

Leah Bevis
Vijay Chowdhari
Aylie Baker
Christopher O'Connell
Middlebury College
Uganda



Everyone has stories, and we all share a need to have our stories heard. The goal of this project was to give voice to the stories of children from all walks of life in Uganda and to share these stories in Uganda, in the United States, and elsewhere around the world.

The Middlebury group worked with more than 70 children from different geographic locations and from a variety of backgrounds—from street children to those from relatively affluent families, some orphans, some students, and some child soldiers. They forged relationships and eventually recorded stories which were aired on radio stations in Uganda. Work continues now to edit more stories and promote further radio exposure here and elsewhere with the hope that people everywhere will recognize the similarities that bind us and focus less on the differences between us.

“At times we worried that the goals of our project were too sweeping, that our grant money could have been better spent on school fees, or constructing a well—providing something tangible for these communities. Yet ultimately, the impact we had on individuals, the relationships we developed and will continue to foster, are small acts of peace that will have lasting effects.”

MIDDLEBURY COLLEGE STUDENTS

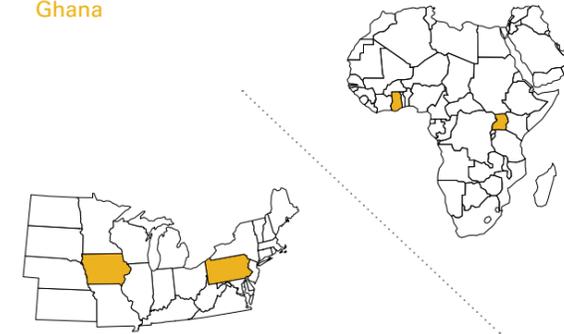


The Goal is Peace

Scott Peterman
Franklin & Marshall College
USA
Uganda

Soccer for Peace

Katy Fiedler
Godson Sowah
Chelsea Koenigs
Emily Jacob
Joel Martin
Luther College
USA
Ghana



Well over 1,000 young people came together in several locations over the summer to learn the principles of conflict resolution while honing their soccer skills, discovering along the way that the goal should, in fact, be peace.

Scott Peterman of Franklin and Marshall College organized week-long camps in Philadelphia for most of the summer and then fine-tuned this model in Uganda.

Students at Luther College in Decorah, Iowa conceived of a project that would raise awareness in the local community about conditions in Africa as well as raising additional funds and equipment for workshops and tournaments they produced in Ghana.

In both projects strategies were developed that combined teaching real soccer skills with real-life skills centered on fair play, team-building, encouraging peace, and the resolution of conflict. These young soccer players are equipped with the motivation and the tools to change not only the outcomes of the games but also to translate their new skills to all other aspects of their lives.

“Soccer is the game. Peace is the goal.”

LUTHER COLLEGE STUDENTS



Healthy Community Curry Kitchen

Anne Gleason
Washington and Lee University
Sri Lanka



Most adults in Niggaha, a small community in rural Sri Lanka, work on tea and rubber plantations. The community faces many health problems associated with poverty in this region including malaria, dengue fever, poor nutrition, and poor dental health. Furthermore, many families cannot provide nutritious foods for their children. This project was conceived with goals of reducing food insecurity, improving overall community health, and building community solidarity, all focused on the establishment of a school lunch program.

The Healthy Community Curry Kitchen was set up to provide one nutritious, reliable meal each day for the 45 children in grades one through eight in the local school. Each meal consists of red rice, two curries, and a salad of local greens, fruit, and boiled water at a cost of about \$0.28 per plate. In addition HCKK serves a monthly meal to the entire community. Under the direction of a community-based supervisory board, volunteers staff the kitchen housed in a new building constructed during the project. An unanticipated result of the Healthy Community Curry Kitchen is increased school attendance, underscoring the significance and potential of this project.

“The Niggaha community has inspired me to see potential, rather than need. This project is a success only because the community immediately took ownership of it, and the Healthy Community Curry Kitchen became our common vision.”

ANNE GLEASON, WASHINGTON AND LEE UNIVERSITY



Youth Summer Camp for Peace

Rahila Muhibi
Methodist University
Afghanistan



Rahila established Youth Leadership for Peace in Kabul and worked this summer in collaboration with His Highness Prince Aga Khan in forming the first summer camp for 40 children between 11 and 15 years old from Kabul and the small, agricultural village of Dan-e-Lali in Afghanistan where the camp was held. Rahila chose Dan-e-Lali largely because she felt that the interaction between young people from Kabul and those from a rural village would help dispel stereotypes and encourage respect for cultural differences.

Through activities ranging from community service and cultural presentations to career exploration and storytelling, children and the adults working with them made positive connections, formed friendships, and moved closer to the kind of cultural understanding necessary for peace-building in a deeply scarred part of the world.

“I witnessed friendship, love, care, and mutual respect as well as passion and dedication to building Afghanistan...It is very humbling to be able to go home after three years and do such great work.”

RAHILA MUHIBI, METHODIST UNIVERSITY



School Library

Logan Gibson
Washington and Lee University
Rwanda



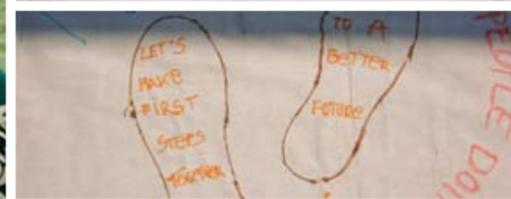
Logan Gibson established a school library in Rwanagana, Rwanda, a country largely without public libraries where the only book most people ever handle is the Bible. After a spring of conferring with librarians in the U.S. and purchasing and shipping books, Logan spent the summer unpacking and cataloguing volumes as well as teaching a community English class for students aged 9–46.

On campus at Washington and Lee, Logan heads “Books for Africa” and is determined to sustain the library project through future book contributions and volunteer time. Eventually, the library will be available several times a week for the community at large—making it the second public library in the country.



“My hope is to cultivate peace in a small way by creating a safe and stimulating environment where both Hutu and Tutsi children can come together and use literary access as a healing resource.”

LOGAN GIBSON, WASHINGTON AND LEE UNIVERSITY



Talk for Tomorrow

Behar Xharra
Earlham College
Serbia
Kosovo



Behar Xharra believes that if long lasting peace is to come to the Balkans, his generation will need to make significant contributions. And, the best way to start on that path is to get individuals together for meaningful shared experiences.

This multipart project focused on engaging students in Serbia and Kosovo to take an active role in changing perspectives and promoting peace. Ten university students from Serbia and Kosovo came together in Prishtina, Kosovo, to learn from each other, build friendships and dispel stereotypes and prejudice. The students shared living quarters, cooked and socialized together, joined in community service and organized a public event, "Messages for the Future." Their efforts were recorded in *Beyond Differences*, a documentary film made during the project.



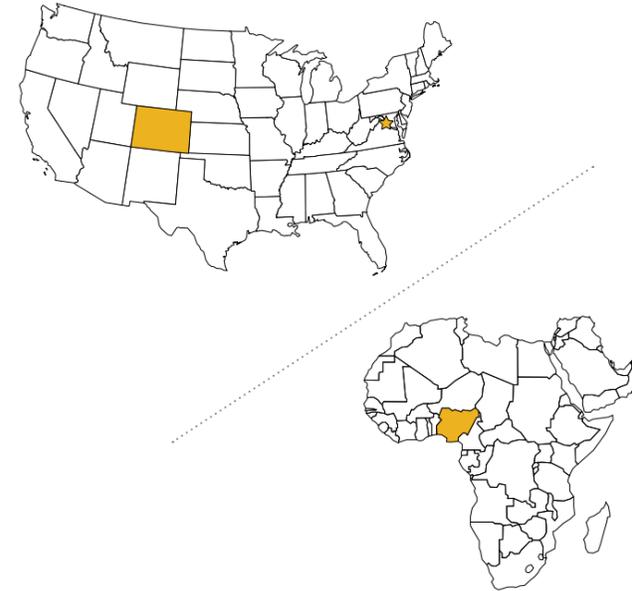
"This educational initiative is an example of how we, the youth of the Balkans, can play our part in making peace for our communities and the world."

BEHAR XHARRA, EARLHAM COLLEGE



Unheard Voices for Peace

Michael Shum
Colorado College
USA
Nigeria



The goal of this project was to use filmmaking to provide a voice for poverty in three very diverse parts of the world from the United States to Nigeria. Two documentaries were produced with the objective to connect those without a voice in policymaking to those making policy.

Beneath the Peak is a documentary featuring single mothers at the margins of society in Colorado Springs, focusing on healthcare affordability and socioeconomic mobility. *A Wealth of Desperation* highlights the lack of available healthcare in Nigeria and the potential of that country to move from poverty to development.

Screenings of Michael's documentary films will be held in venues including city councils, college auditoriums, film festivals and on the web. Michael is actively pursuing connections and building networks to continue the dialogue begun last summer.

"Peace comes with understanding, and technology is the way to share perspectives among groups for conflict resolution, awareness, and understanding."

MICHAEL SHUM, COLORADO COLLEGE



Sing'isi Village After-School Program at the Hopeful School

Ashley Mott
Caitlin O'Connor
Wheaton College
Tanzania



The Hopeful School was founded in 2005 to provide free education in English for students at all levels to prepare “for a successful transition from primary to secondary school and into the world beyond.” Ashley and Caitlin worked over the summer to help ensure this goal would be met over the years to come. They built a new classroom to provide space for a growing number of students, ages three to 20, developed an international pen pal program between students in Tanzania and young people in the Nantucket (MA) Boys and Girls Club, and introduced an art curriculum that not only compliments the curriculum already in place, but gives the Hopeful School students a way to raise funds for ongoing needs, as greeting cards produced from the student artwork are being sold at Wheaton with proceeds returning to the school.



“Inspiring children to be motivated and involved global citizens cultivates a future of peace.”

ASHLEY MOTT AND CAITLIN O'CONNOR, WHEATON COLLEGE



A Well in Batey Libertad

Sarah Kabay
Yale University
Dominican Republic



Batey Libertad is a community in the northwest Cibao Valley of the Dominican Republic populated by Dominicans, Dominicans of Haitian descent, and Haitian immigrants. Faced with ongoing crushing poverty, in the past residents relied on a public water source that was cut off over a year ago, leaving the majority of residents dependent upon a highly polluted water source with bacteria count 152 times higher than the World Health Organization's highest level of health risk for water contamination.

Sarah Kabay's goal was to create a high quality and sustainable water system for the community. By mid-July, a fully functioning system including a 100-foot-deep well, a submersible pump, a pressure tank, 11 storage tanks placed throughout the community, and an automatic feedback system were in place. Sarah continued her work with community residents by establishing a committee of elected representatives to oversee the operation of the water system.

"More and more emphasis has been placed upon the significant role water plays in issues of poverty, hunger, primary education, gender inequality, child mortality, the spread and treatment of major diseases, and environmental sustainability."

SARAH KABAY, YALE UNIVERSITY



The Music Inter-Cultural X-change

Rasa Vitkauskaitė
 Sebastian Plano
 Eran Jouja
 The Boston Conservatory
 Israel



The Music Inter-Cultural X-change produced two very successful multi-cultural concerts in Haifa and Tel Aviv, Israel. Local Arab and Jewish musicians were brought together to practice and perform these concerts highlighting international, Jewish, and Arab composers and including vocals in Arabic and Hebrew. All participants met for many hours to practice and rehearse, interacting across cultures to come to understandings about musical interpretations.

In addition to the concerts, three workshops were held with a goal of promoting the idea of music as a form of communication. In a highlight for the project participants, the Music Inter-Cultural X-change performed and held a workshop at an elementary school in a Bedouin community where children joyfully learned of the universal language of music.

“What we have learned is that the language of music is more appealing than words. People would rather enjoy the music than talk because music does not contain limited associations as words do. With music, there is no need for interpreters. It is universal.”

RASA VITKAUSKAITE AND SEBASTIAN PLANO, THE BOSTON CONSERVATORY



Building Community through Sports

Emina Kobiljar
Harvard College
Bosnia



Emina's project was designed to aid Kolibe, a community in northern Bosnia, to reconstruct their war-damaged athletic center and to come together as a community through sport. While the work to rebuild the center remains ongoing, Emina's efforts over the summer resulted in some extraordinary community-building.

As a first and symbolic step, villagers came together to bring down the walls of the old center. In honor of the project, they held a two-day peace soccer tournament bringing together local Bosnians, Croats, and Serbs united in preparations on the fields. By the end of the tournament, villagers from the surrounding Serb and Croat villages formed their own multi-ethnic team, the first in the region. As work progresses on the new facility, Serbs and Croats are united in their efforts in this very concrete and positive representation of their shared future.

"Present-day Bosnia is filled with unresolved ethnic tension, but the project provides a refreshing example of how so-called enemies can cooperate...I have learned to regard peace as a verb, not a noun; peace is sharing, building, cooperating, and respecting each other."

EMINA KOBILJAR, HARVARD COLLEGE



Empowering Mombasa's Agents of Peace

Alexandra E. Suich
 Yale University
 Kenya



Alexandra wanted to do something to help HIV-positive people living in Mombasa's slums. Although an international NGO trained volunteer home care workers several years ago, when the NGO left, the volunteers were on their own. Alexandra believes in the strength of home-based care, and dedicated her efforts over the summer to supporting and expanding services offered by the Kisauni Community Initiative (KCI).

New training and refresher sessions were designed and produced for 75 home care workers with the goal of increasing confidence and skills. The volunteers who completed the trainings were awarded certificates and identification cards, both significant steps in recognizing the important work being done—work that the government is incapable of assuming at this time.

Community-based and -supported home care done by qualified and trained volunteers has an enormous impact on the lives of HIV-positive individuals and their families. By working closely with an existing organization, with an eye to long-term sustainability of the project, Alexandra's project is a model of what is possible in the midst of an unimaginable epidemic.

“The community health workers in Mombasa truly are ‘agents of peace’, soothing the despondent, nursing the weak, and empowering the belittled.”

ALEXANDRA SUICH, YALE UNIVERSITY



Shantipatha—An Initiative for Social Empowerment in Rural Karnataka

Manjari Ranganathan
Northwestern University
India

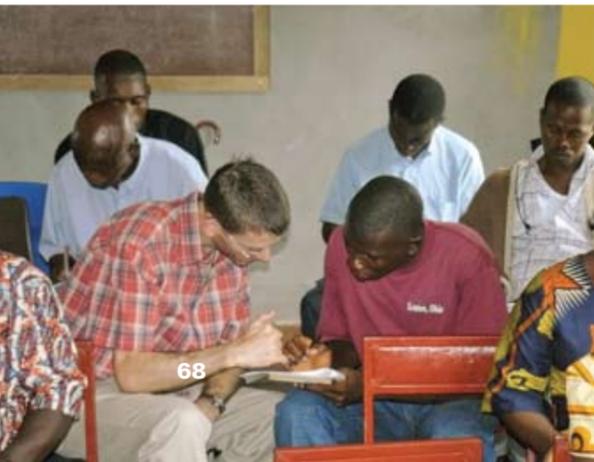


Manjari's project took her to the rural villages of Karnataka, India where her goal was to help build social and economic self-reliance for poorly educated villagers. Through weeks of teaching English and math in order to gain the confidence of the villagers and scores of interviews to establish standards of living and levels of education, Manjari became well-versed in the problems villagers face in everyday complexities of sanitation, healthcare, education, and corruption.

Focusing on three areas of great need, Manjari designed purpose-built seed funds to encourage small business entrepreneurship, provide higher education for women (beyond the U.S. equivalent of tenth grade), and establish a fixed deposit fund for the rural school. Designed to last for ten years, these funds will encourage self-reliance and fiscal responsibility and demonstrate best practices upon which a larger scale project could take place in the future.

“Many villagers have utilized loans and started small businesses. A few girls who would have otherwise been married in their mid-teens will now attend vocational training classes or college. The school now has books, chalkboards, maps, and other important teaching aids. This is one small step, but an important one.”

MANJARI RANGANATHAN, NORTHWESTERN UNIVERSITY



Preparing for Leadership

by Richard S. Fuld, Jr., Chairman and CEO, Lehman Brothers
and Ronald D. Liebowitz, President, Middlebury College

This past year marked the 100th in the life of Kathryn Wasserman Davis. With a century of life experiences to draw upon, Mrs. Davis chose to celebrate her centennial year by issuing a challenge to today's college students. As a long-time participant in international relations and diplomacy, Mrs. Davis could not help but notice the absence of leadership and new ideas required to address the age-old problem of conflict among peoples. Consequently, Mrs. Davis decided to offer summer fellowships through which she challenged college students to do better than their parents' generation in establishing the conditions for world peace.

The Davis Projects for Peace initiative was launched last year, supported by a \$1 million gift by Mrs. Davis. Colleges and universities across the country staged competitions that drew hundreds of proposals. Mrs. Davis' goal was to bring "new thinking" to the pursuit of peace, and each of the 100 projects, launched during the summer of 2007, did just that. Students used their creativity, idealism, energy, and intelligence to implement their projects in more than forty countries around the world. They addressed issues that they believe lie at the heart of inter-personal, regional, and national conflict. Many of the projects focused on improving the lots of people at the grassroots level through community-based projects; some dealt directly with age-old enmities between peoples by creating opportunities for meaningful face-to-face contact; and others proposed ways to empower groups that lived at the political and economic margins of their societies.

Such a project is invaluable to the education of our next generation of leaders, and to our country's and, indeed, humankind's, future. The

finest colleges and universities all offer students an exceptional academic education, yet few can offer their students enough opportunities to take what they learn in the classroom and apply it to so-called "real world" situations. Fewer still offer their students the freedom and opportunity to identify a problem, envision a project that proposes solutions, establish an action plan, and execute the plan. The Davis Projects for Peace initiative offered all of this, and more. It also provided the space for students to experiment, to exercise their creativity, to work collaboratively and, perhaps most importantly, to be able to fail and to benefit by learning from such failure.

These opportunities are especially important given this particular generation of students. As a group, they tend to be more pragmatic than previous generations, and more interested in attaining results and accomplishing clearly defined goals than hewing to any particular ideology. At the same time, it is also a generation that is less willing to take risks. To do so, one might fail and add a blemish to one's formidable résumé. Consequently, projects like this one are crucial to encouraging and inspiring this young generation to use all its skills, intelligence, creativity, and passion to develop new approaches that have yet to be tested or proven to be successful. Students need the room to experiment and to appreciate the value of learning from proposing new ideas, breaking new ground, and trying to implement their new approaches to complex problems whether or not, in the end, they are effective.

We live in a time that requires, more than ever, people of different backgrounds, religions, nationalities, and even core beliefs to live among





and work with one another. Globalization and its related processes have weakened real and psychological boundaries and necessarily brought people in closer contact with one another. Such greater and more routine contact means the chances of increased conflict among peoples based on difference are likely to increase if we are not prepared to work and live in more diverse and heterogeneous environments.

The Davis Projects for Peace initiative provides students who are likely to become leaders with an exceptional opportunity to work collaboratively on an exciting project. It allows them to engage and learn about difference as they try to implement their projects in social and cultural environments that are vastly different from their own. Whether one pursues a career in business, education, the non-profit sector, or in any other field, one needs to know how to conceptualize, create, and execute projects. One also needs to know how to work within a team whose members might be very different from oneself.

This program, as much as any other currently offered to undergraduate students on American campuses, provides the opportunity for students to prepare for leadership positions in the 21st century. It also provides for us a valuable glimpse of those who are likely to become our future leaders and how they approach complex issues. The quality, seriousness, and early successes of the projects that were part of the initiative's inaugural year, highlighted in this volume, should provide hope and generate confidence about the improved prospects for world peace in the coming years.

Mrs. Davis should be proud.



Projects for Peace in the World

- Afghanistan
- Argentina
- Bosnia
- Brazil
- China
- Colombia
- Democratic Republic of the Congo
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Ethiopia
- Ghana
- Guatemala
- Haiti
- Honduras
- India
- Israel
- Jamaica
- Kenya
- Kiribati
- Kosovo
- Macedonia
- Mexico
- Nepal
- Nicaragua
- Nigeria
- Pakistan
- Peru
- Rwanda
- Sierra Leone
- South Africa
- South Korea
- Sri Lanka
- Sudan
- Tanzania
- Thailand
- Uganda
- USA
- Venezuela
- Zimbabwe

The 2007 Davis Projects for Peace

Agnes Scott College

Fighting Domestic Violence, Creating Domestic Peace

USA

Meg Beyer
Rachel Bunker
Chevonne Golden
Martha Lee
Tammy Leverette
Hanwen Li
Rhonda Lowry
Colleen McCreight
Margaret McMillan
Hodan Osman
Rocio Rodriguez
NancyThebaut
Maryam Trowell
Lauren Whitton
Jennifer Whitton
Kelso Wyeth
Shannon Yarbrough

Amherst College

Hope for Kibera: Afya na Maendeleo (Health and Development)

Kenya

Hyowoun Jyung
Laura Taylor

Bates College

GITAGATA

Rwanda

Katie Conkling
Annie Connell
Kate Harmsworth-Morrissey
Kate Lyczkowski
Emily Maistrellis
Brooke Miller
Dylan Morris
Alicia Oas
Julia Resnick
Catherine Zimmerman

Boston Conservatory

The Music Inter-Cultural X-change

Israel

Eran Houja
Sebastian Plano
Rasa Vitkauskaitė

MuzikoMonda, a World Music Ensemble

USA

Asako Okamoto
Tomina Parvanova

Bowdoin College

Multi-Ethnic Education

China

Mo Zhou
Lu Bian (Grinnell College)

Brandeis University

Media Lab Project, Santo Domingo Petapa, Oaxaca

Mexico

Jefferson Arak

Brown University

SPARKS Academy—Kabul

Afghanistan

Samira Thomas

Bryn Mawr College

Building Girls Building Dreams (BGBD)

Zimbabwe

Takudzwa Kanyangarara

Bucknell University

Mi Refugio: Peace Through Education

Guatemala

Danielle Winter
Julie Pfromm (Bloomsburg University)

Pumping Station to Provide Water for El Porvenir

Nicaragua

Ashley Curry
Adam Donato
Meghan Feller
Rob Gradoville
Julie Jakoboski
Saskia Madlener
Laura Roberts
Ryo Sueda

Carleton College

The Napkin Project: Health Education on the Street

Brazil

Michael McCulloch
Nazish Zafar

Claremont McKenna College

Displaced Art

Colombia

Andres Angel

Child Development Center, Karachi

Pakistan

Marya Husain

Colby College

Peer-Based Sex Education for Gao Zhong (High School) Students

China

Melyn Heckelman
Victoria Yuan

Camelids, Water, and Peace

Ecuador

Christine Avena

Colgate University

Found Footage

USA

Emily Katz
Alyssa Martino
Sachi Schuricht

College of the Atlantic

Adjumani Apicultural Initiative

Sudan

Lombe Simon James Lojogo

Asylum and Acceptance

USA

Michael Keller

Colorado College

Unheard Voices for Peace

Nigeria

Michael Shum

Columbia University

Global Life Focus

Haiti

Gabrielle Apollon
Jennifer Calvin
Lori Hartman (University of California)
Danielle Ogez (University of California)
Jennifer Wang

Promoting Peace through Education

Uganda

Elizabeth Mooers

Connecticut College

New Ambassadors for Peace

Nepal

Nayan Pokhrel
Pragya Lohani (Southern Methodist University)

Cornell University

The Bimbilla Peace Project

Ghana

Kobbina Awuah
Sarah Long

Peace in the Motherland

Nigeria

Adebayo Paul Omole

Dartmouth College

The CO-OP Project

Uganda

James Allison
Gabrielle Emanuel

Project Playwright

USA

Jean Ellen Cowgill
Erika Sogge

Dickinson College

Interfaith Dialogue and Religious Understanding of Peace in Kathmandu

Nepal

Raju Kandel

Duke University

Camp WISER (Women's Institute for Secondary Education and Research)

Kenya

Mike Arndt
Andrew Cunningham
Elise Dellinger
April Edwards
Tyla Fowler
Chetan Jhaveri
Patrick Messac
Kelly Teagarden

Beyond the Border: Building Relationships among South Korean and North Korean Refugee College Students

South Korea

Priscilla Baek
Mimi Kim
Myung Ko

Earlham College

Talk for Tomorrow

Kosovo

Behar Xharra

A Sense of Place: A Mural of Peace

USA

Jamie-Rose Rothenberg

Franklin & Marshall College

The Goal is Peace

Uganda

Scott Peterman

Georgetown University

Argentine Shantytown

Argentina

Elena Stewart

One World Africa Youth Summit

Ghana

Jessica Rimington

Gettysburg College

grEAT/Campus Kitchens Project

USA

Aimee George
Lia Nigro
Louisa Polos

Grinnell College

Women in Solidarity for Development

Nicaragua

Jaime Swiebel

Hamilton College

GlobalYouthUnite

USA

Winter Burhoe

Harvard College

Building Community through Sports

Bosnia

Emina Kobiljar

Haverford College

Combating Poverty Among and Violence to Women in Juarez

Mexico

Anna Marschalk-Burns
Amy Pennington

HEI (Hautes Etudes International—Geneva)

IFIL.ch

Venezuela

Tim Fauquex
Martin Keller

Johns Hopkins University

School and Community Water Pumping System

Guatemala

Alexander Baish
Wan-Hsin Chen
Hope Corsair
Ryan Harrison
Cale McPherson
Zainab Nejati
Sruti Maya Sathyanadhan
Yuri Semenyuk
Allison Suarez
Katherine Wattington
Xiaowan Zhang

Lafayette College

Entrepreneurial Economic Development, Self-Agency and Sustainable Peace

Honduras

Michael Adelman
Samir Awuapara
Sebastian Barreto Ortiz
Kavinda Udugama

Lake Forest College

Training and Micro-Enterprise

Nepal

Suman Gautam
Annada Rajbhandary

Lewis & Clark College

Intimate Violence and Visions for Peace

Nicaragua

Elizabeth Fussell
Kate Iris Hilburger
Frazer Lanier
Megan McBride
Loren Speer (Metropolitan State College of Denver)

Luther College

Soccer for Peace

Ghana
Katy Fiedler
Emily Jacob
Chelsea Koenigs
Joel Martin
Godson Sowah

Promoting Peace Through Forgiveness

Sierra Leone
Alyssa C.D. Cheadle
Anthony Sellu

Macalester College

Project for Cultural Support and Sustainable Economies

Brazil
Dara Hoppe

Peace Building Workshops

Peru
Fiorella Ormeno Incio

Methodist University

Youth Summer Camp for Peace

Afghanistan
Rahila Muhibi

Empowering Women Through Education

India
Sana Sabri

Digging to Surface Water Wells

Ethiopia
Husein Nasiro-Sigo

Middlebury College

Enlightening Pakistan

Pakistan
Shujaat Khan
Hamza Arshed Usmani

Uganda Storytelling

Uganda
Aylie Baker
Leah Bevis
Vijay Chowdhari
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Tous Ensemble!—Unite for Peace

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Potable Water

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Film Documents Three Projects for Peace

The Jacob Burns Film Center (JBFC) in Pleasantville, New York, has produced a film on three of the 2007 Projects for Peace in Uganda.

Shooting for Peace depicts communities dealing with the aftermath of civil war, the effects of unsanitary water and the consequences of the AIDS epidemic and how Projects for Peace grantees sought to address and improve these conditions. JBFC is a non-profit cultural arts organization dedicated to presenting the best of independent, documentary and world cinema, promoting visual literacy, and making film a vibrant part of the community.

For further information or to obtain a copy of the film, go to the JBFC website, www.burnsfilmcenter.org.

Printing: Printed by Queen City Printers Inc. Environmentally certified to the Forest Stewardship Council Standard.

Paper: Printed on Mohawk Options 100% PCW, 130-lb. cover and 100-lb. text. This paper is manufactured entirely with non-polluting, wind-generated energy, using 100% post-consumer recycled fiber, is Process Chlorine-Free, and is certified by Green Seal and SmartWood to the Forest Stewardship Council Standard.

7,215 lbs. — 100% PC-manufactured with windpower.

Savings derived from using post-consumer recycled fiber in lieu of virgin fiber:

-  69.26 trees preserved for the future
-  3,255 lbs. solid waste not generated
-  200.01 lbs. waterborne waste not created
-  6,410 lbs. greenhouse gases prevented
-  29,422 gallons water/wastewater flow saved
-  49,062,000 BTUs energy not consumed

Savings from the use of emission-free wind-generated electricity:

-  3,330 lbs. air emissions not generated

Displaces this amount of fossil fuel:

-  1 barrel crude oil unused

In other words the savings from the use of wind-generated electricity are equivalent to:

-  planting 225 trees
- or
-  3,608 miles traveled in an average automobile



Projects for Peace

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2007

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