

A Guide for Starting, Operating, and Sustaining a Peacemaking Scholarship Program in Your Community

A Peacemaking Scholarship program is a simple and effective way for communities to recognize young people in our communities who are already making the world a better place and to encourage them to pursue further studies and careers in peacemaking.

This guide is for communities that would like to establish a peacemaking scholarship program. For more information, contact United Church of Chapel Hill, 1321 Martin Luther King Jr. Boulevard, Chapel Hill, NC 27514, (919) 942-3540, <https://unitedchurch.org/>

Peacemaking scholarships, degree programs and careers

Ankeny, IA

In the early 1990's, the local peacemaking group started a peacemaking scholarship. The impetus was to promote peacemaking as a career choice, and to show community support for young people who aspired to be peacemakers. Representatives from local UCC, Presbyterian, Catholic, and Church of the Brethren congregations planned and implemented the scholarships. Scholarships were awarded within the local Rotary Dollars for Scholars program. The high school guidance counselors made sure that students were aware of this opportunity. Local churches were asked for contributions, and they held annual fund-raising concerts. Several small scholarships were awarded each year.

Chapel Hill/Carrboro, NC

In the late 1990's, one of the members of the Ankeny peacemaking scholarship group moved to Chapel Hill, NC. Around 2005 he began promoting formation of a peacemaking scholarship, and in 2009 the first Chapel Hill/Carrboro peacemaking scholarship was awarded. Since 2009, twenty-four scholarships have been awarded. Initially, awards were \$500 and more recently they have been \$1,000. Scholarship recipients say the money helps, and they really appreciate this show of community support for their peacemaking aspirations. For more information about scholarship recipients, see Appendix A.

Other peacemaking scholarships

There are several other sources of scholarship funds for studies in peacemaking. A few are listed here.

- Coastal Carolina Presbytery Mozell Howie Peacemaking Scholarship
<http://presbycc.org/wp-content/uploads/2014/04/2016-Peacemaking-Scholarship.pdf>

- Peace and Conflict Studies Scholarships
<http://www.collegescholarships.org/scholarships/social-science/peace-conflict.htm>

Degree programs in peacemaking

Several degree opportunities exist that focus specifically on peacemaking. A few of these are listed here.

- Hartford Seminary International Peacemaking Program
<http://www.hartsem.edu/academics/ipp/>
- Marquette University Center for Peacemaking
<http://www.marquette.edu/peacemaking/>
- Fuller Theological Seminary Just Peacemaking <http://fuller.edu/just-peacemaking/>
- Fresno Pacific University Peacemaking and Conflict Studies
<https://www.fresno.edu/programs-majors/graduate/peacemaking-and-conflict-studies>
- University of Hawaii Spark M. Matsunaga Institute for Peace and Conflict Resolution
<http://www.peaceinstitute.hawaii.edu/>
- Juniata College Peace and Conflict Studies
<http://www.juniata.edu/academics/departments/peace-and-conflict/>

Careers in peacemaking

A wide variety of careers afford opportunities to make peace. A few are listed here.

- United States Institute of Peace <http://www.usip.org/>
- Marquette University Center for Peacemaking: links to related jobs and careers
<http://www.marquette.edu/peacemaking/malmaid-jobs-careers.php>
- Examples of careers in peacemaking <http://www.pjcv.org/dbpjc/wp-content/uploads/2013/10/Careers-in-Peacemaking-Social-Change.pdf>
- Columbia Office of Career Services: Career Opportunities in Peace and Conflict Resolution
<https://sipa.columbia.edu/sites/default/files/Career%20Op%20Peace%20and%20Conflict%20Resolution.pdf>
- Careers in Peacemaking and Social Change
<http://www.projectyano.org/index.php/literature-and-resources/non-military-alternatives/38-careers-in-peacemaking-and-social-change>

Getting a peacemaking scholarship started

1. Talk with local peace and justice organizations and ask for their support/endorsement.

In Ankeny and again in Chapel Hill/Carrboro, this effort was framed as a non-denominational, community-wide initiative, open to high school seniors who live or go to school in the community. The approach is pro-peace rather than anti-war.

2. Talk with local schools to see how they administer scholarships and ask for their cooperation/support (e.g., distributing scholarship information, verifying graduating senior status, and offering senior award recognition).

In Ankeny the local Dollars for Scholars program and the high school guidance counselors became involved. In Chapel Hill/Carrboro, the Community Schools Foundation forwards scholarship information to the high school guidance counselors to distribute. The Foundation verifies that applicants are graduating seniors, and coordinates awards at senior recognition events.

3. Establish scholarship parameters, i.e., who is eligible, how they apply, deadline for applications, how applications are reviewed, amount and number of awards, and how awards are made.

In Chapel Hill/Carrboro, high school seniors who live or go to school in Chapel Hill or Carrboro and who are intending to pursue college education are eligible to apply. Each fall the amount and number of awards available in the current year are advertised, based on the amount of money currently in the scholarship fund. Applications are submitted in February to the scholarship committee via e-mail and reviewed by members of the scholarship committee. Awards are announced in early spring and checks are sent to the business office at the recipient's college/university. Selection of the best-qualified candidate(s) is based on:

- Activism around one or more of the 6 peacemaking areas described below
- Academic study in any of these areas
- Career goals as they relate to these areas
- Letter of recommendation

For the purposes of the Chapel Hill/Carrboro peacemaking scholarship, peacemaking is defined as work in one or more of the 6 following areas:

- **NON-VIOLENT CONFLICT RESOLUTION** (e.g., making lethal force truly a means of last resort, stopping the arms race and arms trading, converting to peace-time economy).
- **GLOBAL COMMUNITY** (e.g., sharing global resources, respecting cultural diversity).
- **SOCIAL JUSTICE** (e.g., promoting human rights, ending discrimination and prejudice, fostering equal access to economic opportunity).

- **ECOLOGY** (e.g., living more simply, improving air and water quality, working for conservation of resources, protecting wilderness and wildlife, seeking environmentally desirable waste management).
- **POPULATION** (e.g., respecting human life and diversity while finding ways to manage growth so the human population reaches a sustainable level).
- **DEPOLARIZATION** (e.g., building bridges across political divides, calming partisan rhetoric, better understanding each other, embracing things that bring us together rather than keep us apart).

4. Establish an account for scholarship funds.

In Ankeny, funds were administered by the local Catholic Church. In Chapel Hill/Carrboro, funds are administered by the United Church of Chapel Hill (UCC).

5. Develop a scholarship information document.

In Chapel Hill/Carrboro, a 1-page flyer is updated annually and distributed at events and on the UCC website - <https://unitedchurch.org/peacemaking/> See appendix B.

6. Develop a scholarship application form.

In Chapel Hill/Carrboro, the 2-page application form is updated annually and distributed by high-school guidance counselors at events and on the UCCH website -- <https://unitedchurch.org/peacemaking/> See appendix C.

7. Start a scholarship-supporter contact list.

This list could include, for example, former scholarship recipients, interested community members, the contact for the Community Schools Foundation, and church leaders.

Operating and sustaining a peacemaking scholarship program

1. Promote community awareness.

Develop materials and create an exhibit. Include photos and bios of recipients, copies of news releases, quotes from recipients, etc. Look for opportunities to distribute these materials and set up the exhibit so people in the community are aware of the scholarship and can help support and promote it.

2. Distribute information and application forms to potential applicants.

Each summer, review and update these forms (e.g., change the due dates for applications and dollar amount to be awarded next year}. Each fall, send copies of these forms to high school guidance counselors and the scholarship committee members. Post copies on the scholarship website.

3. Raise money.

Consider holding two fundraising events each year. At Chapel Hill/Carrboro, one source of funds is from sales of spring bulbs and note cards at the UCCH alternative market, and the other is usually from donations collected at a benefit concert (e.g., part of the church's concert series). Other sources could include donations from local individuals and congregations. For example, UCCH has committed to budgeting \$500/year for the scholarship fund.

The end of each calendar year is a logical cut-off date for raising funds for scholarships to be awarded in the following spring. Funds raised after that can then go into a new fund for scholarships to be awarded in future years.

4. Receive applications and ask schools to verify graduating senior status.

Students send their applications to the scholarship committee chair via email. The chair asks the contact at the Community Schools Foundation or at each school to verify that these students are graduating seniors. Each applicant provides a letter of recommendation, which provides further documentation that they are who they say they are. A parent or guardian's signature is required on each application form.

5. Review applications and decide on recipients.

Reading these applications is highly rewarding. These students have already done amazing things, and it is an honor that they have made time to apply for this scholarship. It is desirable to have a least 3 reviewers. The chair sends copies of the applications and score sheets (see appendix D) to the reviewers and establishes a time frame for completing the review. Reviewers send their completed score sheets and comments to the chair. The chair summarizes the comments and averages the scores, and schedules a meeting or conference call to discuss comments and scores and to come to agreement on who is to be awarded scholarship(s).

6. Notify and congratulate recipients.

The chair notifies recipients by email and congratulates them. Unsuccessful applicants are also notified by email. Invariably, recipients are very excited and appreciative!

7. Ask each recipient permission to be included in a news release.

In the notification message, include a request for permission for a news release and a photo to include in the news release.

8. Ask each recipient to provide information in order to send a check to the appropriate college/university account.

In the notification message, include requests for (1) the address of the financial office of the recipient's school, and (2) the recipient's student ID number.

9. Ask recipients for permission to add their names to a scholarship-supporter contact list.

In the notification message, also ask for permission to add the recipient's name to a scholarship contact email list. At Chapel Hill/Carrboro, no one has refused this request, and only a few have dropped off the list due to email address changes. Occasionally one will send an update on academic or work-related progress. Some of them occasionally return and support fundraising events.

10. Invite recipients to be recognized and say a few words at a Sunday worship service.

This has become an effective way to honor recipients and promote awareness of the scholarship program. Recipients are pleased to do it, and the congregation gets to meet them and hear what receiving the scholarship has meant to them. Their parents usually come, and everyone has a really good time.

11. Draft a news release and send it to recipients for their review and approval.

The chair drafts a news release and sends it to recipients for their review and approval

12. Distribute news release to local media, scholarship committee, supporters and contributors, and to the recipient's school coordinator of a senior recognition event.

The chair distributes the news release. When is published in local media, copies are added to the scholarship exhibit.

13. Add their bios to the scholarship-recipient bio document.

Brief bios are extracted from the news release and added to the collection of bios in the scholarship exhibit. See appendix A.

14. Send checks to recipients' colleges.

When the recipients send their information for the s financial office of their chosen college/university along with their student ID number, the chair asks the church financial agent to send a check to that financial office.

15. Ask scholarship supporters and reviewers for feedback and revise processes and materials accordingly.

Procedures and formats do not usually change much from year to year, but it can be helpful to ask. For example, Chapel Hill/Carrboro recently improved its review and scoring process, thanks to constructive feedback from reviewers.

16. Repeat annually.

Once the scholarship program is up and running, it doesn't take a lot of time or effort to keep it going.

17. Endowment.

Consider starting an endowment fund. This can be an effective way to sustain the scholarship initiative. At UCCH we started one a few years ago, and when it has grown to the required level, we plan to ask the National UCC Endowment to manage it for us.

APPENDIX A

Recipients of Chapel Hill-Carrboro Peacemaking Scholarships

Since 2009, 24 Chapel Hill/Carrboro Peacemaking Scholarships have been awarded to graduating seniors. These awards are based on their activism, academic study and career goals related to non-violent conflict resolution, global community, social justice, ecology de-polarization, and/or population. Here are excerpts from the news releases which announced recipients of these annual awards:

2019

While a student at East Chapel Hill High School, **Rosa Aguilar-Perez** was active in the Youth Leadership Institute, Multi-Cultural Student Achievement Network, Project Uplift, East Latinos (founder and former president), Racial Equity for Youth, and Minority Student Achievement Network. She advocated for and helped develop a hybrid course of study to increase minority student participation in advanced and honors courses. She participated in the Social Justice Academy (English, World History, Civics, and U.S. History) and wrote an essay on how high school prepares students to be better citizens and integrate into democratic society. Rosa plans to attend the University of North Carolina at Chapel Hill. She aspires to a career in the legal system, serving as a District Attorney, working with law-enforcement agencies, and representing people in her community.

While a student at Chapel Hill High School, **Marissa Tocci** founded and was president of the Girl Up Club to raise funds and advocate for girls' access to education, safety, health care, and leadership opportunities in Guatemala, Ethiopia, Liberia, Malawi, India, and Uganda. Her research project on girls in developing countries found that they lack resources and access to basic needs. Her research resulted in a paper titled, "Girls' Access to Education in Sub-Saharan Africa and the Middle East." Marissa plans to attend Appalachian State University. Her career goals include nursing with programs like Doctors Without Borders or the Peace Corps, helping vulnerable communities prosper, policy management of health care, giving voice to those not being heard, contributing to global community, and social justice.

2018

While a student at Carrboro High School, **Niya Fearington** was Student Body President, a member of the Minority Student Achievement Network, a NAACP Youth Council Leader, co-founder of Black Girls for Black Girls Club, Varsity Cheerleader Team Captain, and received the William and Mary Leadership Award. This fall Niya plans to attend Howard University, majoring in Healthcare Policy and Administration. She aspires to serve as a nurse, then do health policy work, in order to ensure the best health care for all, while being a mentor for young girls like herself.

While a student at Carrboro High School, **Bhairavy Puvindren** was active in the NC for Peace Foundation, co-president of NC Youth for Peace and Red Cross Club, on the steering committee of the Global Health Club, and volunteered at UNC and Duke Hospitals. Bhairavy aspires to a career striving for solutions that help people through medical aid, research and global health, providing effective health care to people who are neglected or ignored, and advocating for equality.

2017

While a student at Carrboro High School, **Halleluya Alemayehu** volunteered with ESL and Youth Forward. She was president of the Red Cross club, a steering committee member of the Global Health club, and co-president of the Yoga club. Her academic studies included Honors Global Issues and Systems and Honors Global Cultures and Minorities. This fall Halleluya plans to attend Durham Technical Community College. She plans to pursue a

Nursing degree and aspires to help women and families access health care, improve lives and see a fairer world where people care for each other.

While a student at East Chapel Hill High School, **Kayla Merriweather** created the Diverse Student Alliance, was regional secretary for Jack and Jill of America, a member of the National Honor Society Leadership team, editor-in-chief of the East Chapel Hill Observer, member of superintendent's student advisory council, a Teaming for Tech volunteer, and was secretary of Tobacco Reality Unfiltered and Students Against Violence Everywhere. Her academic studies included AP Spanish Literature, AP Spanish Language, and AP Psychology. This fall Kayla plans to attend New York University, majoring in International Relations and Studies, with minors in Spanish and Psychology. She aspires to a career helping the global community and achieving social justice.

While a student at Chapel Hill High School and the North Carolina School of Science and Mathematics, **Kenneth Xu** served as Executive Director of the Student Environmental Education Coalition, a statewide 501(c)(3) nonprofit organization that he founded to promote environmental literacy through k-12 educational programs. He has also worked as a research intern at Duke University's Nicholas School of the Environment as well as a counselor for the American School of Asian Culture. His academic studies included twelve environmental science courses (one honors and five college-level). Kenneth is also an accomplished pianist and clarinetist, having served as first chair in high school All-State and All-National Concert Bands. This fall Kenneth plans to attend Yale University. He plans to major in environmental science and public policy and aspires to a career tackling ecological and population issues.

2016

While a student at Carrboro High School, **Jocelyn Buckley** took many advanced placement and honors courses, including 4 years of honors Spanish. She was co-founder and president of the Women's Rights Advocacy Club, founder and president of the Sustainability Club, and editor and writer for the school paper. Other activities included National Honor Society, Young Life bible study, and an internship at the Environmental Protection Agency. She did volunteer work at Carolina Meadows, voter registration, the Sanders campaign, the sustainability committee, and NC Sweep trash pickup. This fall Jocelyn plans to attend George Washington University, majoring in international politics. While there she hopes to intern with activism and government organizations in the DC area, sampling methods to bring change and the betterment of the United States and rest of the world. Her career plans include law and diplomacy.

While a student at Carrboro High School, **Kate Wood** was High School youth representative on the board of Mission 1:27, an organization that supports an orphanage in Russia for children with special needs. She went to Russia with this group 6 times, co-leading one trip. She was co-founder of a project that raised \$30,000 for these children. She was on the District Superintendent's student advisory council and was awarded the prestigious Gold Key at Cheley Colorado Camps. This fall Kate plans to attend Dartmouth College, studying sociology, religion, and Spanish. Her career plans include public policy advising, non-profit organization, ministry, and law, focusing on interacting with people in a supportive way, a respect for diversity, and the global community.

2015

Leah Simon has been active in her school's Unity Club, bridging the divide between cultures. She was co-president of her school's Habitat for Humanity club and a member of the district steering committee. In her Midrasha religion class she visited and shared with people of other faiths. She made two Transcending Borders work trips to Dominican Republic and was mural project organizer. She participated in a teacher pay protest at the NC General Assembly and was co-president of her school's Miracle Feet organization. She was an environmental service volunteer and is proud to live in a sustainable household. She is currently helping raise funds for the Dominican Republic Water Project - <https://sites.google.com/a/chccs.k12.nc.us/mr-hite-s-useful-links/dr-water-project>

and would appreciate your support. Leah will be entering the UNC Global Gap Year Fellowship this fall. She aspires to a career in helping others.

Amos Pomp has been active in Young Judea, promoting peace in the Middle East and social action. He did a semester of study and service projects in Israel. He was an Odyssey of the Mind team member, coach and volunteer and a TABLE NC volunteer. He played Ultimate Frisbee, a sport which is self-officiating, and was named by his classmates as most likely to win the Nobel Peace Prize. Amos plans to do a Gap Year in Costa Rica volunteering on organic farms, followed by studying sociology at Northwestern University. He hopes to learn about sustainable development and addressing social injustice and would love to join the Peace Corps after graduation. His career plans include fostering understanding between people, working against social injustice and increasing ecologically sustainable practices.

2014

While a busy and successful student at Carrboro High School, **Eliza Filene** co-founded the Carrboro High School Global Health Club, which raised \$133,000 for organizations fighting for global-health equity in developing countries; she served on the National FACE AIDS Student Steering Committee; she did a summer internship with Dr. David Wohl at the AIDS Clinical Trials Unit at UNC-Chapel Hill; and she served on the board of One Song Productions, a student-run non-profit theatre organization, where she directed *Tribes*, a play about the deaf community. This fall Eliza will continue her education at UNC Chapel Hill, where she also received the McKenzie Family Innovation Scholarship. She sees health as a social-justice issue and plans to be an infectious-disease doctor specializing in HIV/AIDS.

2013

Kristen Lee, CHS. Kristen's high school activities included service trips to Dominica and Brazil, serving as student body president and as a hospital volunteer, participating in and global health-club fundraising events. Her studies included advanced Chinese, Spanish, and numerous AP courses. She plans to continue her education at UNC Chapel Hill after taking a gap year with Global Citizen Year in Brazil.

Linnea Lieth, CHS. Linnea's high school activities included service trips to New Orleans and Ecuador and serving as secretary of her school's Gay Straight Alliance and National Honor Society. Her studies included advanced Japanese, and honors and AP courses. She plans to continue her education at UNC Chapel Hill. Her career plans include the Peace Corps and AmeriCorps and using her art work to spread awareness of social-justice issues.

Taylor Norris, CHS. Taylor is founder and president of his school's Gay Straight Alliance and was active in Theatre Tuesdays and the Ethics Bowl. His studies included World History-Transformation in Culture and Biology-Global Focus. He plans to continue his education at American University, majoring in International Relations. His career plans include time with the Peace Corps in Africa and working at the International Criminal Court.

Casey Smith, ECHHS. Casey's high school activities included co-founding Refugee Outreach Club, tutoring Karen-Burmese refugees, and volunteering with Congolese refugees through CWS-RDU. Her studies included Arabic, French and political science classes at UNC and Tufts. She plans to continue her education at Wesleyan University, where she will study political science, economics, social theory, Arabic, and French. Her career plans are to work in international diplomacy and for human rights organizations.

2012

Vanessa Amoako grew up in Ghana and moved to Chapel Hill after freshman year. She speaks English, French, and two Ghanaian languages (Ga and Twi). She has been a writer and editor for Carrboro Jagwire Newspaper and an active member of the Carrboro High School Unity and Community Club, Carrboro High School Global Health Club,

Tobacco. Reality. Unfiltered (TRU), SADD and the Blue Ribbon Youth Leadership Institute. She will be attending Ashesi University in Ghana, majoring in Business Administration with a concentration in International Relations. Her career goal is to become an international journalist working to solve the problem of poverty and political instability within the developing world.

Samantha Burch has been active in the Climate Leadership and Energy Awareness Program, Academy of International Studies, National Student Leadership Conference for International Diplomacy, Global Health Club, Unity/Carrboro Community Club and Global Seminars. She has participated in mission and service trips to Mexico, Georgia, Peru, British Virgin Islands and Costa Rica, and volunteers at Genesis Home. She plans to attend Elon University, majoring in Environmental and International studies, with a focus on Communications and Spanish. Her career goals are to advocate for basic human rights, start green initiatives and teach sustainability.

Scott Weathers has participated in Global Poverty Reading Groups, wrote a series of articles on poverty for his school newspaper, is an ESL volunteer, raised funds for Vitamin Angel, is President of his school's Amnesty International club and is a promoter of vegetarianism. He plans to attend American University and major in International Development and Public Health. His career goals are to write for an aid agency or non-profit newspaper or online journal about social justice, equality of opportunity and ecological preservation, and to improve our political system.

2011

While a student at Carrboro High School, **Teon Dolby** was an AP History class tutor, attended the Minority Student Achievement conference, led the school's Student Equity Team, worked with Superintendent Neil Pederson to help close the district's achievement gap, and was a student representative in the community's Committee for the Success of all Students. Teon plans to study Political Science and Sociology and become a Civil Rights lawyer. Her ultimate goal is to start a non-profit organization that works with communities, parents, students, and school systems to close the achievement gap. She understand the difficulties many disadvantaged children face, and it is her passion to help more youth overcome these challenges. She looks forward to touching the lives of many disadvantaged children by working to bring lasting change to our nation. This fall Teon plans to attend Morgan State University.

While at Carrboro High School, **Benjamin Rose** acted in numerous CHS and Community Theatre Productions, led United Way fundraising events, was an Experiment in International Living scholar, was a vocal performer at CHS Unity Dinners and Habitat for Humanity Jam, was a Member of Amnesty International and Unity clubs, volunteered at Hope Gardens and was a Youth Community Project board member. Ben plans to combine his passion for the arts and interest in cultural diversity to promote peace between people of different religion, culture, ethnicity, and any other boundary that has been the cause dispute between people. He believes that when we look deeper within other people we realize that we all are not so different as we may think, and he hopes that he will be able to teach people that. This fall, Ben plans to attend UNC Wilmington.

2010

Kirsten Leloudis has been active as a volunteer with People of Faith Against the Death Penalty and is a member of their national board of directors. She plans to attend Earlham College with a double major in Latin American Studies and Peace and Global Studies. She would like to work for immigrant rights, food justice, and women's rights.

Elizabeth McManus is co-leader of Habitat for Humanity's Global Village in Ghana. She plans to attend Mount Holyoke College with double-major in Education and either Art History or Gender Studies. She would like to teach in Uganda and empower her students to become global citizens.

2009

The first annual Chapel Hill/Carrboro peacemaking scholarship has been awarded to Mr. **Mattis Hennings**, a senior at East Chapel Hill High School. Mr. Hennings has chaired the ECHHS Model United Nations Club for the past three years. The club attends simulations of various United Nations bodies, such as the Security Council and General Assembly, in hopes of engaging in theoretical conflict resolution of real world problems. They strive to further a deeper appreciation for peaceful conflict resolution and diplomacy in club members. He has also been active in the ECHHS Habitat for Humanity Club and the Orange County Teen Court. Mr. Hennings plans to attend UNC Chapel Hill and pursue Arabic and Middle Eastern studies. His career goal is to become a diplomat at the United Nations or in the German Foreign Service and to build cross cultural understanding and peaceful and cooperative relations with Arab Nations of the Middle East.

And here are some of the follow-up notes we've received from scholarship recipients:

Vanessa Amoako wrote: "My first semester at Ashesi University College has truly been a wonderful one. It feels great knowing that every day I spend in a lecture hall places me one step closer to accomplishing my dream of becoming an International Journalist. I am sincerely grateful to the Peacemaking Scholarship Committee for selecting me as one of the 2012 scholarship recipients, to serve as a foundation, alongside the other scholarships I received, in helping me fulfill my career aspirations through my university education. It means so much knowing that there is a group of generous people, like the Peacemaking Scholarship Committee, whose priority is to ensure a good and affordable college education for youth who are preparing for a career in peacemaking. I am proud to have become a member of this organization, and I hope that more high school students will embrace the many priceless opportunities this scholarship will provide them."

Kirsten Leloudis wrote: "Peacemaking is a skill that has been in high demand in every era, and given the threat of global warming, wars for decreasing natural resources, territory disputes, and the subjugation of nations, it is especially important today. Unfortunately, classes that emphasize peacemaking are not as common as they should be in the high school curriculum, and students most often learn to support and understand social justice through extracurricular activities and volunteer work. The Peacemaking Scholarship encourages volunteerism and a dedication to justice by recognizing peace-work through a focus on nonviolent conflict resolution, global community, social justice, ecology, and sustainable populations. The scholarship recognizes student's efforts to support peace but also reflects the commitment of this community to teaching and empowering its youth. I am grateful that this organization recognizes peacemaking as an invaluable skill and encourages the cultivation of that skill with the Chapel Hill-Carrboro Peacemaking Scholarship."

Mattis Hennings wrote "Throughout high school and college I've been engaged in Social Justice and volunteer work. Before I received the scholarship, these things didn't seem like more than advocacy work, community service and the like. But they turned out to be much more. My experiences in high school, and now in college, are about building bridges, establishing connections and really facilitating communication across communities. All these activities are about bringing people together in a meaningful way. The peacemaking scholarship is much more than a \$500 donation towards the college career of an individual who aspires to work on building these bridges. It is an affirmation of the nobility of their cause, a validation of their continued efforts. It is my firm belief that the scholarship will encourage students who want to be the engineers of peace, to follow through on these ideas and dreams."

APPENDIX B

Chapel Hill/Carrboro (CHC) Peacemaking Scholarship Peacemaking Scholarship(s) Available in 2020

High school seniors who live or go to school in Chapel Hill or Carrboro are eligible to apply. Since 2009, this community-wide initiative has awarded twenty-four scholarships. In 2020 one or more \$1,000 peacemaking scholarships will be offered. Selection of the best qualified candidate will be based on:

- Activism around one or more of the 6 peacemaking areas described below
- Academic study in any of these areas
- Career goals as they relate to these areas
- Letter of recommendation

Applications are due February 15, 2020. The application form and bios of previous recipients can be accessed at <http://unitedchurch.org/peacemaking> or by contacting Jack Denniston at jdenniston3@gmail.com

For the purposes of this scholarship, peacemaking is defined as work in one or more of the 6 following areas:

- **NON-VIOLENT CONFLICT RESOLUTION** (e.g., making lethal force truly a means of last resort, stopping the arms race and arms trading, converting to peace-time economy).
- **GLOBAL COMMUNITY** (e.g., sharing global resources, respecting cultural diversity).
- **SOCIAL JUSTICE** (e.g., promoting human rights, ending discrimination and prejudice, fostering equal access to economic opportunity).
- **ECOLOGY** (e.g., making the connection between the environment and peacemaking- e.g., living more simply, improving air and water quality, working for conservation of resources, protecting wilderness and wildlife, seeking environmentally desirable waste management).
- **POPULATION** (e.g., making the connection between population and peacemaking- e.g., respecting human life and diversity while finding ways to manage growth so the human population reaches a sustainable level).
- **DEPOLARIZATION** (e.g., building bridges across political divides, calming partisan rhetoric, better understanding each other, embracing things that bring us together rather than keep us apart).

If you would like to support this scholarship initiative, we can use your help! Each year the scholarship committee raises money for scholarships, publicizes this opportunity to local high school seniors, receives and reviews applications, and awards scholarships. Individuals and organizations are invited to support this annual scholarship in the following ways:

- Update our scholarship display, materials, web page, and outreach strategies
- Make a financial contribution to the Scholarship General Fund or Endowment Fund
- Help spread the word to potential applicants and donors, and to other communities
- Serve on the scholarship committee
- Help review scholarship applications

Donate online at <http://unitedchurch.org/peacemaking>. Checks can be made payable to either the CHC Peacemaking Scholarship *General* Fund or the CHC Peacemaking Scholarship *Endowment* Fund and sent to United Church of Chapel Hill, 1321 Martin Luther King, Jr. Blvd., Chapel Hill, NC 27514.

APPENDIX C

CHAPEL HILL/CARRBORO PEACEMAKING SCHOLARSHIP Information and Application Form

Background. Since 2009, 24 Peacemaking Scholarship(s), each valued at \$1,000, have been awarded to local high school seniors who aspire to a career in peacemaking. Applicants demonstrate an involvement in on more of six **peace-related focus topics**, by describing how their **activities, studies, and career goals** relate to one or more of these topics:

1. **NON-VIOLENT CONFLICT RESOLUTION** (for example, by making lethal force truly a means of last resort, stopping the arms race and arms trading, converting to peace-time economy).
2. **GLOBAL COMMUNITY** (for example, by sharing global resources, respecting cultural diversity).
3. **SOCIAL JUSTICE** (for example, by promoting human rights, ending discrimination and prejudice, fostering equal access to economic opportunity).
4. **ECOLOGY** (Making the connection between the environment and peacemaking – for example, by living more simply, improving air and water quality, working for conservation of resources, respecting wilderness and wildlife, seeking environmentally desirable waste management).
5. **POPULATION** (for example, by respecting human life and diversity while finding ways to manage growth so the human population reaches a sustainable level).
6. **DEPOLARIZATION** (e.g., building bridges across political divides, calming partisan rhetoric, better understanding each other, embracing things that bring us together rather than keep us apart).

The scholarship selection committee looks for applicants who show the most promise to have careers that involve being active peacemakers.

Eligibility. Any high school senior who lives in or goes to school in Chapel Hill or Carrboro, and who intends to go to college, is eligible to apply for a Peacemaking Scholarship. Biographical sketches of previous recipients can be accessed at <http://unitedchurch.org/peacemaking>.

Criteria. The scholarship committee will judge applicants on the basis of 1) their **written discussions** of how each of three areas of peace-keeping involvement (**activities, studies, and career goals**) relates to one or more of the six **peace-related focus topics** (described above); and 2) a **letter of recommendation**. See Application Form for details.

Deadline. Submit a completed Application Form, signed by the applicant and a parent or guardian, by **February 15, 2020**. Send completed form and associated documents by email attachment c/o Jack Denniston, Chair, Chapel Hill/Carrboro Peacemaking Scholarship Committee, at jldenniston3@gmail.com. Shortly thereafter, all applicants will be notified of the results.

CHAPEL HILL/CARRBORO PEACEMAKING SCHOLARSHIP APPLICATION

1. Provide the following contact information. *(Please print)*

Applicant's name <i>(first, middle initial, last)</i>	
Permanent address <i>(Street, city, state, zip)</i>	Telephone number
	Email address
	High school currently attending

2. Describe your participation in each of the three areas of peacemaking involvement, and **indicate how each of these areas of involvement relates to one or more of the six peacekeeping focus topics** A description of these topics is on the General Information page of this application. (Weighted scores are in parentheses.)

- **ACTIVITIES:** List and describe activities or groups in which you have been involved. (40 points)
- **STUDIES:** List and describe classes that you have attended or taught, essays you have written (attach copies), books you have read, or other studies you may have undertaken. (15 points)
- **CAREER GOALS:** Describe your career goals. (15 points)

3. **Letter of recommendation.** Include a letter of recommendation from someone who is familiar with your peacemaking activities, studies, and/or career goals. (30 points)

4. **Certification.** The following signatures certify that all of the information on this application is true and complete to the best of our knowledge. If asked by an authorized official, we agree to give proof of the information that we have provided on the application.

Applicant's signature:

Date _____

Parent's or guardian's signature: _____

Date _____

APPENDIX D

Peacemaking Scholarship Application Review Summary Sheet

Applicant _____

Reviewers will award points based on the extent to which the applicant addresses each criterion.

<i>Criteria</i>	<i>Points awarded</i>	<i>Comments</i>
1. The applicant lists and describes activities or groups in which he/she has been involved, which are related to one or more of the five peacemaking focus topics (40 points).	<i>(0-40)</i>	
2. The applicant lists and describes classes that he/she has attended, or taught, essays written (attach copies), books read, or other studies, which are related to one or more of the five peacemaking focus topics (15 points).	<i>(0-15)</i>	
3. The applicant describes career goals which relate to one or more of the five peacemaking focus topics (15 points).	<i>(0-15)</i>	
4. The application includes a strong letter of recommendation. The letter of recommendation substantiates what the applicant says about his/her activities and career goals. (30 points)	<i>(0-30)</i>	
TOTAL (100 points)	<i>(0-100)</i>	

