PEACE CAMP 2024

October 24-25, 2024

Activity Report

To educate and empower Sibagat National High School of Home Industries and Afga National High School teachers and students in peacebuilding and conflict resolution, the Department of Sociology successfully conducted a two-day Peace Camp 2024 with the Caraga Center for Peace and Development. An essential aspect of this event was using a specialized instructional manual written by the teachers of Sibagat National High School of Home Industries and Afga National High School, which served as an essential guide throughout the camp. This initiative aligned with the university's PASA project and focused on the theme "Kabataan: Kaagapay sa Pagtaguyod ng Kapayapaan."

The Peace Camp 2024 involved students in several lectures and activities conducted by knowledgeable speakers to build skills connected to peace and promote an inclusive and understanding society. Hence, interactive exercises by the speakers in each session encourage students to apply abstract ideas to actual-life scenarios.





On October 24, 2024, the Peace Camp began with an opening program at Sibagat National High School of Home Industries (SNHSHI). The event commenced with a welcome address from the school's Principal, Mr. Almer O. Cale, who warmly greeted the attendees and highlighted the significance of this initiative, following the welcome message of Ms. Rachel Arcede, who provided a rationale for the event, setting a clear purpose by explaining the goals and importance of peace education for the students. Her message underscored the value of understanding peace and conflict as essential to personal growth in creating peace and community harmony.







"Understanding Peace, Conflict, and Violence," the day's first session, ran from 10:00 AM to 12:00 PM. Under

the speakership of Ms. Jovelyn A. Encinas, this session addressed the fundamental ideas of violence, conflict, and peace, focusing on how each affects individuals and society. Ms. Encinas urged students to consider how these conflicts affect their communities and personal lives to increase their understanding of their part in peacebuilding. The session featured a pre-lecture free-associating activity where students discussed how they saw peace and conflict to increase involvement and lay the groundwork for a better understanding of peace, conflict, and violence. Students finished a reflection exercise after the session to help them integrate the ideas covered, improving their understanding of peace education.







The afternoon session's objective was "Going Beyond Stereotypes, Prejudices, and Discrimination." Under the speaker's direction, Ms. Ruvelyn Estobio, the program examined how prejudice, discrimination, and stereotypes fuel conflict. Ms. Estobio stressed the value of accepting diversity and concerted efforts to eliminate prejudices to foster an inclusive and understanding society. Students participate in the activity, promoting empathy and open-mindedness to increase their understanding of these ideas. The event facilitator asked the students to participate in group discussions regarding prevalent prejudices in their everyday lives and offer personal narratives. With the encouraging atmosphere created by this interactive method, participants could reflect on their experiences and explore ways to help create a more welcoming environment in the classroom or the community.





The Peace Camp's second day, October 25, 2024, featured two more thought-provoking workshops focused on unity and practical peacebuilding techniques. "Unity in



Diversity," the morning session, was led by Ms. Jevin Mae Penaranda and started from 9:00 AM to 12:00 PM. In her talk. Before the talk, the speaker, Ms. Rubyly Rasonable, facilitated the activity by giving a picture to the students pictures and discussing how these various aspects in society create unity. Ms. Penaranda emphasized the value of harmony in the face of diversity and how accepting people from different backgrounds, such as religion, language, ethnic tribes, and various perspectives, can make society more cohesive. Students participated in a team-building activity emphasizing cooperation and teamwork, highlighting the value of other perspectives to solidify these concepts further.









In the afternoon session, Ms. Percy Padin spoke about "Conflict Resolution Skills," giving useful advice on handling and settling disputes positively. Ms. Padin's workshop participants gained practical experience by practicing role-playing scenarios that mimicked actual conflicts and how they were resolved using conflict resolution skills. This exercise promoted critical abilities like active listening and efficient problem-solving, allowing students to use their newly acquired knowledge. Consequently, the Peace Camp had far-reaching effects on the community as a whole as well as on individual students. Through information empowerment, the camp provided a core understanding of conflict resolution, boosting their ability to manage problems in personal and social contexts. Thus, the skill-building exercises gave students valuable tools for building peaceful classroom environments and societies.



In summary, the Peace Camp 2024 represented a significant step forward in encouraging young peace education. After a combination of lectures, practical exercises, and lively discussions, students emerged from the camp with the skills they needed to promote peace in their classrooms, schools, and local communities. Furthermore, the camp fostered an inclusive, tolerant, and respectful environment among participants by addressing issues of peace, violence, bias, discrimination, and stereotyping. Additionally, it instilled principles focused on peace in students and benefiting the community. Moreover, this project established a framework for long-term peacebuilding initiatives in Sibagat National High School of Home Industries and Afga National High School to enhance the university's mission.

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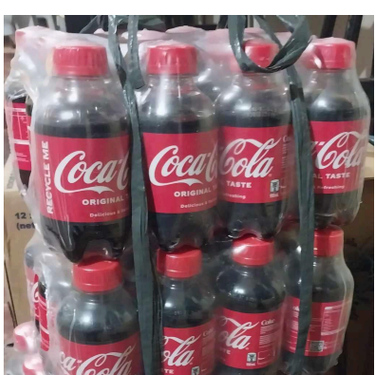
Noted:

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FOOD DOCUMENTATION:

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