

Activity Report (Summary version)

Fiscal Year	FY 2025
Code No	24-A-039

Name of Organization	Fundación Prolongar (Prolongar Foundation)	Applied Amount
		\$6,547 USD
		Granted Amount
Project Title	<i>The Art of Coexistence: Creative and Communicational Tools for School Peace</i>	\$6,547 USD
		Country which project was operated
		Colombia
About organization and granted activity		
■ About organization (Such as Year of establishment, Vision, Name of main activity > The Prolongar Foundation is a non-profit organization established in 1988 in Bogotá. We believe in the potential of well-managed conflicts and in the power of artistic and communication languages as tools to end violence. To achieve this, at the Prolongar Foundation we create and provide models and tools based on people, their relationships, communities, companies, and public institutions. We have developed evidence-based models for the construction of historical memory, reconciliation, and symbolic reparation. Done activity by NPF Grant * Within 1000 characters In order to promote peaceful coexistence and repair relational dynamics among the different members of the educational community (students, teachers, and parents) at the Barrios Unidos del Sur Educational Institution in Florencia, Caquetá, we carried out: - A space for meeting, socializing, and contextualization. - Five workshops with a group of 22 students. - Three workshops with 21 teachers. - Two workshops with parents/caregivers. All sessions were conducted using artistic methodologies and communication-based approaches to promote emotional regulation, nonviolent communication, and destigmatization skills among participants. - A day of coexistence: a full-day relational rebuilding meeting that brought together students, teachers, and family members. This encounter encouraged dialogue, trust, and mutual understanding among the different actors in the school community through the collective practice of Kintsugi and other communication-based activities. ■ Output or Outcome * Within 1000 characters Participants developed stronger socio-emotional skills, improving emotional awareness, empathy, and understanding of how emotions affect thoughts and behaviors. Both students (12–17) and adults enhanced their self-efficacy and emotional regulation, identifying healthier responses and feeling more capable of supporting others. Artistic tools such as drawing and free scribbling became key for expressing difficult emotions and fostering reflection. Relationships among students, teachers, and families strengthened through trust, respect, and assertive communication, improving coexistence and reducing conflicts, bullying, and aggression. Educators and families gained tools to address socio-emotional challenges, nurturing a more inclusive school climate. Participants began replicating practices independently, supported by the Garabatos virtual toolbox, integrating emotional regulation and communication into daily life. Finally, the school incorporated these art- and communication-based methodologies institutionally, promoting a lasting culture of empathy, dialogue, and creative coexistence.		