Communication for Sustainable Development.
Indicators for Impact Assessment in USAID Project "Educational Reform in the Classroom in Guatemala"

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Abstract

This article presents an overview of the emergence of sustainability themes in communication for education and development and uses a framework of sustainability indicators for communication for development and social change projects to assess the Guatemalan "USAID/Reforma Educativa en el Aula" (REAULA) project. The article fills a crucial gap in the growing body of literature by first synthesizing the most relevant data currently produced by global and local institutions, NGOs, UN-based organizations, academics and professionals regarding assessment indicators for development projects, and secondly presents the framework of sustainability indicators that can be used by a wide variety of people in the field to assess the sustainability of existing projects and the sustainable potential of planned ones. Thirdly, it then tests this framework in the case of the Guatemalan project.

Keywords: Communication for Social Change, Sustainability, Education Rreform, Participatory Project Evaluation, Impact Assessment, Guatemala.

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[1] The Comité de Comunicación Social USAID/Reforma Educativa en el Aula (REAULA) consisted of: Antonio Arreaga, Liza Alvarado, Christa Bollmann, Patricia Moreno, Goldin Bonilla, Carlos Méndez, and Karen Steele. Liza Alvarado, Patricia Moreno and Karen Steele left the project since for other related challenges.

In a recent attempt to critically review the many challenges and issues associated with developing and implementing indicators of Communication for Development and Social Change (CDSC) impacts, prepared for a United Nations Inter-Agency & Experts' Consultation on Research, Monitoring and Evaluation in Communication for Development (UNICEF, 2010), Lennie and Tacchi (2010) once again confirm the substantial gap between the theory and practice of CDSC: "The evaluation of Communication for Development (C4D) needs to be based on an appropriate combination of qualitative and quantitative techniques, complementary approaches and triangulation, and recognition that different approaches are suitable for different issues and purposes. However, there is often a lack of appreciation, funding and support for alternative, innovative Research, Monitoring and Evaluation (RME) approaches among management and mainstream M&E specialists in the UN. Commitment to participatory processes is often rhetoric rather than meaningful or appropriate practice. Funders tend to place greater value on narrow, quantitative measurement-oriented approaches and indicators that do not sufficiently take the complexity of culture and the context of C4D and development initiatives into account" (Lennie & Tacchi, 2010: 4).

While decision- and policymakers are increasingly 'charmed' by participatory and bottom-up approaches, they nonetheless continue to believe that vertical, top-down planning, mainly based on the use of (old and new) media, remains a more effective way to 'deliver' social change (as further argued in Servaes, 2007). They often use the lack of 'empirical evidence' (read: quantitative measurements) as an 'excuse' for their lack of support, while conveniently ignoring some of the findings and recommendations published in-house. For instance, a comprehensive assessment commissioned and published by the World Bank (Inagaki, 2007) reaches the following sobering conclusions:

"First, communication techniques are not neutral; some techniques and communication channels work better than others under different circumstances. Mass media messages effectively contributed to the adoption of new behavior and attitudinal models, as posited by the original modernization theorists, in certain situations, but this communication model was found ineffective in comparison to different communication models under other conditions (e.g., interpersonal com-

munication). Second, making the latter point more complex, general categories such as mass media and interpersonal communication can potentially conceal varying effects among specific channels within each mode, such as one-to-one interpersonal contacts *versus* group discussion, broadcast media *versus* printed materials. Third, different communication channels interact with one another, and this interaction can form a complex network of communication effects encompassing multiple, direct and indirect paths of influence. When measured alone a mass media message may have negligible direct impacts, but the same message can have significantly greater impacts when mediated through other channels of communication, such as interpersonal communication and group communication.

These lessons warn against making generalizations about the effectiveness of a given approach or channel, and call the attentions of communication specialists and researchers to contextual factors" (Inagaki, 2007: 34-35).

Inagaki also points at a number of blind spots in the recent empirical literature; the "most invisible … is the effort to understand the long-term effects of communication" (Inagaki, 2007: 54) or the sustainability of communication impacts: "In our sample, only four studies offered any type of insights into the long-term impacts of communication interventions, and even among these studies impacts going beyond the immediate timeframe of the project are discussed through anecdotal accounts rather than systematic analyses. Two factors seem to be associated with the lack of investigations into sustainable communication interventions. First, most of the project implementation schedules are too short if one tries to gauge long-term impacts during or within the timeframe of the projects. The average length of the projects evaluated in the reviewed studies is two years, and the active project period in a little over half of these projects had lapsed in one year or less. Some studies openly admit that the impacts of communication were measured immediately after the project termination, and that the short duration between the intervention and the measurement might allow researchers to report only short-term impacts. Second, recalling the issue raised in the methodological notes for the present work, many of the researchers authoring academic evaluations also play the role of communication consultants within the projects they subsequently evaluate. This practice creates a challenge for these researchers to maintain an objective perspective that transcends the original scope of the projects. Similarly, a number of pub-

lished empirical research studies are likely to be based on the data sets that had been collected and analyzed during the evaluation phase of the project cycle. The studies in our sample indicate very little evidence of independent data collection" (Inagaki, ibid.).

After a brief overview of the literature, an attempt to define sustainability, and a sample of available evaluation and assessment models, we summarize the current stage of this project sponsored by USAID and the Ministry of Education in Guatemala (MINEDUC): "Reforma Educativa en el Aula (REAULA)".

1. Indicators for Impact Assessment

The literature on Research, Monitoring and Evaluation (RME) is extensive and diverse. A subset concentrates on 'indicators', which could be further subdivided in a number of ways: such as (a) Indicators of CDSC impacts, (b) Indicators of media impacts, (c) Indicators for development programs, (d) and Participatory indicators of CDSC programs; *or* (a) Baseline indicators, (b) Process indicators, (c) Intermediate indicators, and (d) Long-term/outcomes/impacts indicators (Webb and Elliott, 2002). We have listed some of the most important references in the bibliography (see especially, Bamberger, 2009, 2010; Becker, 2002; Booth & Lucas, 2002; Burgess, 2010; Catley, 2007; Danida, 2005, Puddephat, 2007, 2009; Solervicens, 2007; UNESCO, 2008a; Whaley, Weaver & Born, 2010).

The most popular in the field of CDSC seem to be the so-called indicators of media impacts. For instance, studies that rank countries by media freedom figure prominently in civil liberties debates, aid programming, foreign policy decisions, and academic research. The three most widely cited indexes are the ones compiled by Freedom House, the International Research & Exchanges Board (IREX), and Reporters Without Borders (RSF in its French initials) (see Burgess, 2010). Claims of Western bias in these studies have spurred the development of new rating systems that are meant to have universal acceptance or to be tailored to the conditions of particular regions. The African Media Barometer, for instance, was devised to measure media conditions specifically in the developing nations of Africa. The UN Educational, Scientific and Cultural Organization

(UNESCO), meanwhile, has devised new media development indicators that it calls culturally and politically neutral (UNESCO, 2008a). The indicators are applied only with the cooperation of the country's government and the participation of commercial and civil society groups. The UNESCO study does not produce numerical scores or country-by-country rankings.

Other analysts, meanwhile, feel that the main problem with the existing surveys is a perceived focus on "old media" such as newspapers, radio, and TV. As the Internet continues to expand and billions of people acquire mobile telephones with text messaging capabilities, these analysts say, new indicators are needed to measure digital media's impact. While Freedom House and RSF are both working to integrate new media into their studies; at the same time, other groups are working toward indexes aimed exclusively at new media.

Furthermore, Lennie and Tacchi (2010) claim that standard indicators (such as the above) are unable to capture complex realities and relationships: "They can be useful ways of measuring change but not of capturing the reasons behind social change. In C4D, and in particular the Communication for Social Change approach, indicators should be developed through dialogue and negotiation between key participants, so that they are chosen based on local assessments of what participants want to know and why, and they are more realistic and useful. While quantitative indicators are emphasized in mainstream ME approaches, for C4D they often need to be qualitative to be most effective and appropriate. An alternative systems approach requires indicators that are flexible and encompass complexity, or, the use of alternatives to indicators such as stories of significant change and 'verifying assumptions'" (Lennie & Tacchi, 2010: 7).

Therefore we would like to introduce another way of assessing communication by using 'sustainability' as the main focus of analysis. We don't claim that the indicators we present are the only ones available. For sure, other contextual indicators, -- such as financial structures, levels of professionalism and/or governance mechanisms --, could also be considered and developed further. However, while frameworks with these indicators are available, we haven't yet found a framework in which 'sustainability indicators' are being used to assess communication for social change projects.

2. Assessing the Sustainability of Communication for Social Change projects

In our review of assessment criteria for measurement and evaluation of communication for development projects, we find that existing methodologies are often divided into two paradigms (FAO, 2009; Figueroa, Kincaid, Rani & Lewis, 2002; Fowler, 2003): (1) an *expert-led paradigm*, where external reviewers take the lead in evaluating the sustainability of the project at hand, and (2) a *participatory paradigm*, where community leadership and/or participation is key to the evaluation process.

A (3) *third 'hybrid' model* may be situated between the first two models. On the one hand it emphasizes the participation of local community, on the other, it does not open every process of evaluation and monitoring to local community members or stakeholders of a project.

In the next part, we will survey a range of assessment criteria currently developed from these three paradigms in order to develop our own model specifically designed to measure sustainability.

Participatory Paradigm in Evaluation and Assessment

We selected 6 frameworks in the participatory paradigm: Rockefeller Foundation's 1999 framework, the UN's five principles' indicators, the Communication for Social Change consortium's Participatory Monitoring and Evaluation (PM&E) framework (2005), Oxfam's Rights Oriented Programming Effectiveness (ROPE) framework, FAO's Participatory Rural Communication Appraisal (PRCA) framework, and the Integrated Model for Measuring the Process and Its Outcome (IMCFSC) framework.

In its 1999 report, the Rockefeller foundation proposed specific indicators of C4SC. These indicators include enhanced public and private dialogue, increased accuracy of information shared in dialogue and debate, means for allowing people and communities to voice their opinions, increased leadership and participation in agenda-setting by disadvantaged people regarding issues of concern (Rockefeller, 1999).

The UN offers a draft of indicators centered around five principles; the level of local awareness about the development program and the issues, evidence of direct impact, participation and empowerment, level of media coverage, and country capacity (UN, 2009).

The Communication for Social Change consortium (2005) established a Participatory Monitoring and Evaluation (PM&E) process to assist in the measurement of Communication for Social Change (C4SC) initiatives. It is based on the premise that C4SC practitioners should facilitate the development of Monitoring and Evaluation (M&E) questions, measures and methods *with* those most affected and involved rather than apply predetermined objectives, indicators and techniques to measure C4SC *on* those most affected. Measurement tools must be community-based and participatory, they must be SUM: Simple, Understandable and Measurable, the tools/methods must be developed with input from people from developing countries, a menu of tools must be available not just one set of methods with no other options, and the M&E work must build upon work done to date.

Oxfam's *Rights Oriented Programming Effectiveness (ROPE)* is a design and evaluation tool, which shifts attention from the short to the long-term. The project adopts participatory approaches, adapting to local contexts, works at multiple levels, builds accountability, promotes knowledge sharing with affected communities, and builds strategic partnerships with various constituencies including governmental bodies, private sector and international & local NGOs (Van Hemelrijck, 2009).

FAO (2009) focuses on measuring the impact of ICT for development projects. It is the newest research among a series of FAO research on communication for development (FAO 2001, 2003). FAO situated this research on the theoretical framework of Participatory Rural Communication Appraisal (PRCA) and Communication for Social Change (C4SC). PRCA uses the multiplicity

paradigm proposed by Servaes (1999). FAO's framework includes 6 categories and 12 indicators. These categories are Holistic dialogue, Community and individual force, Participatory decision-making, Building communication platforms, Change symbols and Working alliances. Every category has specific indicators with detailed methods to test every one, using both quantitative and qualitative methods.

The Communication for Social Change's Integrated Model for Measuring the Process and Its Outcome (Figueroa, Kincaid, Rani & Lewis, 2002) provides a new model to measure both the process and the outcome of a development project, the Integrated Model of Communication for Social Change (IMCFSC). IMCFSC describes a process where "community dialogue" and "collective action" work together. Community dialogue includes recognition of a problem, identification and involvement of leaders and stakeholders, clarification of perceptions, consensus on action, and an action plan. Collective actions include assignment of responsibilities, mobilization of organizations, implementation outcomes, participatory evaluation. Social changes were divided into two groups, individual changes and social changes. Then, they proposed a set of social change process indicators and a set of social change outcome indicators. Two characteristics of this framework attracted our attention. First, it focuses on the *process* in which social changes emerge. Second, it emphasizes communication as a *dialogue*, a key word in the participatory paradigm.

Expert-led Paradigm in Evaluation and Assessments

For the expert-led paradigm, we identified 4 frameworks: the UN's *Millennium Development Goals* (MDGs), UNESCO's IPDC indicators, the World Bank's *Communication for Governance and Accountability Program* (CommGap)'s evaluation framework for governance, and the UNESCO/UNDP *Mozambique Media Development Project's framework for community radio*.

In 2000, the United Nations (UN) established a set of goals and indicators termed the Millennium Development Goals (MDGs). These goals challenge nations to improve conditions globally by 2015. The UN identified eight focal points toward which countries should focus their efforts; eliminating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria, and other diseases, ensuring environmental sustainability, and devel-

oping a global partnership for development (UN 2008). Although progress has been made, there remains wide-spread criticism of the MDGs as being too vague and Western-centered without enough debate about how to reach the goals (Amin, 2009).

One of the more comprehensive expert-led frameworks was developed by experts from media development organizations, professional associations, universities, and intergovernmental and non-governmental organizations in collaboration with UNESCO's Intergovernmental Council of the *International Programme for the Development of Communication* (IPDC) to create indicators for measuring media development. First, five categories were created to best analyze and map the media environment. Within each category a range of key indicators specific to that category are given, along with a means to verify them. The five categories are: (1) A system of regulation conducive to freedom of expression, pluralism and diversity of the media, (2) Plurality and diversity of media, a level economic playing field and transparency of ownership, (3) Media as a platform for democratic discourse, (4) Professional capacity building and supporting institutions that underpins freedom of expression, pluralism and diversity, and (5) Infrastructural capacity is sufficient to support independent and pluralistic media. (IDPC, 2008).

In 2007, the World Bank's Communication for Governance and Accountability Program (CommGap) developed an evaluation framework for governance programs to help determine the contribution communication intervention can make which can be adapted to the context of each country. Data must be obtained from four sources including population-based surveys, surveys with enterprises and companies, interviews with key informants and legislative records.

The UNESCO/UNDP Mozambique Media Development Project sets out to determine whether community radio stations promote democracy, active involvement of communities, and allow people to set their development agendas. They also sought to ensure that volunteer community radio producers would be able to carry out assessments by themselves beyond the project's end, thus while it is "expert-led" it was also created with sustainability components in mind. They developed a "barefoot assessment" methodology, named so because it was easy to apply and produce understandable results. The assessment focuses on three questions: (1) is the radio station working effectively internally and do the volunteers have contracts, rights, and clearly defined duties, (2) do the programs respond to the interests of the public and are they well-

researched, culturally relevant and considered good and effective by listeners, and finally (3) does the radio station create desired development and social change (determined by the original baseline research) within the community?

Mixed Methods in Assessment

The above frameworks and indicators fit different characteristics and requirements of different communication for social change projects. On one hand, we contend that participation of local community and other stakeholders are a key factor for sustainable social change. On the other, we know that some limits of PM&E, such as time and cost, may reduce the applicability of the frameworks and indicators. Through an overview of currently established assessment criteria that are expert-led, participatory, or both, we can more clearly draw from and establish our own set of sustainability indicators for future CDSC projects.

Therefore, this article claims that, as argued in Servaes (2007, 2009), both *participatory communication* (a strategy emphasis on interpersonal communication and community media) and *communication for structural and sustainable social change* (a strategy that mixes interpersonal communication, participatory communication and mass communication) contribute to sustainable community change only.

3. Towards a Framework of Sustainability Indicators

Categories and Indicators

Based on the literature, the four categories for which we have developed our indicators are: Health, Education, Environment and Governance. We have selected eight indicators for each of the categories: *actors* (the people involved in the project, which may include opinion leaders, community activists, tribal elders, youth, etc.), *factors* (structural and conjunctural), *level* (local, state, regional), *type of communication* (behavioral change, mass communication, advocacy, participatory communication, or communication for sustainable social change—which is likely a mix of all of the above), *channels* (radio, ICT, TV, print), *message* (the content of the project, campaign), *process* (Diffusion-centered, one-way, information-persuasion strategies, or interactive and dialogical), and *method* (quantitative, qualitative, participatory, or in combination). For each indicator we have developed a set of questions designed to specifically measure the sustain-

ability of the project. For example, are the channels compatible with both the capacity of the actors and the structural and conjunctural factors? To what extent was the process participatory and consistent with the cultural values of the community? Was the message developed by local actors in the community and how was it understood? (For more details, see Servaes et al, 2012a & 2012b).

Table 1: Categories and Indicators

Indicators		Health	Education	Governance	Environment
Actors					
Factors	Structural				
	Conjuctural				
Level	Local				
	National				
	Regional				
Type Communication	Behavioral				
	Mass Communication				
	Advocacy				
	Participatory Communication				
	Communication for Social Change				
Channels	Face to Face				
	Print				
	Radio				
	Television				
	ICT				
	Telephone/Cellular Phone				
Process	Persuasion Strategies				
	One-Way Transmission				
	Interactive Dialogue				
Methods	Quantitative				
	Qualitative				
	Participatory				
	Mixed Methods				
Message	Was it developed by the community?				

	Was it received?				
	Was it understood?				

The Context of Education in Guatemala

Education Policy

The Guatemalan government has given priority, secured and increased funding of the Education Sector and the Ministry of Education, to implement educational reform and fulfills its obligation to facilitate access of the population (children, youth and adults) to a comprehensive education, culturally appropriate, quality at different levels and modalities according to the multi-ethnic, multilingual and multicultural country and mandated by the Constitution of the Republic and other related laws. Agreements for a Firm and Lasting Peace, signed in 1996, gave a major role to education and emphasized the need to adapt to the multicultural characteristics of the country and encourage the participation of families and communities in the educational process (Cha-jome Group, 2009) .

Improving the quality of education does not depend exclusively on the financial resources allocated to education, but the effectiveness in its use. Education is recognized as one of the basic means for the transmission and reinforcement of cultural values and the democratic development of the culture of peace and the pursuit of growth (MINEDUC, 2006).

The present Government of the Republic of Guatemala (2008 - 2012) poses as a strategic objective of education policy, access to quality education with equity, culturally and linguistically relevant for the peoples who make up the country as part of the Reformation education and the Peace Accords. The Education Plan 2008-2012 outlines eight education policies, of which five are general and three cross-cutting:

General Policies:

(a) Moving towards a quality education: Priority is given to the quality of education, while we start from the premise that the full exercise of the right to education is not only to attend a school, but have access to quality education. The center of the teaching-learning process is the childhood and youth,

(b) Expand the coverage of education incorporating especially the extremely poor and vulnerable segments of the population,

(c) Social justice through educational equity and school retention;

(d) Strengthening intercultural bilingual education, and

(e) Implement a transparent management model that meets the needs of the educational community.

Transverse policies:

(a) Increased Investment in Education,

(b) Decentralization of Education, and

(c) Strengthening the institutional framework of the national education system. General policies serve what might be called the fundamental dimensions of educational reform in the classroom, while the transverse ones guide the comprehensive support of this effort on the medium and long term.

So the vision of MINEDUC is to train citizens with character, able to learn by themselves, proud to be Guatemalan, determined to achieve their full development, with principles, values and beliefs that underlie their behavior.

In addition, some relevant data on Guatemala are:

* Total population country: 13, 677.870

* 122 inhabitants per km2

* Urban 46% Rural 54%

* Spanish and 20 Mayan languages

* Indigenous Maya: 39.34%

* Illiteracy: 28.14% (48.16% male and 51.84% female)

* Student Population: 28.5% - 3,804,737

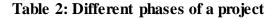* 39.559 educational institutions nationally (1jornada/nivel/plan)

* Average of 99 students per teacher nationwide, 4 teachers per establishment official.

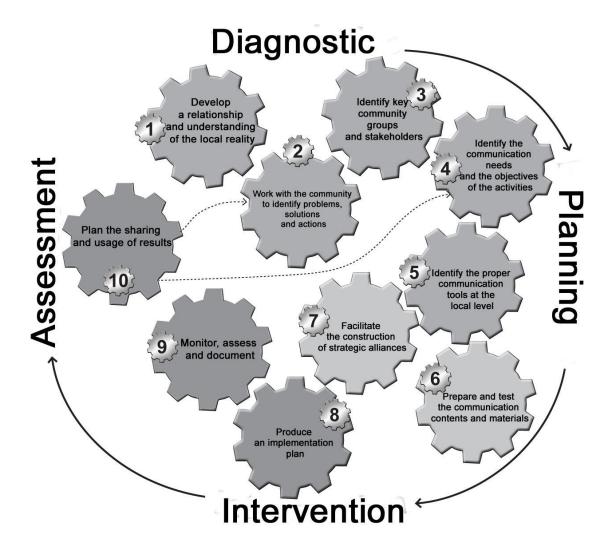Source: Statistical Yearbook Ministry of Education of Guatemala 2008

"Quality Education"

The quality of education has become an organizing principle of government policies. The concept of quality of education is polysemic, multidimensional and contextualized. It refers to a trait or attribute of education, based on different levels (macro and micro) and multiple dimensions of each level also expressed conceptions of education, values or criteria are not always consistent. The focal point of action is defined as an education construction and distribution of socially valid knowledge.

The "USAID / Education Reform in the Classroom"

The United States Agency for International Development (USAID, for short) has established the project "USAID / Education Reform in the Classroom" for a period of four years. Since September 2009 the assistance provided by USAID / Education Reform in the Classroom aims to improve access to quality, equity and efficiency in education in Guatemala. Technical assistance is provided in three areas: institutional strengthening, training and teacher development and the creation of classroom quality (USAID / Classroom Education Reform 2010). We applied the above scheme in the framework of this project. The way the project was designed and implemented is in line with the above mentioned "hybrid" approach, which is to use participatory approaches and experts. However, it is fair to say that the way the methodology of the process (Table 2) was applied is more in line with a participatory approach which was preferred and implemented whenever possible.

Table 2: Different phases of a project

Objectives of Communication for Development Project "Education Reform in the Classroom (REAULA)"

Within the field of communication for social and behavior change it was necessary to design and develop a coherent, integrated, and innovative communication strategy to communicate to different audiences in the educational community in the research areas on the

importance of what quality education in the classroom was. The three objectives werere as follows:

1. Promote the involvement of parents, communities and leaders in student learning. (Communication Strategy for Development)

2. Promote the creation of a literate environment in the communities with socializing activities to encourage reading as a fundamental tool of learning. (Mechanism of Socialization of Reading and Reading Promotion Program).

3. Raise awareness and consciousness in the different audiences about the meaning of quality education and the importance of implementing it in the classroom and beyond. Increased public demand for quality education and improved learning (Awareness Campaign Educational Quality in the Classroom).

As a tactic of the Communication Communication Strategy for Sustainable Development, REAULA set as target goal # 3, an Awareness Campaign for Quality Education in the Classroom (REAULA, 2011; Steele, 2011).

One of the raisons d'être of communication for sustainable development is to tell people what to do differently, the process must involve awareness-raising campaigns that run through the media and to provide new social proposals for action, technical alternatives that people should know and internalize to achieve results with respect to development processes.

Communication Strategies for the Development of REAULA

To illustrate the communication strategy for development, a matrix was designed that includes:

• Specific objectives as presented problems in diagnosis, where communication for development can support sustainable social change. In Table 4 are not goals that address those problems whose scope is beyond the scope of a communication strategy.

• Coverage Levels: Local (Opportunity Areas) and national (Guatemala country))

• Target Audience (Public)

• Exchange sought: Changing Attitudes (Information, Public Relations); Behavior Change (Persuasion), Commitment to social policy (impact) Provide individuals and groups, knowledge, values and skills that lead to actions effective for change (Empower)

• Suggested Media

The communication strategy for the development of REAULA proposes four approaches to communication for development, with different envisioned outcomes.

The theoretical framework is as follows:

a. Approaches that attempt to *change attitudes* (through information dissemination, public relations)

b. *Behavior change approaches* (focusing on changes in individual behavior, interpersonal behavior and / or behavior of the community and society);

c. *Advocacy approaches* (primarily aimed at politicians and decision-making powers at all levels and in all sectors of society);

d. *Communication approaches for sustainable structural change* (which can be both top-down, horizontal or bottom-up).

The first three approaches, although useful in itself, in isolation are not able to create sustainable development. Sustainable social change can only be achieved in combination with and incorporating aspects of the broader context that influences (and constrains) structural changes and sustainable. These include: cyclical and structural factors (eg history, migration, conflict), the policy and legislation, the provision of services, education systems, institutional and organizational factors (eg bureaucracy, corruption); cultural factors (eg religion, norms and values) socio-demographic factors (peg, ethnicity, class) socio-political, socio-economic factors, and the physical environment (Servaes & Malikhao, 2007; Servaes, 2009).

Then a matrix (Table 3) was developed that defines these four approaches to communication for development, according to defined audiences for the project, levels and objectives derived from the resulting problems of diagnosis, where communication for development can be solved:

Table 3: Communication Strategy for the Sustainable Development of Quality Education

	Communication Strategy for the Sustainable Development of Quality Education				
Objectives	Levels	Target Audience	Type of "change"	Term	Media
Harmonize the different concepts of quality education	National	All	Information	Short	Mass communication means, community dialogues (national/local), forums, press (editorial content), lobbying
Reduction of the language gap within the education community (Joyabaj and Jocotán)	Local	Family, Teachers, Students, MDC	Information and Persuasion	Short	Local radio, community meetings, religious actors, alternative means
Facilitate access to reading materials for the education community	Local	MINEDUC, Teachers and Students	Incidence	Short	Interpersonal communication
Change the image of quality education	Local	Teachers	Information and Persuasion	Short	Local radio, community meetings, religious actors and community leaders (auxiliary mayor and COCODES)
Facilitate the participation in	Local	Community	Empowerment	Medium	Local radio, community meet-

the topic of education					ings, religious actors and community leaders (auxiliary mayor and Cocodes), mobile phones, alternative means
Create spaces to improve the communication between the MINEDUC authorities and the teachers in urban and rural schools	Local	Teachers and MINEDUC authorities	Information and Empowerment	Medium	MINEDUC web page, cascading communication, workshops, interpersonal contact between supervisors and teachers
Establish mechanisms to promote the use of libraries at urban and rural schools in Joyabaj	Local	Education Council of MINEDUC	Incidence	Medium	Interpersonal contact
Inform parents and local leaders about the importance of bilingual education	National and Local	Volunteers, national authorities, local community	Persuasion, Incidence	Long	Dialogue and forums, interpersonal contact
Awake interest and build reading habits	Local	Family, teachers, students	Persuasion and Empowerment	Long	Local radio, community meetings, religious actors, alternative means (storytelling, mobile libraries, reading contests, spelling bees), TV (spillover of national campaign), local cable tv
Achieve better understanding of the benefits of education to have a better	Local	Family, teachers and students	Persuasion and Empowerment	Long	Local radio, community meetings, religious actors, alternative means, TV

quality of life					(spillover of national campaign), local cable tv
Facilitate the participation of the education community in the topic of education	Local	Family, teachers, students	Persuasion and Empowerment	Short	Local radio, community meetings, religious actors and community leaders (auxiliary mayor and COCODES)

Is marked with an arrow those strategies in which the awareness campaign is a vital tool for achieving the communication objectives (Further elaborated in Steele, 2011).

Awareness Campaign on Quality of Education in the Classroom

The main objective of this project is to design and implement an awareness campaign on quality education in the classroom, under the framework of its strategy for development communication.

As a first stage of diagnosis, the REAULA team held a series of preparatory meetings and field visits to the following areas: Joyabaj, Quiche, San Pedro Pinula Camotán Jalapa, Chiquimula, and San Pedro Jocopilas. The objective of the field visits was to develop a participatory assessment process, in which, through interviews and focus groups, representatives of the educational community (students, teachers, principals), local authorities, community leaders, businessmen and media communication will provide their views on the situation of education in the municipality, specifically on three issues relevant to the Project: quality of education, interest in reading and the situation of the media.

Table 4: Prioritization of problems, audiences within time-frames

Audiences	Term	Priority	Problems	
Means of Communication at the Editorial Level (*)	Family, teachers, students	Short	1 F / 1 E	Language barrier for K'iche' and C'hortí' languages
	Teachers and students		1 E	Marked difference between urban and rural (student population)
	Teachers and students		1 E	Lack of teaching materials
	Teachers		1 E	Teacher opposition to quality education campaigns
	Family		1 F	Lack of reading material at home, especially in rural areas
	Community	Medium	1 C	Little participation of the community in education matters
	Family, Teachers and Students		1 E	Little participation of the parents in the education of their children
	Teachers and MINEDUC authorities		1 E	Lack of technical training
	Teachers and MINEDUC authorities		1 E	Lack of communication between the teachers and the authorities of the MINEDUC (performance of their students in tests)

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	MINEDUC Education Council		**1 E**	Absence of school libraries and where these exist, little use.
	MINEDUC , teachers, students		**1 E**	Poor understanding of the contents
	Donors, national authorities, local community	Long	**1 C**	Community leaders and parents think that bilingual education is not practical (Joyabaj)
	Family, teachers and students		**1 F**	Poor reading habits
	Family, teachers and students		**1 F**	Education aspirations are very basic (reading and writing letters and numbers)
			2 E	Frustration by the teachers
			2 F	Illiteracy of the parents
			2 F	Lack of values (due to ignorance)
			2 F	The education of the children is the sole responsibility of the teachers
			3 C	Lack of support to build an infrastructure for education
			3 C	Change in local authorities every 4 years which results in lack of continuity
			3 C	Education is not a priority for the Municipal authorities
			3 E	Lack of infrastructure (classrooms)
			3 E	Overcrowded classrooms (number of students, multiple grades)
			3 E	Outdated education statistics which result in discordant resource allocations

3 F	Scarce economic resources

Short term: 1 year. Medium term: 2 years. Long term: 4 years. (*) Communication media are crosscutting target audiences to assist in social problems. A plan to impact national and local media is an appropriate way to reach and involve this audience.

We can solve the problem

We can have an impact, not solve

Out of our reach

Related Problems regarding "Quality Education"

The communication team identified the main issues affecting communities and affecting the quality of education in the classroom (see Table 4). Amongst the main drawbacks are, for example:

• lack of community involvement in educational issues,

• lack of involvement of parents in the education of their children, especially those who believe that education is the responsibility of teachers,

• language barriers in those municipalities where they speak Quiche and education is provided in Spanish,

• the lack of teaching materials,

• lack of training of teachers, and

• lack of communication between teachers and the authorities of the Ministry of Education.

Other widespread problems are the low aspirations of parents and students related to learning: reading, writing, letters and numbers, especially if parents can not read and write. The problems of infrastructure and economic resources in schools are also other disadvantages mentioned by the interviewees, most notably the change of government every 4 years, and hence the lack of continuity in education policy.

According to research in the selected areas of the project, the perceived quality of education is too large and widespread and to some extent idealized. It is known that two of the three members of the school community (students and teachers) are central to the concept of quality education, and that basic learning (reading and writing letters and numbers) needs to go hand in hand with the addition of management values and practical lessons for life.

The demand for quality must focus on quality for all, on the basis that all humans have the ability to learn. We all want an educated society.

School quality "is what promotes the progress of their students in a wide range of intellectual achievement, moral and emotional, taking into account socioeconomic status and family environment prior to learning. An effective school system is one that maximizes the capacity of schools to achieve those results "(Mortimore, 1998).

Recommendations

Qualifications for Quality Education

The following types of interventions are needed to achieve quality education (for details, see Arriaga, 2011 and Steele, 2011):

• Through structural conditions set out in the education system one need to develop the necessary technical conditions to ensure quality.

* A system of quality assurance intended to ensure the general conditions necessary to achieve quality education, either within the system or through external certification.

* Curriculum and learning outcomes (standards). The standards are those relating to operationalize the goals of education on criteria that may result in assessments of student performance. The curriculum is the teaching tool that defines the skills and teaching content that students must achieve to achieve the expected learning outcomes.

* An evaluation system, which monitors the progress in student performance based on learning outcomes and investigated associated factors that relate to the broader model of educational quality, in order to provide inputs for administrative decision making financial.

* Initial training of teachers. Teachers are the key element in improving the quality of education so vital in the implementation of any reform in the classroom. Moreover, they represent the strongest line in the budget of the Ministry of Education. So they must have adequate structures for the recruitment and training.

* Specification of educational delivery methods. Design methodologies that respond to the cultural context of the classroom is critical to achieving quality education. Allow students to learn in their mother tongue, at least during the early years of schooling is one example. The specification of explicit teaching delivery modalities will address how learning, the introduction of new materials, assessment and feedback to adapt to different conditions, so that they all meet the learning outcomes

• By establishing specific conditions for the improvement of quality in the classroom and that are based on the reflection of pedagogical practice.

* The school management, to empower communities by allowing them to share responsibility for administrative and academic leadership of the educational process.

For strengthening strategies include:

• Strengthen school autonomy through the development and promotion of community participation in school management processes.

• School Project. Schools require performance information to enable us to identify their strengths, weaknesses and priorities. Based on this information, as part of the exercise of school autonomy, should use the School Project and the school management tool, with a vision of time, unifies, integrates, and directs the efforts.

or educational leadership. Local management must be accompanied by strategies to strengthen local capacity and leadership. These focus on:

• Supervision to support them constantly, consistently and timely, mainly in the educational area. Support for director must come from monitoring, it should be geared towards strengthening the capacity at the school for educational innovation, local leadership and proactive work in line with the improvement of educational quality.

• School Board. The school principal is the cornerstone for success in the local management must exercise strong leadership. His leadership should be directed to seek to transform the processes that are consistent with local and national context.

* Educational projects focused on improving learning designed and implemented to promote the strengthening and care of specific aspects involved in education.

* In-service teacher training as a permanent unit of study provides opportunities for teachers, designed to improve student learning.

Long-term strategy

To encourage participation in this national project and generate a change in attitude and

mentality in Guatemala, it was decided to use the enormous communication potential of the National Advertising Council (NPC) to develop a massive advertising campaign, long term, aimed at the whole society. It also looked at using public relations agencies to develop awareness and motivation of the population, working with specific audiences. Over the years required to develop the program, the advertising campaign will develop different themes that make the various sectors of the population reflect and act on a consensus about various educational issues.

4. Conclusion

This article has argued that while no universal definition for sustainability is currently agreed upon, common themes concerning the maintenance of ecological balance, a move away from environmentally unfriendly modernization, and an emphasis on local systems that shift from solely western led development and focus on local culture and participation are crucial to an understanding of sustainable development. Therefore, we have argued that the concept of sustainability is a multi-layered process that takes into account the ecological and environmental balance of local systems. While there is no universal definition of the term, a strong focus on local culture and participation are crucial to an understanding of sustainable development. We have also argued that there is an urgent need to incorporate sustainability indicators into CDSC projects. Sustainable projects create lasting change within institutions, and communities. Grounded in the literature surrounding various pro-spective interpretations of sustainability, we created a framework composed of categories and indicators for evaluating the sustainability of specific projects. The concept behind this framework is a working model that allows for a flexible interpretation of sustainability and the components supporting it. Projects, and their institutors, have varied objectives and methods for achieving their goals. Therefore, it is fundamental to create a tool that allows for the diversity (culturally, socially, economically) of projects while still being able to evaluate its sustainability.

After testing the REAULA Project, we were able to get a better sense of the applicability of the sustainability indicators. An important component of creating sustainable projects is the

inclusion of the community. Directly related to this are the communication channels and process utilized by the projects. There is a great need for the establishment and implementation of better long-term follow up plans and an upgrade of this pilot to a national program. Sustainability requires continuous and long-term evaluation and monitoring.

Overall, it can be concluded that more first hand information and experience with similar projects would lead to an increased ability to analyze projects with our framework. This project contains promises of sustainability, but we have to conclude that the true sustainability of the project is determined by its ability to successfully involve the local community in the translation of its aims and goals into practices whose positive impacts are not only felt in the community, but in the opportunities available for members to measure and evaluate it as well.

This is because we believe that successful strategies for sustainable development must be relative to each society and culture. Therefore, we remain firm in our conclusion that *the scope and degree of sustainability must be studied in relationship with the local concept of development contingent upon the cultural values of each community*.

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