

STRATEGIES TO CONSOLIDATE AN ORGANIZATIONAL CULTURE OF WATER CONSERVATION IN EDUCATIONAL INSTITUTIONS IN CHILPANCINGO

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Abstract-- This research project involved an analytical study of the implementation of a communication campaign to consolidate an organizational culture focused on water conservation at the Luis Donaldo Colosio school in Chilpancingo, Guerrero.

In this vein, in order to address the subject of study, the overview of the care of this vital resource was taken into account through the evaluation of different institutional resources, personal criteria, and actions of the school community, highlighting the need to strengthen community participation strategies.

Accordingly, it was identified that, although the dissemination of messages for water conservation was effective, it was not sufficient. Campaigns involving this type of message must generate lasting impacts within communities that raise awareness of water conservation, especially in family and school environments. The use of digital media and interactive activities have become effective tools for the promotion and protection of water.

Based on an analytical study, with a qualitative research approach and the use of techniques for compiling practices, perceptions, and attitudes, it was determined that the consolidation of a culture of sustainable care depends largely on the active participation of teachers, institutional leaders, and parents themselves. In this sense, the implementation of a strategic plan with a multidisciplinary perspective is of vital importance.

Finally, it was concluded that the dissemination of messages must be adapted to different sociocultural contexts through various channels, such as digital media, to promote significant changes in attitudes and perceptions that favor sustainable change in the student community.

Keywords-- Organizational culture, water conservation, school community, communication strategies.

Abstract-- In this research work, an analytical study was conducted regarding the implementation of a communication campaign aimed at consolidating an organizational culture focused on water conservation at the *Luis Donaldo Colosio* School in Chilpancingo, Guerrero.

In this regard, to address the object of study, the overall context of water conservation was considered through the evaluation of various institutional resources, personal criteria, and actions carried out by the school community, highlighting the need to strengthen strategies for community participation.

Based on this analysis, it was identified that although the dissemination of messages promoting water conservation was effective, it was not sufficient. Campaigns that involve this type of message must generate lasting impacts within groups, enabling greater awareness of the importance of caring for this vital resource, especially within family and school environments. The use of digital media and interactive activities thus becomes an effective tool for the promotion and protection of water.

Through an analytical study with a qualitative research approach and the use of techniques to gather practices, perceptions, and attitudes, it was determined that the consolidation of a culture of sustainable care largely depends on the active participation of teachers, institutional leaders, and parents. In this sense, the implementation of a strategic plan with a multidisciplinary perspective is of vital importance.

Keywords-- Communication strategies, organizational culture, school community, water conservation.

INTRODUCTION

The consolidation of effective strategies for the care of hybrid resources and the promotion of sustainable practices in educational contexts requires not only the use of good techniques, but also a solid organizational culture, which includes assertive communication through different media, such as digital media that can reach diverse cultural and social contexts.

Organizational culture plays a crucial role in structuring institutional environments that promote values, beliefs, and rules for water conservation from a protectionist and environmentally responsible approach. Institutions such as Luis Donaldo Colosio M Elementary School, in collaboration with the Water and Sewerage Commission, strengthen this culture.

It is essential to understand the role of organizational culture in different institutional processes, particularly those aimed at ensuring the sustainability of environmental awareness and education campaigns. Authors such as Vesga address this type of culture as a factor for change in structures and argue that:

Organizational culture constitutes the psychosocial space in which all activities in the management of organizations are carried out. Its impact on individuals has been demonstrated, and this variable is considered an important predictor of organizational performance ([Cameron, Quinn, 2006](#)). Thus, any process of change must involve the study of organizational culture ([Vesga, 2013](#)).

In this vein, it is hypothesized that organizational culture has important implications for the willingness of an organization's members to change. Organizational culture is a resource for achieving the organization's objectives, refers to the way people behave, and allows one organization to be differentiated from others ([Chávez-Hernández, 2020](#)). (Vesga et al., 2020)

In line with the above, this study focuses on an in-depth analysis of how good practices implemented within an educational institution can significantly influence the effectiveness of water resource management, from the promotion of campaigns and the design of strategies to the implementation of actions aimed at the organization.

With the aim of understanding the connection between organizational culture and the management of environmental awareness campaigns, certain guidelines are proposed that strengthen the culture within the educational institution, as directly responsible for promoting good practices of responsibility, and the following objectives are set out.

The overall objective is to analyze the influence of organizational culture on environmental awareness within the Luis Donaldo Colosio Murrieta institution in Chilpancingo. Consequently, to achieve this purpose, specific objectives are proposed that involve evaluating the impact of certain practices in which CAPACH has involved educational institutions, identifying strengths and weaknesses that allow for the improvement of

organizational culture within the organization, and proposing strategies to ensure sustainability in the promotion of water conservation campaigns.

It should be noted that the importance of this research lies in demonstrating whether the strengthening of organizational culture has an impact on the sustainability of awareness campaigns on water conservation in an educational environment. It is understood that educational institutions have an obligation to manage specific actions for the proper administration of this vital resource.

Finally, the driving force behind sustainability campaigns and good practices within the institution for water conservation depends on strengthening and structuring an organizational culture that promotes not only guidelines but also environmental strategies for the conscious and appropriate use of water resources over time, which simultaneously serves to support the authorities responsible for implementing sustainability policies.

METHODOLOGY

This research was developed with a qualitative approach that included a case study at the Luis Donaldo Colosio primary school, which explored the attitudes, practices, and perceptions of students, parents, and teachers responsible for implementing a culture of water conservation. Regarding the qualitative research approach, Sampieri specified that:

For the qualitative approach, since the possibility of generalizing the results is not so important, non-probabilistic or targeted samples are of great value, as they manage to obtain the cases (people, objects, contexts, situations) that interest the researcher and that offer a wealth of information for data collection and analysis. (Sampieri, 2014)

Under this approach, different data collection and analysis techniques were combined, such as observation and analysis of focus group questionnaires, to obtain perceptions, practices, and knowledge of the actors involved in the culture of care within the educational institution. These results were evaluated using an inductive approach and triangulation of sources to ensure the validity and reliability of each finding.

In selecting student participants, an age range of 6 to 12 years was considered in order to obtain a representative sample of the different perceptions and attitudes in the school environment. The study of institutional policies, programs, and campaigns implemented in the institution for water conservation was also considered.

DEVELOPMENT

Organizational culture, consisting of all the rules, policies, practices, and values implemented at the institutional level, is a determining factor in promoting campaigns and good practices for the responsible use of water as a vital resource. In this regard, CAPACH and the Luis Donaldo Colosio school demonstrated that this aspect motivates sustainable changes over time and transforms behaviors in water use.

For this assessment, an interview was conducted with the head of CAPACH's Water Management Department, taking into account different categories such as the culture of care, communication management, media and communication channels, and social campaigns. For the interview, a 10-question questionnaire was developed, encouraging responses to sustainable changes, with the following questions:

1. What aspects does the culture of water conservation involve?

Answer: "The culture of water conservation involves the active participation not only of the school community, but also of teaching staff and parents, in order to reinforce and promote a campaign of conservation, prevention, and comprehensive understanding. These aspects contribute to learning and motivation within the family."

2. What tools do you consider essential for promoting water conservation within the educational institution?

Answer: "Clear and evocative messages that serve as a source of inspiration for long-term attitude change, rather than simply conveying information, become tools that promote change.

In order for these messages to circulate, more dissemination is needed to enable children to more easily grasp the message about water conservation, with additional mechanisms being implemented to encourage conservation practices in the daily lives of these children."

3. What is the impact of promoting a culture of water conservation?

Answer: "Increased understanding among students. However, although they have demonstrated considerable retention of the message about responsible water use, there is still room for improvement in creating more evocative, impactful, and lasting messages. Significant changes are those that can last in the long term." (López, 2020)

This interview was a fundamental part of this research, as it laid the groundwork for structuring a proposal for a social campaign through communication, aimed at raising awareness of environmental care, mainly water conservation, among students at the Luis Donaldo Colosio M educational institution in Chilpancingo, Guerrero.

The compilation of this information allowed for the identification of certain challenges faced by the children at the institution in the responsible management of this water resource. It also established a precedent that one of CAPACH's most important functions is to improve water quality for the community and to inform the general public about these management practices.

Institutional collaboration was another factor highlighted by the head of CAPACH's water management, between the educational institution, including students, teachers, administrative staff, local authorities, and the citizens of Chilpancingo, to achieve a relevant result that impacts the proper administration of this vital resource.

The institutional culture of water conservation, which was assessed through interviews with teachers and staff responsible for promoting awareness campaigns, demonstrates a commitment to society and environmental protection, especially water conservation. However, there are some challenges related to internal communication that limit the sustainability of the campaigns.

In this regard, 17 questions were asked, divided into four categories corresponding to water culture, communication management, communication media and channels, and social campaigns, which reveal the results of the organizational culture and water conservation awareness campaigns within the educational institution. Based on the above, the following questions are posed:

1. What are the main challenges in implementing a culture of water conservation in the educational institution?

Answer: "Communication with principals is not fluid in relation to water conservation, and although there are efforts to inform, there are obstacles that prevent effective feedback...

Challenges have been identified in the implementation of educational programs that have been implemented for environmental protection, which are impossible to maintain over time, highlighting the need to involve additional resources and new teaching strategies. (Maldonado, 2023)

Accordingly, a serious problem was identified for the organizational structure, stemming from the allocation of resources to achieve the objectives set out in awareness and education campaigns for the care of water resources and the environment in general. In this sense, there is an impediment to creating a broad and solid spectrum of action.

On the other hand, with regard to the educational environment's commitment to the environment and water conservation, responses from educational authorities showed that, in general terms, many students already had certain habits for water conservation. In the following responses, they specified that:

1. How aware are students about water conservation? Answer: When questioned, some students said they had water-saving habits, such as turning off the taps while brushing their teeth. Although many maintained these good practices, others preferred to leave the water running, without any awareness of conservation. (Villalva, 2023)

The level of awareness among students regarding good practices reflects a solid foundation laid within the family. However, educational institutions play a key role in education, which is why teachers, from their positions, can drive change. This contribution is evident in the following responses:

1. How do you incorporate water conservation into the curriculum?

Answer: To create lasting interest in conservation among students, it is essential to use teaching methods such as practical activities, audiovisual aids, collaborative projects, etc. It is crucial to address water conservation in the classroom on a regular basis so that students become familiar with this culture of conservation.

2. What programs are in place at the school to promote a culture of water conservation? Answer: Posters, brochures, guides, and educational materials, although these are attractively designed to catch the attention of students and staff in general, the need to constantly update them with clear, modern, and easily circulated messages was identified.

(Uribe, 2023)

According to the above, although there are certain limitations due to a lack of resources that prevent a broad and solid spectrum of action, the efforts of the teaching staff are noteworthy in the implementation of strategies that educate and raise awareness among students about water conservation.

However, with regard to these strategies for strengthening the organizational culture at the institutional level, they were successfully positioned as a tool for change, and it was established that good practices can be sustained over time when values are integrated into ongoing training, spaces for dialogue are opened, and the objectives achieved are made known. Rojas, in his work *Perspectives on Environmental Sustainability*, argues that:

For systems to be transformed, there must be diversity to serve as a basis for change, and socio-ecological relationships that allow for the flow of information... The capacity for self-organization as an important characteristic for sustainability is composed of various aspects, including: the community's capacity to make decisions autonomously, the relationships established with institutions and authorities, and the motives that drive people to organize, as well as the role that leaders play in this process. (Rojas, 2023)

In line with the above, it is clear that diversity and exchange in socio-ecological relationships are an important part of the transformation. In this vein, they are considered primary stages of the organizational culture for water conservation, becoming a determining factor for the sustainability of water and human resources.

Another key strategy for change was the active participation of students in the various educational activities organized, showing enthusiasm and curiosity. Practical activities, such as creating posters on responsible water use, were particularly effective in capturing their interest.

Participant observations are carried out during water-related activities at school, such as using the bathroom, washing hands, drinking water, etc. During these observations, detailed notes are taken on students' behaviors, attitudes, and practices in relation to rational water management... Children respond positively to visual messages and practical activities that they can take home to share with their families. (Maldonado, 2023)

In line with the above, the implementation of participatory activities within the educational institution proved to be effective, given that it significantly increased interest within the educational community and familiarized them with concepts related to water and environmental care.

The use of digital media to strengthen the dissemination and leadership of campaigns around water conservation is limited, representing both a gap and an opportunity for improvement in terms of social participation and organizational culture within the educational institution. Innovation goes hand in hand with the integration of digital platforms, which allow for the creation of spaces that transcend the culture of environmental care beyond the school circle. Medina, in a research project entitled "Don't play with water," argues that:

In the environmental field, digital storytelling has proven to be a powerful tool, allowing for the dissemination of information, the generation of awareness, and the promotion of

action in relation to environmental issues. Through various forms of digital storytelling such as videos, animations, blogs, and interactive documentaries, immersive experiences have been created that effectively convey messages related to the environment. These digital narratives have been used in various contexts and have had a significant impact on promoting sustainability and environmental conservation... (Medina, 2019)

The digital channel allows for wide dissemination of the message. This is because the setting created by this tool is appealing to all audiences, encouraging interaction between different users and raising awareness with messages aimed at water conservation. For his part, Ortiz, in Digital Narratives for Safe Water, states that:

By combining visual, auditory, and narrative elements, it is possible to capture the audience's attention and generate an emotional connection with environmental issues. Digital stories allow environmental concepts to be explored in an interactive way and provide an opportunity to present solutions and alternatives to current environmental challenges. (Edson Ortiz et al, 2025)

From the above, it is clear that there are a number of factors that make digital tools a powerful means of conveying messages about water conservation. Visual, narrative, and auditory elements allow knowledge to be explored in an educational way that opens up the possibility of significant changes in environmental issues.

Finally, institutionalizing good care practices provides a foundation for significant changes that strengthen institutional culture and perpetuate behaviors within the educational community, which efficiently promote change, spaces for dialogue, spaces for continuing education, and recognition of this water resource as a social, cultural, and institutional priority.

DISCUSSION AND ANALYSIS OF RESULTS

It was evident that at the Luis Donaldo Colosio M educational institution, there is an awareness of water conservation, but this does not translate into sustainable behaviors. This may be linked to the absence of eye-catching campaigns, the use of more expansive media, and the implementation of daily practices that demonstrate the intention to change at the institutional level. Regarding daily conservation practices, some authors argue that:

Environmental actions, referring to daily practices.

Environmental practices (EP) are related to "actions that guarantee the reduction of negative impact on the environment" (Secretariat of the Environment. Mayor's Office of Quito. 2018, p.3). They are also in line with "environmentally friendly behaviors that consciously seek to protect, preserve, and/or minimize negative impacts on the environment." (Rivera-Torres and Garcés-Ayerbe (2018 p. 60)...

Therefore, environmental education must be an active, reflective process that is of collective interest to the educational community, reflected in good environmental practices as a means of caring for and conserving environmental resources in relation to three basic components: attitudes, behaviors, and habits. (López et al, 2020)

In order to raise awareness about water conservation, it is necessary to implement campaigns that not only inform, but also go further, involving emotional and practical elements for the school community. The collaboration of children and adolescents, together with the committed work of teaching staff and parents, is key to generating lasting change over time. Reimers addressed cooperation as a key component and argued that:

Each case study, drawn from diverse educational settings around the world, illustrates the adaptability and effectiveness of particular methods and approaches in various contexts. Although each addressed unique challenges, community cooperation among teachers, students, parents, and community members proved to be a key component of success. Finally, some initiatives demonstrate how technology has been leveraged to improve learning outcomes. Educators seeking to improve environmental education practices will find this overview an inspiring guide full of examples and ideas to explore further. (Reimers, 2020)

The author emphasizes that community collaboration is an essential element for transformation in environmental education and adds the use of technology to improve learning as a predominant factor, reaffirming with this postulate what has been developed throughout

throughout this research work in terms of the inclusion of digital media to improve care practices within the educational institution.

On the other hand, the findings of this research are framed within the theoretical guidelines of strategic communication, taking into account the need to use efficient communication techniques, where digital media takes on vital importance and campaigns involve sociocultural contexts.

In this context, public relations (PR) is a strategic ally in persuading an organization's stakeholders, as it contributes to strengthening its image, establishing and maintaining links with different audiences, and conveying key messages...

The digital revolution will continue to be decisive in communications practices, making them more transparent and dialogue-oriented. The transformation of traditional media will force organizations and their communications directors to reinvent themselves in order to respond to the challenges of new demands for communication, expression, and participation with all their audiences. (Guzmán, 2020)

In conclusion, the implementation of a water conservation campaign, in which an organizational structure prevails, assertive communication through different media, generators of agility, impact, efficiency, and constant updating that allow for behavioral change, can strengthen the transformation of unusual practices into usual or permanent ones in the school environment.

ANALYSIS OF RESULTS

Table 1. *Behaviors regarding water conservation.*

Indicator	Result	Observations
Awareness of water conservation.	High levels of awareness of water conservation resource ,	among students, teachers, parents, recognize the importance of care of

	inconsistency in the implementation of daily care practices.	water; however, there are no concrete actions in classrooms and homes that promote care.
Role models.	Teachers and institutional authorities have a significant influence on the decisions and attitudes of children and adolescents, tending towards care.	Institutional influence is decisive in the creation of sustainable care actions over time.

Source. (Santos, *Teaching Materials Indicator*, 2025).

Analysis.

The educational community is aware of the importance of water conservation, although in practice there is room for improvement in terms of consolidating an organizational structure that promotes the implementation of communication campaigns that generate impact and can be translated into sustainable actions over time.

The head of CAPACH's Water Management Department affirms that the adoption of good care practices is possible when early education on the importance of the environment and its resources is established in children's lives, with teachers and institutional authorities becoming the main references in this regard.

The family is also considered an important reference point, given the values, principles, and attitudes it can instill in children to transform ingrained negative behaviors into caring actions. While there is general recognition of the importance of water and caring for it, certain values need to be internalized through different educational strategies.

Table 2. *Educational materials.*

Indicator	Result	Observations
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Teaching materials.	Attractive visual materials, however, are rarely updated and have limited distribution.	The impact of messages about water conservation could be significant if more expansive and inclusive means of communication were used to reach all audiences. and to all places.
Implementation in daily activities.	It must be systematized and implemented in daily activities, using modern and digital media. modern and digital means.	The design of assertive and digital communication strategies will allow continuous awareness .

Source. (Santos, Teaching Materials Indicator, 2025).

Analysis.

While it is true that various resources, such as posters, practical guides for teachers, and brochures, are designed to educate people about water conservation and care, they have some limitations in terms of their effectiveness. First, although these tools are eye-catching, they must be constantly updated.

Cultural and social factors, as well as age range, pose challenges to understanding the message being conveyed. For this reason, all of these educational tools need to be adapted to different contexts in order to strengthen the implementation of good practices that are sustainable over time and at all institutional levels.

Likewise, the use of technological tools could increase the impact of the implementation of messages about caring for the environment and water, triggering greater participation and awareness among students at the Luis Donaldo Colosio M. elementary school. In turn, educational activities play a crucial role when they are consistent and adapted to different contexts, making a difference in changing behaviors.

Table 3. *Family education on water conservation.*

Indicator	Results	Observations.
Participation in awareness campaigns.	They have undertaken certain activities aimed at water conservation; However, there is no continuity to these activities.	There is a lack of family commitment to the ongoing education of water conservation as a vital resource for human subsistence.
Care practices at home.	Although many parents claimed they were unaware of protection mechanisms, others indicated that they implemented some practices from care at in their homes.	Environmental education and the implementation of teaching strategies in the home are essential for promoting sustainable care actions.

Source. (Santos, *Family Practices Indicator*, 2025).

Analysis.

The family is the most influential institution in the primary education of children and adolescents, which is why it plays a fundamental role in society. Strengthening a culture of environmental care is not only the responsibility of educational institutions such as the Luis Donaldo Colosio M primary school, but also reinforces the values learned at home.

The education that students receive at Luis Donaldo Colosio Elementary School is a useful resource that also strengthens the culture of care within their homes, given that children can replicate the teachings, strategies, and practices of water conservation, generating a multiplier effect within their families. Likewise, parents can get involved in training, talks, projects, and other school activities that promote a sense of responsibility and the proper use of water resources. It should be noted that the integration of families, teachers, and children significantly improves awareness levels and the adoption of good care practices that last over time.

Table 4. *Control and monitoring activities.*

Indicator	Result	Observations
Frequency activities of follow-up.	There is no evidence of follow-up to the campaigns	The teaching suggest as means of control, the

	implemented in the institution for water conservation.	Implementation of student surveys to monitor changes.
Impact on practices.	Some changes in behavior are evident, which require cultural consolidation in order to make good care practices.	Constant evaluation marks the consolidation of responsible and sustainable behaviors.

Source. (Santos, *Control and Monitoring Indicator*, 2025).

Analysis.

The level of participation, understanding, and perception of educational campaigns promoting water conservation can be established through constant monitoring and evaluation of the practices implemented within the institution, using surveys of students and other primary school staff.

These control and monitoring activities contribute to the constant improvement and adaptation of new conservation strategies to different social and cultural contexts and ages, as well as to the different needs of each group.

On the other hand, the use of digital media in constant evaluation introduces a qualitative and innovative approach that allows the impact of each educational campaign to be measured in the institutional community, beyond the school environment. For monitoring to be highly relevant, a quarterly period and the implementation of different platforms are suggested to enhance dissemination strategies.

Finally, it is essential to prepare a report on the results to measure the impact of the organizational culture at Luis Donaldo Colosio M Primary School and to identify shortcomings that allow for continuous improvement and the consolidation of good care practices on a daily basis. In this sense, control and monitoring actions become a key tool for ensuring the effectiveness of programs aimed at sustainable water care.

Table 5. *Impact of care campaigns.*

Indicator	Results	Observations
Effectiveness of the campaigns implemented.	Acceptance is positive among students and teachers.	Although effective, the changes are not significant, so the campaigns need to be strengthened to ensure that good conservation habits are sustainable. conservation habits.
Level of participation in water conservation campaigns and activities.	There is evidence of a high level of participation among both students and teachers, as demonstrated by their interest and level of awareness.	Favorable change in organizational culture depends largely on the consolidation of strategies to broaden the scope of participation in educational institutions and households homes.

Source. (Santos, *Impact indicator of care campaigns*, 2025).

Analysis.

The results show that students at the Luis Donaldo Colosio M educational institution initially show interest in learning processes related to water resource care. However, this tends to diminish over time without continuous monitoring and the incorporation of new campaigns and strategies that capture children's interest.

Among the most notable activities is the use of educational materials, such as brochures, guides, interactive games, and teaching tools, which allowed for active participation by students and proved to be useful, innovative, and motivating for the proposed goal of water conservation. Despite the effectiveness of these materials, certain challenges are observed, pointing to the need to expand practical activities in order to maintain long-term motivation.

It is important to highlight in this analysis of results that there was a multiplier effect, considering that the awareness of a culture of care learned by children in primary school is

replicated in homes and extended to parents. This not only strengthens family ties, but also contributes to the implementation of good care practices and behavioral changes.

Finally, the acceptance and recognition of water conservation campaigns at Luis Donaldo Colosio Elementary School has been favorable. However, it is considered essential to strengthen activities involving family and community participation that are better structured, continuous, and adapted to different socio-cultural contexts.

The impact of changing water conservation habits depends largely on the organizational culture at the institutional level, which can be used to implement a comprehensive strategy that includes control and monitoring measures, effective resources, active participation, and the use of digital communication tools for a broader spectrum of action, which could generate behavioral changes that benefit water conservation.

The results presented above are similar to the findings of researchers Obando and Castro, who state that "In addition, the design and implementation of the comprehensive communication strategy made it possible to identify actions related to environmental awareness, adapting to the specific needs of fifth-grade students and taking advantage of the resources available at the educational institution." (Obando and Castro, 2023)

CONCLUSIONS

After conducting a thorough evaluation in this research project, it was determined that at Luis Donaldo Colosio M Elementary School, there is an incipient and fragmented organizational culture regarding water conservation, which needs to be consolidated through more effective educational, communication, and awareness strategies.

Qualitative analysis and document review determined that CAPACH's interventions are insufficient to raise awareness and influence the behavior of students at the educational institution on an ongoing basis, due to a lack of commitment, follow-up actions, and comprehensive strategies.

The findings reveal that the sustainability of environmental care campaigns, as well as the consolidation of an organizational culture within the educational institution, requires the intervention of communication campaigns and continuous practices, involving the participation of teachers, administrative staff, students, and parents.

The use of digital tools, with which recreational and educational activities, visual projections, and all activities aimed at promoting water and environmental care can be carried out, contributes to generating a positive, innovative impact and promotes a high level of awareness.

Finally, there is a clear need to promote environmental education at Luis Donaldo Colosio M Primary School through awareness-raising campaigns tailored to different audiences and sociocultural contexts. Only through coordinated, sustainable, and adapted work will it be possible to create a solid culture of care for the conservation and rational use of water resources, which are vital for humanity and future generations.

FUTURE WORK

Based on this research, we propose the design of an educational program with a high number of participants, incorporating digital tools and recreational resources that will allow for the consolidation of a solid culture of water conservation, not only in the school community but also within each household.

The creation of alliances between institutions and entities responsible for water management is essential for the creation and dissemination of this multi-channel program, with the aim of measuring the long-term impact on sustainable practices in the classroom and at home, reflected in changes in behavior, care habits, and attitudes toward responsible water use.

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