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Promoting Social Justice in Education: The Role of Results-Based Management and Social Media

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Abstract: This paper examines the Bina' program, a social innovation initiative aimed at promoting social justice and enhancing the quality of education in Morocco through Results-Based Management (RBM) and strategic social media integration. Employing a case study methodology, the research delves into the program's implementation, focusing on the systematic use of social media platforms, primarily Facebook, Instagram, and WhatsApp, to engage diverse stakeholders, including teachers, students, and community ambassadors. The findings illustrate how Bina'

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program utilized social media not only for outreach and communication but also as a tool for continuous monitoring and evaluation, fostering collaboration among educators and empowering marginalized voices in the educational landscape. By showcasing the program's successes and challenges through regular updates and engagement metrics, Bina' program demonstrates the transformative potential of a well-structured communication strategy in advancing social justice in education. This research contributes valuable insights into the interplay between social media and educational initiatives, offering a model for future programs aiming to leverage technology for social justice.

Keywords: social justice, social media, media, results-based management, quality education

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Promouvoir la justice sociale dans l'éducation : Le rôle du management axé sur les résultats et des médias sociaux

Résumé : Cet article examine le programme Bina', une initiative d'innovation sociale visant à promouvoir la justice sociale et à améliorer la qualité de l'éducation au Maroc grâce au Management Axé sur les Résultats (MAR) ou la Gestion Axé sur les Résultats (GAR) et à l'intégration stratégique des médias à travers une étude de cas, cette recherche explore la mise en œuvre du programme, en se concentrant sur l'utilisation systématique des plateformes de médias sociaux, principalement Facebook, Instagram et WhatsApp, pour engager divers acteurs, y compris les enseignants, les élèves et les ambassadeurs communautaires. Les résultats illustrent comment le programme Bina' a utilisé les médias non seulement pour la sensibilisation et la communication, mais également comme un outil de suivi et d'évaluation continue, favorisant la collaboration entre les éducateurs et donnant une voix aux groupes marginalisés dans le domaine de l'éducation. En mettant en avant les réussites et les défis du programme à travers des mises à jour régulières et des indicateurs d'engagement, le programme Bina' démontre le potentiel transformateur d'une stratégie de communication bien structurée pour faire progresser la justice sociale dans l'éducation. Cette recherche apporte des informations précieuses sur l'interaction entre les médias et les initiatives éducatives, offrant un modèle pour de futurs programmes visant à exploiter la technologie au service de la justice sociale, dont l'éducation fait partie intégrante.

Mots-clés : justice sociale, médias sociaux, médias, management axé sur les résultats, éducation de qualité

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Introduction

Achieving social justice through quality education remains one of the most pressing challenges for modern societies. Education, as a foundational tool, plays a pivotal role in equipping individuals with the skills, knowledge, and opportunities necessary to

succeed and contribute meaningfully to their communities (Avis, 2009). As global economies and societies evolve, the relevance of education extends beyond mere academic achievement, aiming to foster inclusivity, equity, and personal development that reflect the identities and aspirations of diverse learner groups (Malik, 2018). Ensuring that every student has access to an education that meets their unique needs is a core element of promoting social justice, particularly in addressing systemic barriers rooted in race, gender, socioeconomic status, and geography (Hytten & Bettez, 2011). However, achieving this level of inclusivity requires innovative and strategic approaches that transcend traditional educational frameworks. In this context, Results-Based Management (RBM) emerges as a critical management strategy to drive equitable outcomes within education. RBM's emphasis on outcome-oriented planning and evidence-based decision-making ensures that interventions are not only efficiently implemented but also aligned with overarching goals of inclusivity and equity (Khan, 2020). By establishing clear, measurable outcomes and holding stakeholders accountable for achieving these results, RBM provides a structured pathway for addressing the deep-rooted inequities that often persist in educational systems (Heinrich, 2002). Furthermore, RBM encourages a continuous cycle of planning, monitoring, and evaluation, fostering an environment where programs can be adapted in real-time to better meet the needs of disadvantaged or marginalized populations (Strong, 2008). Complementing RBM's structured approach is the transformative role of social media as a tool for advocacy and engagement. Social media platforms have become powerful communication channels that enable stakeholders, students, educators, policymakers, and communities, to engage actively in promoting educational equity and social justice. The interactive and participatory nature of social media allows for the dissemination of information, the mobilization of communities, and the amplification of marginalized voices, which are crucial for driving social change. Moreover, social media enhances transparency and accountability within RBM frameworks by facilitating real-time feedback and fostering ongoing communication between program implementers and beneficiaries (Korda, 2013). This paper explores the integration of RBM and social media as complementary tools for promoting social justice in education. Using the case study of the Bina' program in Morocco, which focuses on equipping primary school students with 21st-century skills, the study demonstrates how these strategies can effectively address educational inequalities and foster inclusive learning environments. The paper aims to contribute to the discourse on education for social justice by highlighting the importance of RBM and social media strategies in achieving equitable educational outcomes.

1. Literature Review

1.1. *Achieving Social Justice through Quality Education*

Quality education is foundational to achieving social justice, as it provides individuals with the skills, knowledge, and opportunities to succeed and contribute to society

(Avis, 2009). The relevance of education lies in its capacity to offer meaningful learning outcomes that resonate with the diverse needs of learners, their communities, and the broader national development priorities in an ever-evolving global context. Education, in this regard, plays a crucial role in the cultivation of capabilities and functioning that individuals, communities, and national governments consider valuable. Therefore, a relevant education system not only equips students with academic knowledge but also acknowledges and reflects the identities, needs, and aspirations of various groups. In doing so, it fosters an environment that promotes inclusivity, equity, and personal development, all of which are essential components of social justice. The primary goals of education worldwide converge around preparing young people for their future roles as responsible citizens and competent professionals (Malik, 2018). Education is expected to help students acquire both core academic knowledge and essential life skills, which together enable them to navigate the demands of the modern world. These goals are often outlined in curriculum documents, whether at the school level or in national frameworks, and are typically categorized into two key domains: academic and long-term aims (Voogt, 2012). Academic goals focus on concrete, measurable outcomes, such as mastering specific mathematical operations or language skills (Donna Wilson, 2020). On the other hand, long-term aims are broader and more abstract, such as fostering confident, healthy, and emotionally resilient individuals. Both types of goals are interrelated, as academic achievements often contribute to long-term personal and professional success. Some educators argue that by focusing on emotional and social competencies first, students are better equipped to achieve academic excellence, while others maintain that the mastery of academic skills naturally leads to the development of broader competencies (Joseph E. Zins, 2004). Regardless of the approach, education's overarching purpose is to provide learners with the tools they need, both hard and soft skills, to gain a competitive advantage academically, professionally, and socially. Education is not just an instrument for individual advancement; it is a powerful driver of societal development (Ingemar Faegerlind, 2016). A well-educated population has the potential to reduce poverty, promote gender equality, and foster peace, stability, and human rights. Moreover, education strengthens institutions, promotes social cohesion, and encourages innovation, all of which contribute to the overall development of society. By investing in education, particularly in disadvantaged communities, societies can break the cycle of poverty and develop human capital, thus addressing deep-rooted inequalities and fostering a more just and equitable world (Jones, 2009). Achieving social justice in education, however, goes beyond simply providing access to schooling. It requires a commitment to addressing systemic barriers and ensuring that every student, regardless of their background, has the opportunity to succeed. Social justice in education is fundamentally concerned with dismantling the inequalities that stem from factors such as race, gender, socioeconomic status, and geographic location. It strives to create an educational environment where all students, especially those from marginalized communities, can thrive. Failure to address these disparities perpetuates cycles of poverty and exclusion, limiting the potential of individuals and communities to participate meaningfully in

the broader societal fabric. The pursuit of social justice in education is not just a moral obligation but also a practical necessity in ensuring the functioning of a fair and democratic society (Hytten & Bettez, 2011). It requires a multifaceted approach that includes policy reforms, teacher training, and active engagement from communities to create an educational system that is both inclusive and equitable. Equal access to high-quality education enables individuals from diverse backgrounds to reach their full potential and contribute to a more cohesive and unified society. When educational resources and opportunities are distributed equitably, they bridge the gaps that divide societies and foster greater mutual understanding and respect among individuals from different walks of life (Mark Gradstein, 2002). Moreover, social justice in education challenges the notion that certain students are more deserving of better educational opportunities based on their background or circumstances. It advocates for the provision of necessary resources and support for all students, particularly those from disadvantaged or underrepresented groups, to ensure they can thrive academically and socially. This commitment to equity acknowledges the historical and systemic inequalities that have long marginalized specific populations and calls for targeted interventions to rectify these imbalances. Furthermore, education for social justice is also about cultivating critical thinking and empathy among students (Mirra, 2018). By exposing students to diverse perspectives and encouraging them to reflect on social issues, education fosters a deeper understanding of the complexities of social justice and nurtures a sense of compassion and responsibility toward others. This process not only benefits the individual but also strengthens society by promoting a culture of empathy, inclusivity, and collective action toward a more just world . Teachers play a central role in this transformative process. By incorporating social justice principles into their teaching methods and curricula, educators can create inclusive classroom environments that challenge societal prejudices and empower students to become active agents of change. Educators who prioritize social justice in their classrooms inspire students to engage critically with the world around them and to work toward creating a more equitable and just society for all.

1.2. *Social Media Advocacy*

The widespread adoption of social media is transforming the global landscape of communication, influencing interactions between individuals, organizations, and governments. While the exact origins of the term “social media” remain debated, with various web visionaries credited in the early 1990s, there is no doubt that their shared vision of merging networked, internet-based technologies with communication and media rapidly came to fruition. Today, social media exerts a profound and disruptive impact on traditional diplomatic, informational, military, and economic (DIME) structures, reshaping how information is disseminated and engagement occurs across sectors (Jan Servaes, 2009). Over the past fifty years, the field of communication for development has also evolved significantly, shifting from early radio-based, expert-led approaches to modern, internet-enabled platforms that prioritize community participation and interactive engagement (Somprakash Bandyopadhyay, 2016). This evolution reflects broader paradigmatic shifts within the study of communication for

development and social change, moving from modernization and growth theory to dependency frameworks, and more recently to participatory models. Contemporary discourse increasingly emphasizes local communities as focal points for both research and intervention, while also addressing the complex interplay between global and local forces (Somprakash Bandyopadhyay, 2016). Our current globalized world faces a multitude of crises, economic, financial, social, cultural, ideological, political, ethnic, ecological, and security-related. These multifaceted challenges complicate traditional modernization and dependency theories, as the growing interdependence of regions, nations, and communities becomes more evident. Despite advancements in both the theorization of communication for development and its practical applications, persistent issues such as poverty, inequality, and the digital divide remain (SHANA M. MASON, 2003). As Amartya Sen (2000: 298) aptly noted, "Development is indeed a momentous engagement with freedom's possibilities" (Sen, 2008), underscoring the need to frame discussions of development within the broader context of socio-economic and cultural rights and freedoms, particularly in alignment with global efforts such as the Millennium Development Goals (MDGs). One of the ongoing challenges for scholars and practitioners in the field of communication for development and social change is understanding why some development initiatives succeed while others fail (McAnany, 2010). In this context, communication media have traditionally been employed to support development initiatives by disseminating messages that encourage public support for these projects. While development strategies vary widely across different regions and contexts, the use of media to inform populations about projects, highlight their benefits, and advocate for public endorsement has remained a common approach (Salmon, 2003). However, successful development communication requires more than simply informing the public, it demands active participation in decision-making processes (Charles Salmon, 2003). Effective communication in development fosters the exchange of information, knowledge, trust, and commitment, all of which are critical for ensuring the success of development initiatives.

1.3. *Results-Based Management*

Results-Based Management (RBM) is a comprehensive management strategy designed to ensure that all actors involved, whether directly or indirectly, contribute meaningfully to the achievement of specific, pre-defined results (Khan, 2020). In essence, RBM focuses on managing interventions by aligning processes, products, and services with the overall objectives, ensuring that the activities carried out are directly linked to the attainment of desired outcomes. A fundamental aspect of this approach is its emphasis on using information and evidence on actual results to inform decision-making, guiding the design, resourcing, and implementation of programs and activities (Chen, 2005). This approach also serves as a critical framework for ensuring accountability and transparency in reporting. RBM, as a performance-driven management strategy, not only seeks to enhance the efficiency, relevance, effectiveness, and impact of interventions but also provides a structured, logical model for identifying expected results . By clarifying the inputs and activities needed

to achieve these results, RBM helps maintain a clear focus on the desired outcomes throughout the project lifecycle. According to the International Committee of the Red Cross (ICRC, 2008), the RBM approach ensures that an organization remains centered on the results to be achieved, spanning the entire spectrum of management processes, planning, monitoring, and evaluation, rather than merely focusing on the implementation of activities or budget control (Strong, 2008). One of the key principles of RBM is the necessity to measure results in order to understand the value and impact of a project or program. Without proper assessment and evaluation of outcomes, it becomes difficult to gauge the effectiveness of an initiative or make informed adjustments to improve its future performance (Heinrich, 2002). Thus, results-based management is not merely a tool for operational efficiency but a strategy that establishes the foundations for an integrated approach to project and program management. It encapsulates all stages of the project lifecycle, beginning with planning, continuing through monitoring and reporting, and culminating in evaluation. The RBM approach requires the active involvement of all stakeholders, including those who contribute both directly and indirectly to the success of a program. These stakeholders must ensure that their services, products, and processes align with the broader goals and contribute towards achieving the desired outcomes. As articulated by the United Nations Office (2018), RBM provides crucial information for decision-making, influencing the design and delivery of programs and activities (Gwata, 2019). The essence of RBM lies in its results-driven philosophy, which integrates a systematic set of principles into all aspects of management. This not only helps organizations stay focused on the outcomes but also encourages the incorporation of evidence and lessons learned from previous performances into current and future management decisions. Furthermore, RBM is often referred to as "managing for results" and, in the context of international development, is frequently described as "managing for development results" (Vähämäki, 2019). The aim of RBM in this context is to improve the overall management of a project or program throughout its entire lifecycle. This process begins with the initiation phase, which includes thorough analysis, project planning, and design. Following this, the implementation phase is characterized by results-based monitoring, continuous adjustment, and regular reporting on progress. The final stage involves evaluation, where lessons learned are integrated into future programming. Each of these phases is interconnected, forming a cohesive cycle that allows for iterative improvements and maximization of the achievements of results. By maintaining a continuous focus on outcomes, RBM contributes to the realization of positive, measurable changes in the target population or area of intervention. This results-oriented approach is particularly relevant in the context of international development and social change, where the complexity of challenges such as poverty, inequality, and education deficits demand a systematic and accountable management strategy (Donor, 2017). The integration of RBM into these initiatives ensures that the resources, efforts, and strategies employed are directly contributing to sustainable development goals, thereby improving the overall effectiveness and impact of development programs. The role of social media as a powerful communication tool can further enhance the implementation of RBM.

In modern development and social change projects, social media platforms provide a means to engage stakeholders, disseminate critical information, and track the progress of interventions in real time (Korda, 2013). Social media facilitates greater transparency and accountability by allowing beneficiaries and program implementers to communicate and share results more easily. This real-time interaction not only increases the visibility of development programs but also enables more immediate feedback, fostering continuous improvements and adaptations to ensure the relevance and effectiveness of the project.

2. Methodology

In this research, the case study method has been chosen to examine Bina' program as a social innovation initiative. This approach allows for an in-depth exploration of how Results-Based Management (RBM) and social media were utilized throughout the Bina' program to promote social justice and enhance the quality of education. Case studies are particularly useful for answering "how" and "why" questions, making them an ideal methodology for this research. By focusing on the Bina' program, this case study provides valuable insights into the ways social media were integrated at each stage of the program, planning, implementation, and evaluation, highlighting its role in achieving the program's objectives. The use of a case study in this context enables a deeper understanding of how social media channels like Facebook and Instagram were strategically employed to reach teachers, recruit ambassadors, and maintain engagement with program participants. It also sheds light on how social media facilitated communication with stakeholders and supported the continuous monitoring and evaluation of the program. By examining the specific communication strategies used in the Bina' program, this case study underscores the importance of social media as a tool for fostering p articipation, tracking progress, and ensuring the long-term impact of social innovation projects. Through this focused analysis, the research aims to demonstrate how social media not only enhances communication but also amplifies the reach and effectiveness of initiatives aimed at promoting social justice in education.

Bina' is an online and in class program held by Startup "NOBOXLab" in partnership with Non-governmental organization "Educ Ride", with a vision of reimagining Moroccan schools as dreamed and realized by students and teachers, by giving a voice to children aged between 6 to 14 years old to express "the school of their dreams" and help them achieve it. It embodies social justice by empowering marginalized voices, particularly young students from diverse backgrounds. The program aims to lay a first brick at the school of their dreams, through one or more actions that can be carried out on a small scale. Its main mission is to support teachers and learners to become changemakers in their school, while developing the skills and values that can allow that to happen. The first edition of the program was held on November the 1st of 2020, after its success, the program's implementers decided to organize the 2nd edition of the program that was launched on April the 13th of 2021.

Bina' 2.0 engaged 8 teachers, 218 students, and 8 schools from 7 Moroccan cities, providing a platform for children to articulate a total of 222 dreams envisioning their ideal school (Figure 1). Over the course of three months, following in-class activities and six workshops designed to support and guide teachers, 19 of these dreams were successfully implemented.

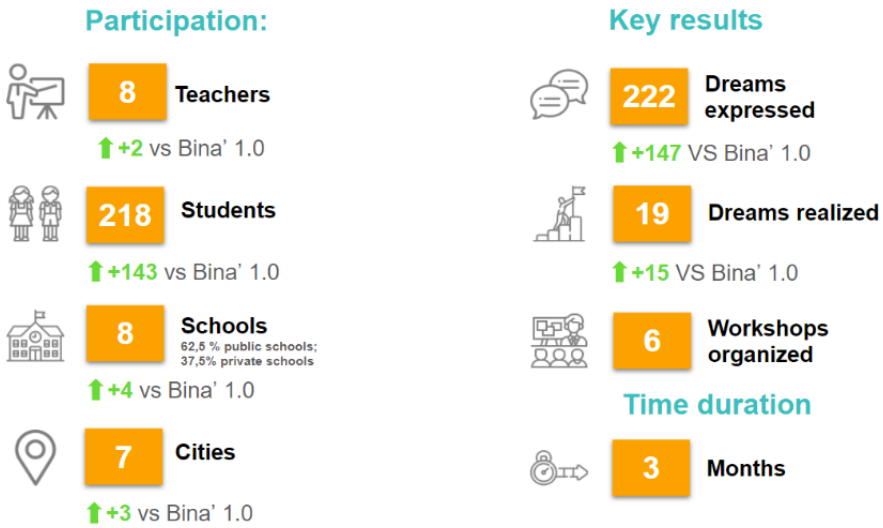


Figure 1. *Bina' program key results (source: Authors)*

The activity of Bina' program is subdivided into 3 phases: The first phase is the "Dream" phase, it aims to faithfully collect the children's vision of the school of their dreams, the following question is the question that teachers ask their students: "What will the school of your dreams look like?". Then, the teacher collects the different answers from students. The two main goals of this phase are to create an environment of trust and stimulate creativity and encourage freedom of expression. After collecting dreams, students agree on selecting one to three dreams. The goal of this activity is to select, not eliminate, and to encourage students to find intersections and commonalities between their dreams. The second phase is the "Thinking" phase, it aims to invite children to believe and think about making their dreams come true, even on a small scale. By making action plans of the dreams selected collectively, this activity's main goal is to push students to believe in the dreams they chose (and change), to stimulate their creativity and "think solutions". The last phase is the implementation phase, which aims to implement the action plans elaborated by students themselves in phase 2, by encouraging learners to act in the direction of their dream, and to listen to their potential.

3. Results

3.1. *Communication Approach of the Bina' Program: Harnessing Social Media for Engagement and Results*

The Bina' program utilized a well-structured communication strategy to effectively share its results, progress, and outcomes with various stakeholders. This approach integrated a range of social media platforms and channels, each tailored to serve specific communication objectives (Table 1).

Table 1. Bina' program social media channels (source: Authors)

Social Media Channel	Objective
Facebook	- Reach and recruit teachers for program implementation through Facebook groups or direct contact. - Promote results from previous editions and communicate program objectives. - Share updates on past events and upcoming virtual events (Zoom).
Instagram	- Attract a younger audience and recruit ambassadors to support teachers in implementing the program. - Promote program outcomes and inspire engagement with a visual and interactive approach.
Whatsapp	- Facilitate continuous support, resource sharing, and communication between participants and staff. - Inform teachers about key program milestones and provide visibility on their progress. - Foster collaboration and ensure ongoing teacher engagement.

Social media played a pivotal role in reaching diverse audiences, engaging teachers, students, and ambassadors, and creating visibility for the program's mission and impact. Social media played a pivotal role in engaging different stakeholders. Facebook, for instance, was instrumental in reaching potential teachers interested in implementing the program within their classrooms. By leveraging existing Facebook groups or contacting teachers directly, Bina' program was able to extend its reach and recruit educators. Facebook was also used to promote results from previous editions,

communicate the program's objectives, and highlight the advantages of participation. Through Facebook posts, the team shared updates on past events organized by the NGO and informed interested teachers about upcoming virtual events, often hosted on the Zoom platform. Similarly, Instagram mirrored Facebook's functions but was specifically tailored to attract a younger audience and recruit ambassadors who could assist teachers in implementing the program. Throughout the program, social media played a vital role not only in communication but also in facilitating professional development and community building among teachers. One of the key uses of social media was the organization of workshops, where teachers participated in peer-to-peer learning sessions. These workshops were designed to enhance their teaching skills and exchange best practices, providing a collaborative space for professional growth. Additionally, social media was instrumental in building a learning community among teachers. A "WhatsApp" group was established to connect participants with each other and with the program staff. This platform allowed for continuous support, sharing of resources, and ongoing communication throughout the program. The WhatsApp group had specific objectives, such as fostering collaboration and ensuring that teachers stayed engaged and informed about program developments. The effectiveness of this group will be further evaluated during the final phase of the program. Connecting, engaging, and maintaining effective communication with teachers was a critical component to ensure the success of the Bina' program. To achieve this, a WhatsApp group was established with the following objectives: informing teachers of key milestones in Bina' program, providing them visibility on their progress to motivate further advancement, and helping them better understand the program. The management of this WhatsApp community followed a structured process (Figure2) that encompassed three main stages: planning, execution, and evaluation. In the planning stage, the team responsible for community management developed a strategy aligned with Bina' program overall goals.

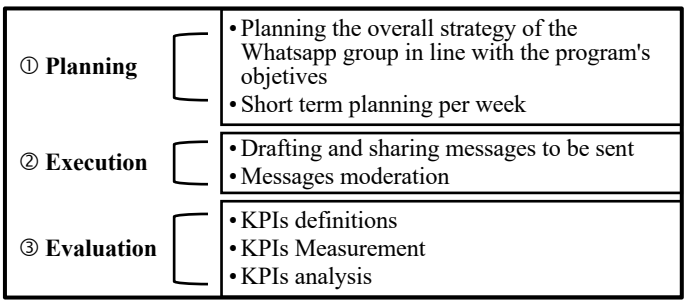


Figure 2. *The Whatsapp group planning strategy (source: Authors)*

This strategy outlined the categories of messages to be sent and their frequency, tailored to the group's objectives. Workshops Planning messages coordinated dates with teachers, assessing their availability for participation. Workshops Follow-up updates provided briefings after each session, encouraging engagement by inviting

direct questions. Nachrat Bina' (which is a weekly report on teachers' progress during the implementation of the program) updates offered progress reports on each phase, giving teachers valuable feedback on their work. To inspire creativity and problem-solving, Success Stories from Bina' 1.0 shared examples from the first edition, helping Bina' program 2.0 teachers overcome challenges by learning from past experiences. Additionally, the Bina' Quiz served as an interactive tool to clarify the program's process, enhancing teacher engagement. Finally, Impulse Questions prompted direct interaction, gathering insights on program implementation through teacher and student testimonies, as well as shared media of organized activities and realized dreams. The execution stage involved moderating the group and implementing the planned strategy, while the evaluation stage focused on defining and measuring key performance indicators (KPIs). These KPIs assessed how well the group met its objectives, with further details provided during the evaluation phase. Continuous monitoring of the program, through activities like data collection and tracking progress against indicators, allowed the team to stay informed about the program's advancements. This ongoing process also offered valuable insights into areas needing adjustments to ensure that the program's goals were met.

3.2. *Leveraging Social Media for Program Success: From Planning to Implementation*

The multichannel communication strategy of the program significantly contributed to the development of the program at every stage. During planning, social media outreach helped in recruiting teachers and ambassadors.

During the program, teachers will be trained on the program's approach and methodology to facilitate in class and will be monitored by ambassadors to track the progress of the activities to be implemented, this will allow teachers to fully understand the program's approach as well as provide them with personalized online assistance which will lead to improve their knowledge on the implementation of the program as well as initiating them to innovative practices that can be used within their classes. Moreover, multiple workshops will be organized and facilitated during the three phases of the program in order to learn from mentors and exchange their experiences which will help increase awareness and initiate teachers to the change makers attributes of teachers and the leadership notion as well as the importance of the 21st century skills. As the program unfolded, these platforms were crucial in tracking the progress of implementation, ensuring that the program's goals were being met, and facilitating continuous engagement. In order to achieve these goals, a set of outcomes was identified, each linked to specific indicators to measure the degree of success in achieving the intended results. For example, to ensure that teachers improved their knowledge of implementing the program within their classrooms, a key indicator was the number of teachers who successfully carried out the three phases of the program, Dream, Think, and Act. Similarly, another indicator was set to assess how much students improved their skills during their participation in Bina' program 2.0. This was measured by tracking the total number of students who engaged in each phase, as the program was designed to develop various skills

through an experiential learning approach. The measurement of these indicators played a crucial role not only in monitoring progress but also in communicating the program's achievements through social media. Regular updates on progress indicators, such as the number of teachers and students actively participating, were shared across platforms like Facebook and Instagram. This not only kept stakeholders informed about the program's development but also fostered a sense of pride and achievement among the participating teachers. By highlighting their involvement and success, the social media posts helped to boost their morale, creating a positive feedback loop that encouraged further engagement and dedication to the program's goals. The overarching aim of these efforts was not only to generate public support but also to provide decision-makers and potential partners with essential information about the program's outcomes, offering transparency and fostering future collaborations. The use of social media was an integral part of the program's planning, implementation, and evaluation. During the planning stage, careful thought was given to how social media channels would be utilized to target different groups of beneficiaries. Three core objectives guided social media usage: communication with potential beneficiaries, communication with current participants, and outreach to future beneficiaries. These objectives were developed after answering critical questions such as: What is the program about? What needs does it address? Crucially, Bina' program adopted a systematic approach to monitoring and evaluation, using the insights gathered to refine its communication strategies and ensure the long-term success of the program. Regular feedback loops allowed for adjustments in how the program's results were shared with both the public and stakeholders, ensuring continuous improvement and the sustainability of its impact.

Conclusion

The Bina' program's thoughtful and strategic use of communication channels was a cornerstone of its success, showcasing the immense potential of social media in fostering engagement, ensuring accountability, and amplifying the program's impact. From the outset, platforms like Facebook, Instagram, and WhatsApp were not just tools for outreach, but integral parts of the program's fabric. Facebook allowed for the recruitment of teachers and ambassadors by reaching potential participants where they were already active. It also became a space for sharing updates, successes, and milestones, building a sense of community and visibility around the program's mission. Instagram, meanwhile, was particularly effective in drawing in younger audiences, notably the ambassadors who played a crucial role in supporting teachers through the program's implementation. WhatsApp, perhaps the most intimate and direct of the platforms, created an ongoing dialogue between the program staff, teachers, and participants. Through this platform, teachers received guidance, support, and encouragement in real-time, fostering a sense of belonging and mutual support that was vital to their professional growth and success within the program. Beyond simply broadcasting updates, the Bina' program's communication strategy also prioritized transparency and a results-based approach. By regularly sharing progress

indicators, such as the number of teachers implementing the Dream, Think, Act phases or the number of students gaining 21st-century skills, across social media, Bina' program ensured that all stakeholders, from participants to decision-makers, were kept informed of the program's impact. This not only showcased the achievements of the participants but also created a ripple effect of pride and motivation, particularly among the teachers who saw their efforts recognized and celebrated publicly. These media-driven efforts did more than just keep people informed; they built a cohesive community, fostered accountability, and highlighted the broader social justice goals of the program. By providing teachers with the tools and support they needed to succeed, and by tracking and sharing the tangible outcomes of their efforts, Bina' program worked to create a more equitable and impactful education system. The continuous feedback loops ensured that any challenges were addressed in real-time, while the emphasis on transparency helped attract potential partners and supporters, further extending the program's reach. Bina' program exemplifies how a thoughtful, well-implemented communication strategy, grounded in clear objectives and supported by social media, can drive not only programmatic success but also lasting social change. It was not just about sharing information, it was about fostering a culture of collaboration, learning, and empowerment that will continue to impact the teachers and students involved long after the program's conclusion.

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