

# Social Listening Report

Topic: Education

Reporting period: 27th December 2021 – 31th January 2022

# Methodology

Zinc Network's digital team runs monthly social media listening comprised of three stages:

## Stage 1: Topic identification

- EWTN submits topics for tracking each month – with each report covering conversations across a one-month timeframe
- Zinc Network identifies relevant search keywords in relation to the topic

## Stage 2: Forum identification

- Topic monitoring takes place on Facebook
- Public groups and pages are identified, as well as media outlets who tend to report on the topic. These groups and pages are entered in to CrowdTangle and BuzzSumo (social media monitoring tools)
- We then identify and track key narratives and themes, alongside influential voices on the topic

## Stage 3: Analysis

- The top posts and comments are analysed manually to understand discussion patterns
- Data is anonymised, and reports will not include any personal data of users involved in conversations
- A summary of findings is created, providing qualitative analysis of social media conversations, as well as a quantitative representation of the levels of conversation throughout the reporting period

# Research question and setup

***"How do online audiences in Georgia talk about and engage with the topic of primary and secondary education?"***

## **Keywords:**

- განათლება (Education)
- განათლების სამინისტრო (Ministry of Education)
- ბავშვი, ბავშვ-ბავშვი, საბავშვო ბავშვი (Kindergarten)
- ბავშვის აღმზრდელი (Kindergarten teacher)
- დამრიგებელი (Tutor)
- სწავლა, სწავლება (Teaching)
- სკოლა, სკოლები (School)
- სკოლამდელი (Pre-school)
- მასწავლებელი (Teacher)
- ეროვნული სასწავლო გეგმა (National Study Plan)
- ბავშვების გაერთიანება (Union of Kindergarten)
- სასწავლო პროცესი (The learning process)

# Key findings 1/2

- **Scale:** There was very little discussion of education outside of dedicated public groups and pages. The new Georgian education strategy was not mentioned at all.
- **Spaces:** Searches containing keywords mostly brought back posts from educational or media websites, and public groups.
- **Impact of COVID-19 on education (dominant narrative):**
  - **In-person vs. online attendance:** The most popular comments discussed whether students should attend school in-person or online. Most people supported online attendance due to the recent Omicron spike, although they generally thought online schooling is not a good way for children to get a proper education. Some people opposed to in-person attendance commented that not all parents followed the COVID rules and most teachers were unvaccinated.
  - **E-teaching materials:** Teachers struggled to use a new electronic journal due to technical malfunctioning of the program.
  - **Learning losses:** Education specialists criticized the Government for not having plans to remediate educational losses caused by COVID.
  - **Vaccination of children:** Parents and teachers expressed strong opposition to vaccination of children aged 5 to 12.



# Key findings 2/2

## Other narratives on education

- **Infrastructure:** Schools are not functioning properly due to the lack of electricity and internet in the mountainous regions.
- **Alternative education systems:** The scale of information found during the observations suggests that a growing number of people aspire to have a Finnish-style education system.
- **Teachers' salaries:** Teachers of kindergarten classes are demanding a pay rise. While the Ministry of Finance announced a 10% increase in salaries, teachers were upset and demanded more.
- **Teachers' career development:** The Ministry of Education offered the opportunity for career advancement to senior and leading teachers who wish to increase their status and salaries. However, teachers complained about the size of the exam materials and lack of time for preparation.
- **Politicization of education:** Members of the coalition Education for All (EFA) argued that the school space needs to be depoliticized, and teachers should know how to protect themselves from political pressure.



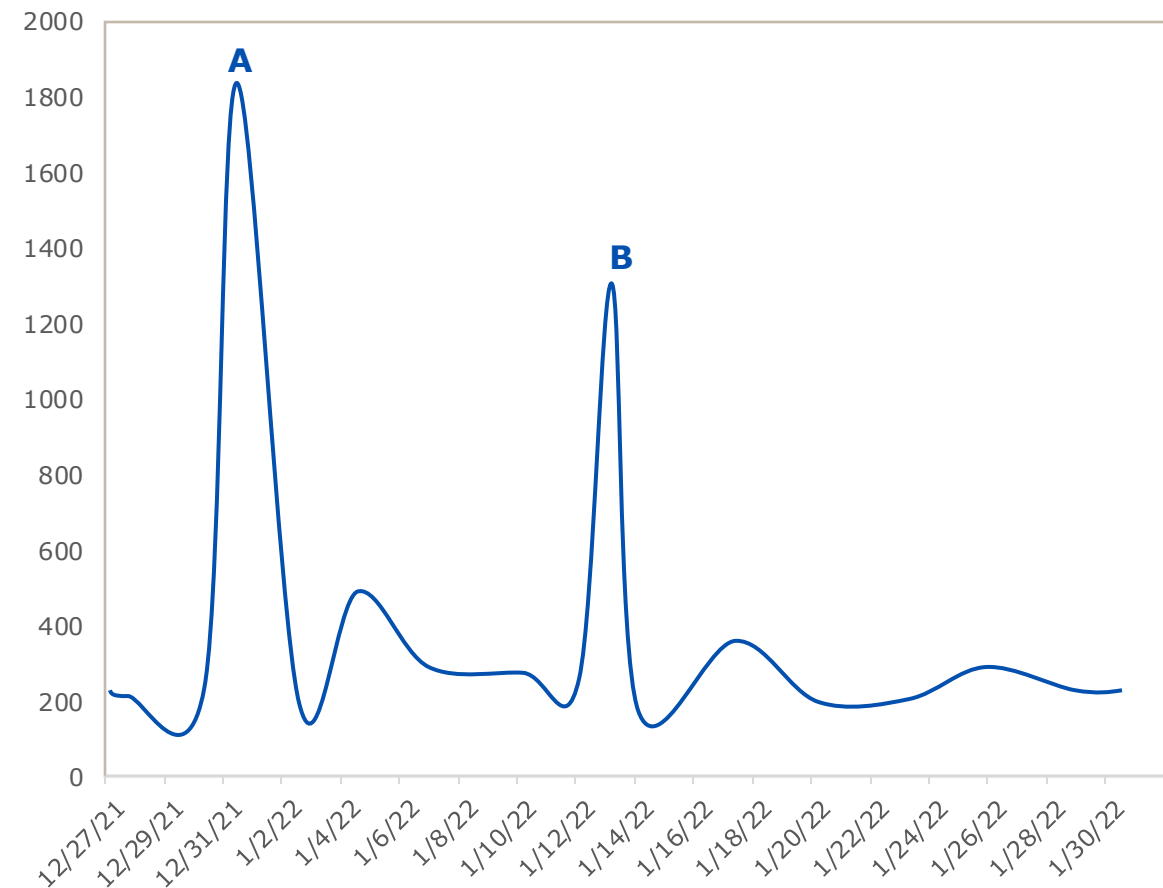
# Facebook trend analysis



## Trend analysis:

- Peak A was driven by a news story published in online newspaper Batumelebi.ge about a 15-year-old boy who could not manage to continue studying because of poor health; this story led to vast resonance amongst audiences.
- Peak B was driven by a news story published on education website Etaloni.ge regarding the launching of a new learning process in schools and kindergartens.

Facebook keyword mentions





# Top performing Facebook posts 1/2



Interactions: 8,717

Georgian teacher living in Finland promoted the Finnish school model on her Facebook profile.



Interactions: 1,910

News story published on an education website regarding the launching of the learning process in kindergartens.

# Top performing Facebook posts 2/2



Interactions: 1,323

An infectious disease specialist calls on parents to leave the child at home if it has cold symptoms



Interactions: 2,006

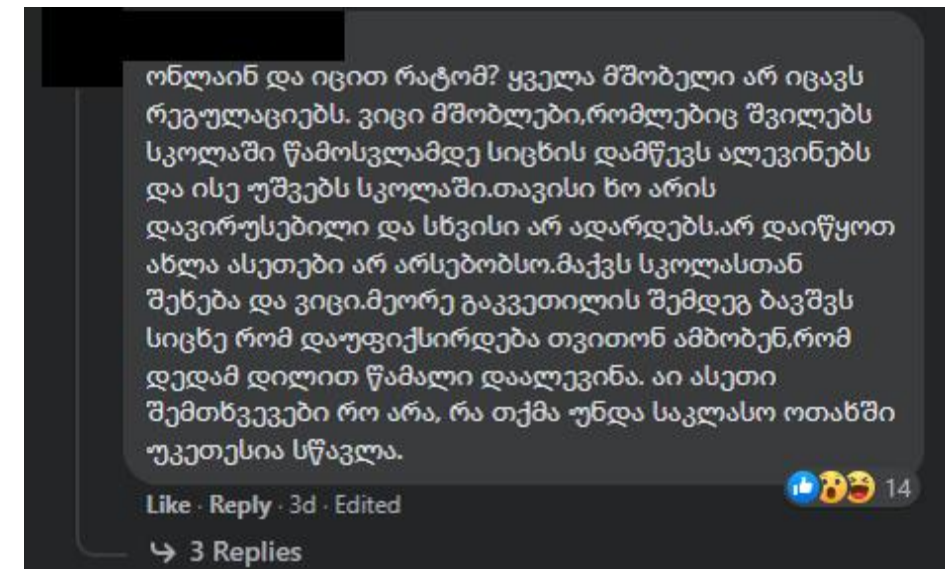
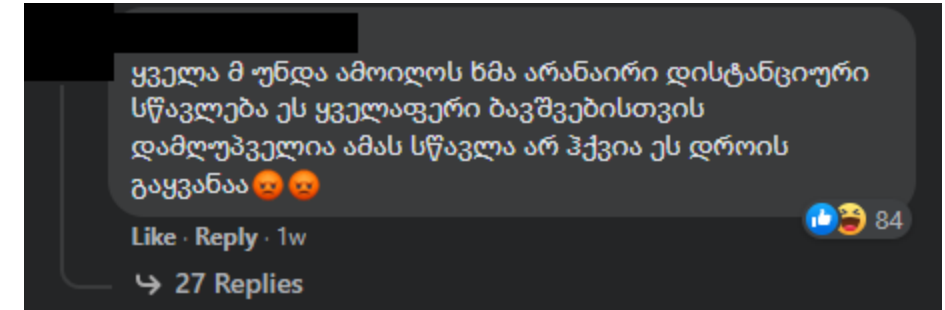
Deputy Minister of Education calls parents not to allow their children to go to school if they have flu or temperature



# Main narrative: COVID-19

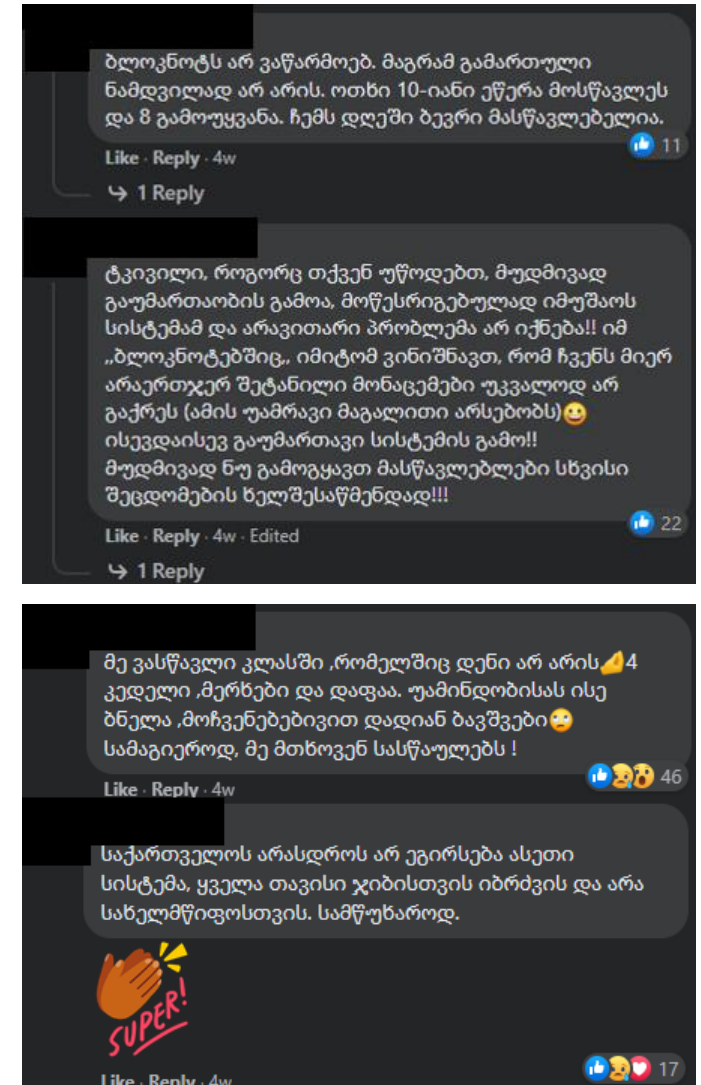
The dominant narrative was how COVID-19 affects the education system:

- Posts on Facebook groups and pages about whether students should attend school in-person or online were mostly **ambivalent**. For example, some parents supported online attendance but some of them preferred in-person classes.
- The main argument from **supporters of online attendance** was that not all parents follow the COVID rules and most teachers are unvaccinated.
- People who **support in-person attendance** claimed that online attendance does not provide proper education and is a waste of time.
- People who are strongly **against vaccination of children** claimed that children who get COVID have mild symptoms and taking the jab will weaken their immune system.



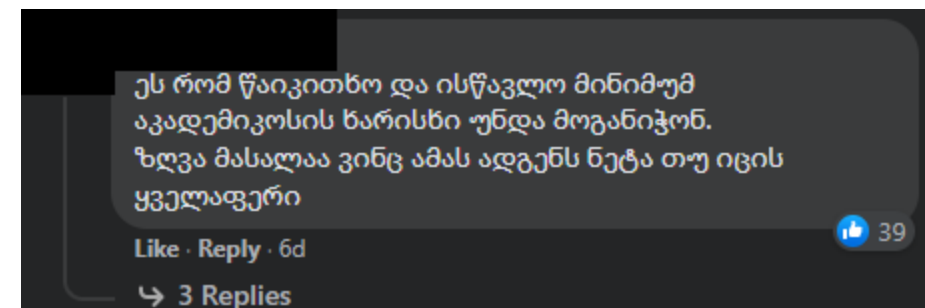
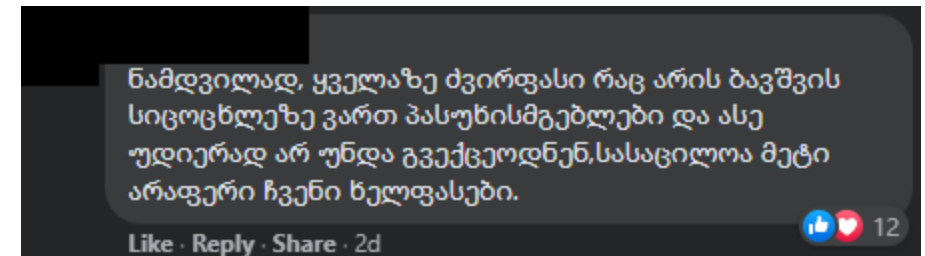
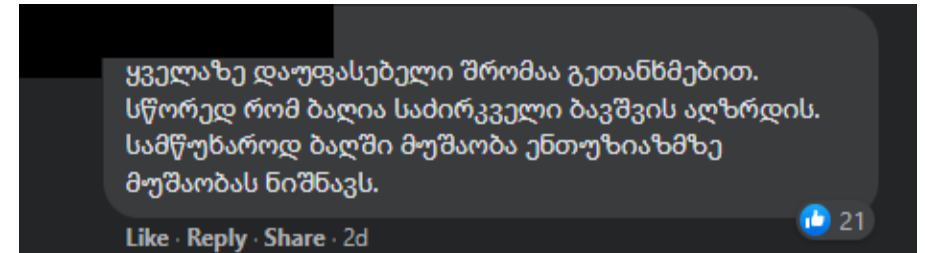
# Other narratives: Education system

- There was quite a bit of criticism towards the **e-journal** introduced by the Ministry of Education in education institutions. Teachers found it difficult to use due to a malfunction of the program.
- A post from a Georgian teacher living in Finland sparked a debate about the **Finnish education system**. She promoted the benefits that Finnish schools provide to their students (Teachers are highly qualified and have positive attitude; schools are equipped with all the necessary equipment etc.). Some people were concerned that Georgia will never have this kind of educational system.



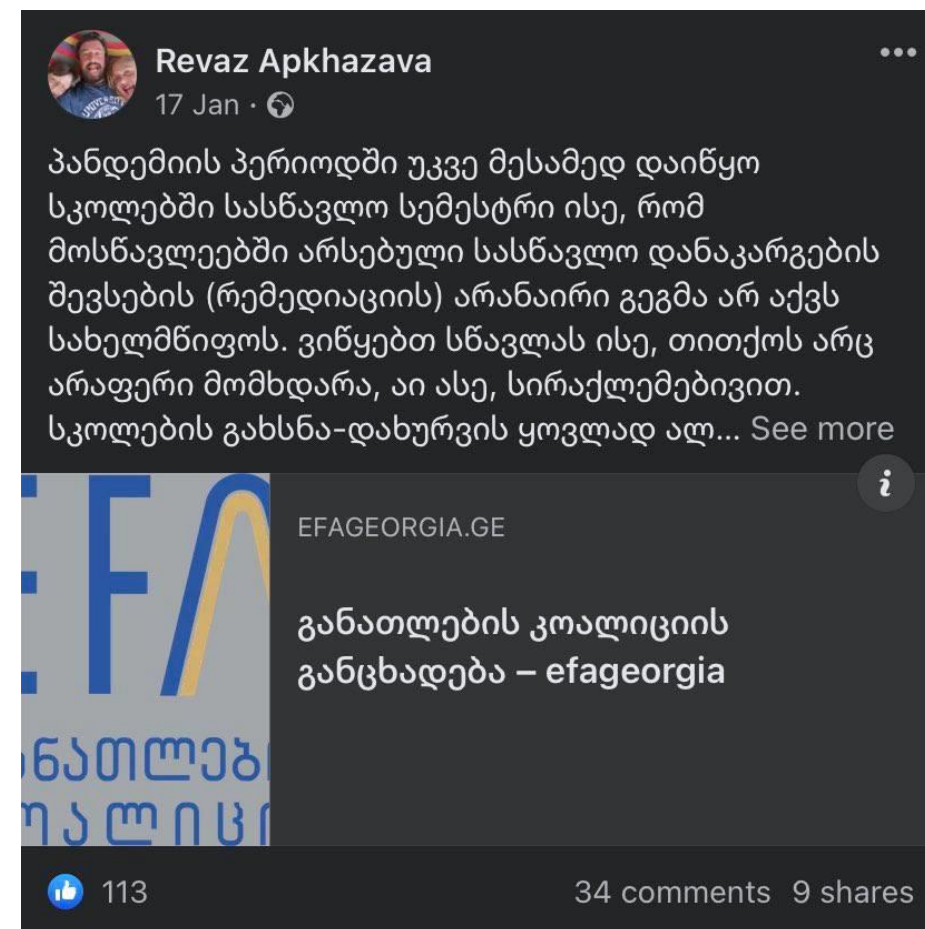
# Other narratives: Situation of teachers

- A significant number of comments supported the idea of **increasing salaries for kindergarten teachers**. Most comments agreed that the teachers were not properly appreciated, and increasing their salaries would be a good way of rectifying that.
- Teachers criticized the government for the **unfair amount of material they've provided for the teachers' exams**. Most commenters claimed that if they started to prepare for the exam they would not have time to teach students.



# Other narratives: Educational losses

- Education specialist Revaz Apkhazava and members of coalition Education for All (EFA) harshly criticised the Government for doing absolutely nothing to **remediate educational losses caused by the pandemic**. Apkhazava argued that without rectifying educational losses it will be hard for most children to go back to school, especially for children living in poverty. Comments mostly supported his idea.

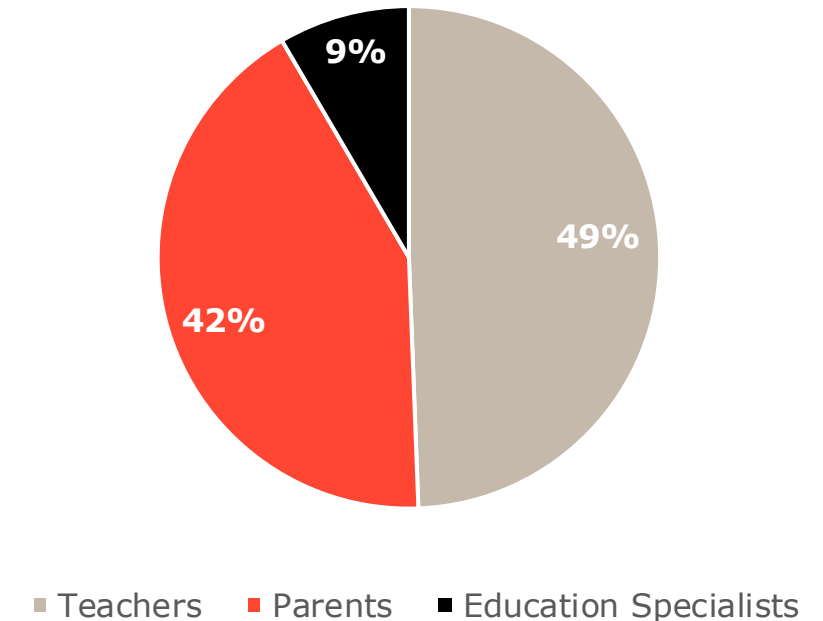


<https://www.facebook.com/revaz/posts/10227689907381011>

# Audience segmentation

During the listening period, three different key groups were identified:

- **Teachers** who are most active in social media groups and pages focused on education.
- **Parents** who are concerned with the pandemic situation, are active in social media groups and express their opinion in the news media comments sections.
- **Education specialists** who often criticize Government from different platforms, mostly from TV.







# Most active Facebook groups and pages

- Aris.ge - განათლება - **184,564 followers**
- Etaloni.ge · ეტალონი განათლება - **58,745 followers**
- განათლებისა და მეცნიერების სიახლეები - **37,200 members**
- მშობლები შვილების განათლებისთვის / Parents For Children's Education - **29,000 members**
- ვისწავლოთ, რათა ვასწავლოთ! - **23,200 members**
- ZOOM განათლებაზე - **13,521 followers**
- განათლების ომბუდსმენი - **11,890 followers**
- მასწავლებლები - ევროპული მრავალპროფილური განათლება - **9,600 members**
- საბავშვო ბაღის სპეციალისტები / Kindergarten Specialists - **8,500 members**
- განათლების სამინისტროს სიახლეები - **6,600 members**
- სკოლების დეპოლიტიზება - **2,432 followers**

# Influential Voices – who are the most-followed accounts talking about education?



Education Specialist.

<https://www.facebook.com/revaz>



Education Specialist.

<https://www.facebook.com/sjanashia>



Teachers Coordination Council – Promotes teachers rights.

<https://www.facebook.com/Davitferuli>



Education Specialist.

<https://www.facebook.com/mosiashvilitamar>



Prominent teacher.

<https://www.facebook.com/ladoapkhazava>



Education Specialist.

<https://www.facebook.com/shalva.tabatadze>

