



Citizen Report Card Study

Education in the COVID-19 Context

Districts Jhang and Layyah – Punjab



Foreword

I have great satisfaction in introducing the Citizens Report Card Study on the Education Sector in District Jhang and Layyah, Punjab.

TI Pakistan undertook this research to report the education related problems faced by the students and parents during the COVID-19 pandemic. The objective of the study is to provide the Government of Punjab with an external review of how the government's policies of handling the pandemic has affected the education sector and propose recommendations with an aim to provide relief to the citizens of the province at the time of this crisis. Besides the government, this research will be disseminated amongst the civil society organizations, academia, media, public and other stakeholders. It is hoped that the Government of Punjab will utilize this report to improve the performance of the education services at the district level and to improve the facilities provided to the general public. This research has been made possible due to a grant from Transparency International Secretariat.

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1. INTRODUCTION

Citizens Report Card (CRC) study is a tool which is derived from the concept of Social Accountability through which public officials, politicians and service providers are held accountable to the public (who are the users of the services) for their conduct and performance¹. The CRC engages citizens in assessing the quality of public services. Its strength lies in its ability to quantify user feedback based on a representative sample. Typically, CRC is conducted through a survey-based approach for assessing the overall performance of a public department based on perceptions of users on the quality and satisfaction to a specific aspect of the service². Transparency International Pakistan has been conducting CRC surveys for the last many years and has conducted an external review of the health, education, local government, and police related services in different districts of Pakistan. The findings of the studies along with recommendations are forwarded to policy makers, and stakeholders to seek redress for the problems faced by the general citizens. This CRC was conducted in Jhang and Layyah districts focusing on the education sector in the context of COVID-19 pandemic.

1.1 Background

Education is considered a necessary and basic ingredient to survive and excel in today's world. For countries like Pakistan, which have to do a lot to improve their standard of living and make the best of their growing population, a proper schooling system provides a firm foundation to meet with the basic intellectual requirements of the youth³. It also enhances chance to improve socio-economic development, scientific innovations, improvement in the health of its people and good governance.

¹ <https://www.sciencedirect.com/science/article/pii/S0305750X15000704>

² <https://www.civilsocietyacademy.org/post/citizen-report-card>

³ <https://files.eric.ed.gov/fulltext/EJ1091681.pdf>

The Article 25-A of the Constitution of Pakistan provides for the free and compulsory education for all the children between the ages of 5-16 years to enhance adult literacy⁴.

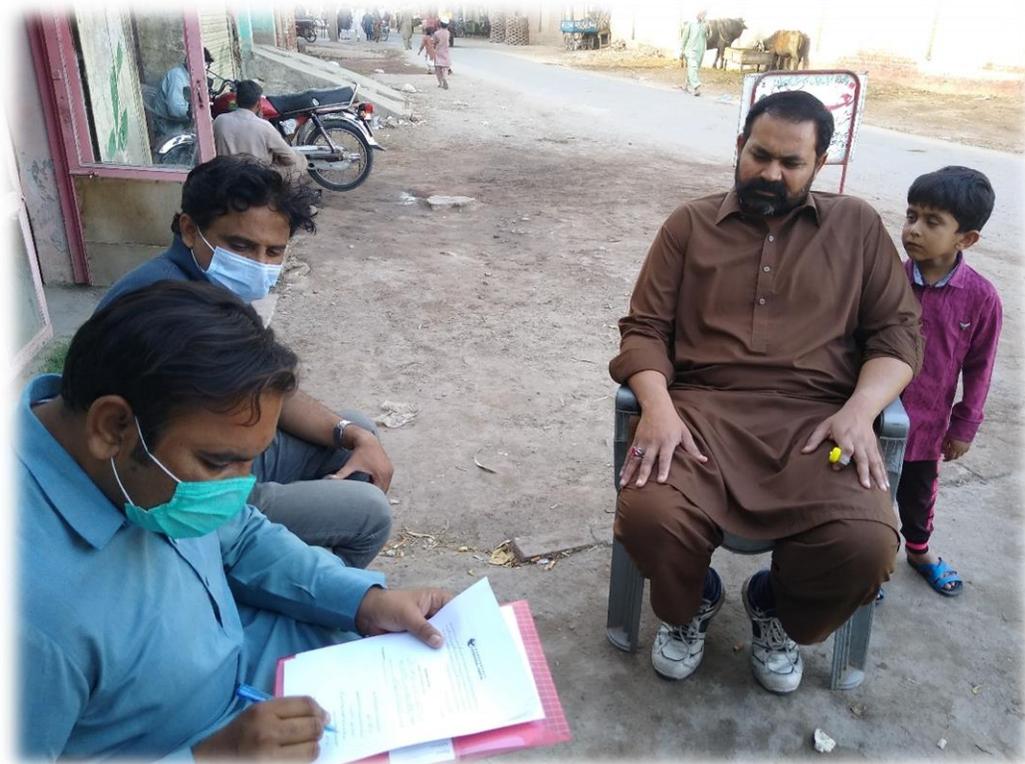
“Right to education: The state shall provide free and compulsory education to all children of the age of five to 16 years in such manner as may be determined by law.”

After the passage of 18th constitutional amendment in 2010, along with other portfolios, education was also devolved to the federating units as a move towards provincial autonomy. Before this constitutional amendment, the federal and provincial governments were responsible for educational planning, policy making, curriculum development, syllabus, and maintaining standards of education⁵. The citizens expect improvements in the education sector in general and key education indicators in particular because the future of their children lies in such reforms. Meeting with these expectations, the provincial governments try to improve education standards and keep them up to date with the help of social sector and external donor agencies.

However, since the beginning of the global pandemic COVID-19, education has been adversely affected like many other sectors in Pakistan. The pandemic has affected almost everyone worldwide and has posed a significant challenge to public health, education and many other sectors. Its economic and social disruptions are devastating. In Pakistan, the federal and provincial governments have taken measures to control the spread of the virus but it has claimed many lives. According to the Ministry of National Health Services Regulations and Coordination, as of 29th April 2021, Pakistan has a total of 816,701 confirmed cases of COVID 19, with 17,680 deaths, and 708,371 recoveries. Province Punjab has 299,451 cases, Sindh has 281,648, KP has 117,016, Islamabad has 74,340 cases, and Balochistan has 22,118 cases⁵.

⁴ Article 25(A), The Constitution of Pakistan 1973

⁵ <https://nation.com.pk/07-Mar-2018/higher-education-and-the-18th-amendment>



The pandemic is changing the face of education. School management has to deal with a situation which they have never been used to or trained for. Teachers have to now teach the students virtually while maintaining their learning⁶. When schools are open, they have to make sure the implementation of the SOPs and supporting students' fears and concerns.

At the onset of the COVID-19 pandemic, Pakistan was among the first few countries which closed its schools and other educational institutions as a response to the rising cases of Coronavirus⁷. Students were promoted to the next grades without examination. Online system of education was introduced, but in the absence of infrastructure and basic training, it didn't prove effective in the initial months of the year 2020. Therefore, the education sector of Pakistan which was already lagging behind meeting its Sustainable Development Goals SDG4 targets, had to face new challenges. These challenges included but not limited to Setting

⁶ The rise of online learning during the COVID-19 pandemic | World Economic Forum (weforum.org)

⁷ <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19-schools>

the expected levels of learning through online classes, Training of teachers to familiarize with the new norms when schools are opened, Identifying the impact of the closure of schools on students learning abilities. While school closures have been effective in supporting efforts at social distancing, and curtailing the spread of the corona virus, such policy may well have serious consequences for schooling and learning.

1.2 Study Objectives

The objectives of the Citizen Report Card (CRC) study conducted in district Jhang and Layyah, Punjab are:

- To evaluate the education system in districts Jhang and Layyah, Punjab province particularly its response to COVID-19.
- To identify gaps in service delivery processes and appraise the good practices.
- To provide a quantitative feedback to all the stakeholders, particularly the Punjab Government about the service quality while pointing out weak areas in the provincial government's response to COVID-19.
- To provide a baseline for future research in the same area.

1.3 Duration

The duration of the study was almost two months. It started from 20 March, 2021 to 10 May, 2021. During this period, all work of research design, data collection, and analysis was carried out.

1.4 Scope/Limitation

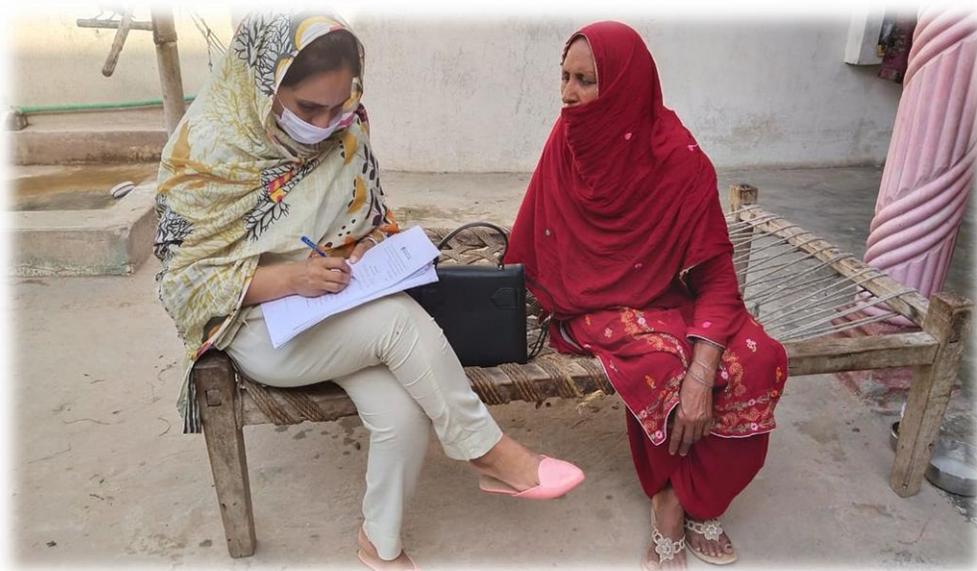
The data was taken from districts Jhang and Layyah in Punjab province, covering two tehsils from each of the districts, hence its findings can only be generalized to these two districts. The questions were asked from those individuals whose children studied in government run schools.

2. RESEARCH METHODS

2.1 Research Design

A research design is a complete strategy to conduct a research. It depends on research objectives and the overall conditions under which a particular research is carried out. Typically, a research design involves our decisions about target population, development of a questionnaire, sample size, sampling technique, data collection method and the selection of analysis technique⁸. When designing a research, it is important to identify the type of evidence required to response the research questions or objectives of the study in a reasonable way. And since this study particularly aims at collecting education related responses from individuals who have experienced the recent pandemic, the methodology was designed to collect such evidence in a scientific manner. This CRC on education used a survey method.

The first step was to develop a questionnaire. It was designed after critically examining the COVID situation and its impact on the education sector. Schools were closed and students were engaged in an online education. The situation leads to specific problems and concerns incorporated in the questionnaire. For this reason, we examined newspapers and study reports for the last one year since the pandemic had started in Pakistan. We also took into our account the previous education related CRCs. After analyzing, 20 questions were included in the final survey in Urdu language.



⁸ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2808761/>

After the finalization of the questionnaire, the eight enumerators including four females were briefed about the objectives and the questions of the survey. They were also instructed how to choose the survey respondents and the possible queries they may encounter. All questions raised by the enumerators were answered to their satisfaction. These individuals already had prior experience of data gathering, they were fluent in local languages, and knew about cultural aspects of the area.

The data collection was monitored by TI Pakistan's representative to ensure the validity of the research. After collecting the data, it was processed for analysis on IBM SPSS software. The results were compiled with graphical presentation for a common person to easily understand it.

2.2 Sample Technique and Size

The sample size for this study was 400 which were equally distributed into 09 Tehsils of two districts Jhang and Layyah. From district Jhang, tehsil Athara Hazari and Jhang were selected. And from district Layyah, tehsil Chobara and Layyah were selected. Almost 100 samples were taken from each of the tehsils.



The sampling techniques are divided into two main categories; Probability and Non-probability sampling. Due to budget and time restrictions, we adopted convenience based non-judgmental sampling, a method used for the

generalization of the results within the scope of the study. Furthermore, Transparency International Pakistan has adopted this technique in all of its previous CRC researches. It is also used because the procedures used to select sample units are much easier, quicker and cheaper when compared with probability sampling.⁹

2.3 Instrument of Data Collection

The questionnaire is designed for quantitative data collection, and is widely used in Citizens Report Card studies. It is an appropriate tool for collecting standardized data and making generalizations. The instrument of data collection specifies how information is collected from the chosen sample. A total of 20 questions were asked including demographic details of the respondents for the purpose of this report. The data was collected with the help of eight experienced and trained enumerators. They were also briefed prior to the data collection and monitored by the TI Pakistan itself.



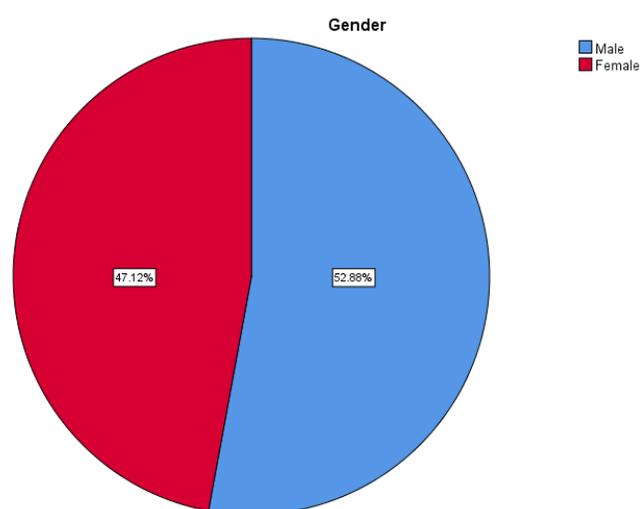
⁹ <http://dissertation.laerd.com/non-probability-sampling.php>

3. ANALYSIS AND RESULTS

A total number of 400 respondents participated in the survey. The respondents were from district Layyah and Jhang. The gender wise breakdown and its percentage details are given in the following table 3.1. The female percentage in the survey was 47.2 percent while male were 52.8 percent. It shows almost equal participation of females which is significant considering COVID restrictions.

Table 3.1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	211	52.8	52.9	52.9
	Female	189	47.2	47.1	100.0
Total		400	100.0		



The survey was conducted in two districts: Layyah and Jhang in Punjab province. From each of the districts a total of 200 respondents were initially planned to be surveyed. From Tehsil Layyah, we surveyed 211 respondents, and from District Jhang, we surveyed a total of 189 respondents. In district Jhang, the survey was conducted in Tehsil Jhang and Athara Hazari, and in district Layyah, the survey was conducted in Tehsil Layyah and Chobara.

Table 3.2: Tehsil wise breakdown

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Layyah	171	42.8	42.8	42.8
	Jhang	100	25.1	25.1	67.9
	Chubara	40	10.0	10.0	77.9
	Atthara Hazare	89	22.3	22.3	100.0
	Total	400	100.0	100.0	

■ Layyah ■ Jhang ■ Chubara ■ Atthara Hazare

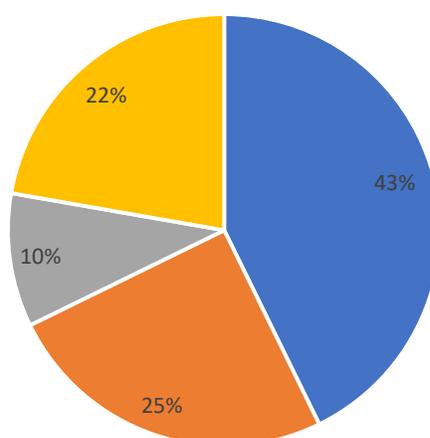
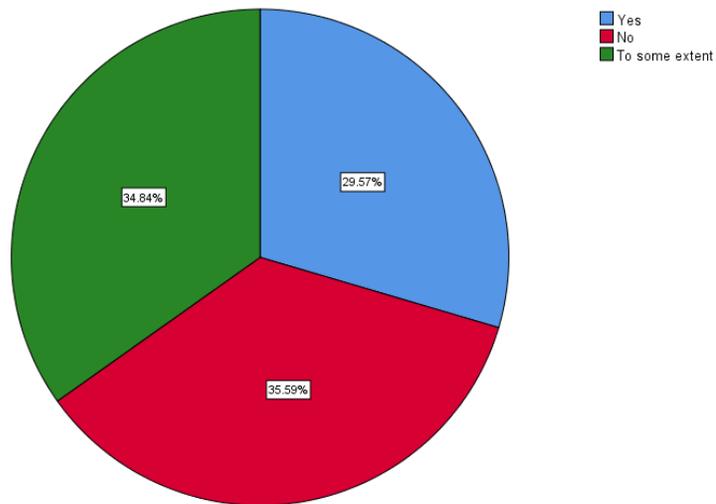


Table 3.3: Has the Government’s strategy to close down schools during COVID-19 worked?

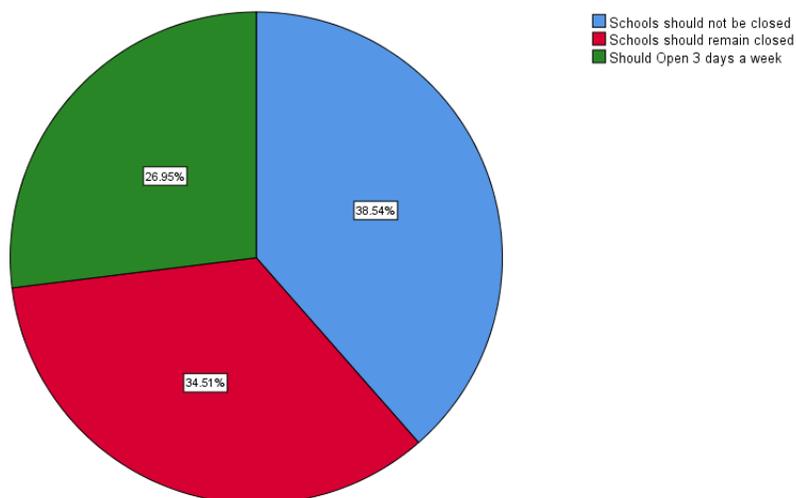
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	29.5	29.6	29.6
	No	142	35.5	35.6	65.2
	To some extent	139	34.8	34.8	100.0
	Total	399	99.8	100.0	
Missing	System	1	.3		
Total		400	100.0		



In reply to the first question, 35.5% respondents were not in favor of government decision to close the schools during Covid-19. Only 29.5% were in favour and 34.8% agreed with the decision to some extent.

Table 3.4: In your point of view, which of the following strategy the government should adopt about schools during COVID-19?

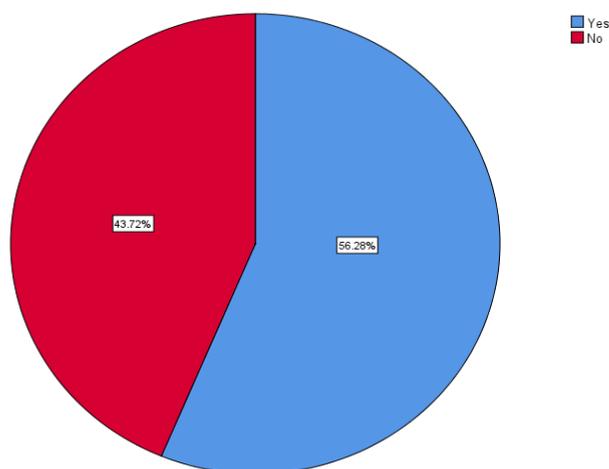
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Schools should not be closed	153	38.3	38.5	38.5
	Schools should remain closed	137	34.3	34.5	73.0
	Should Open 3 days a week	107	26.8	27.0	100.0
	Total	397	99.3	100.0	
Missing	System	3	.8		
Total		400	100.0		



The respondents were provided with three options, 38.3% respondents said that the schools should be closed, 26.8% respondents said that schools should be opened three days in a week. While 34.3% said that the schools should remain closed.

Table 3.5: Are the COVID-19 SOPs being implemented in the schools?

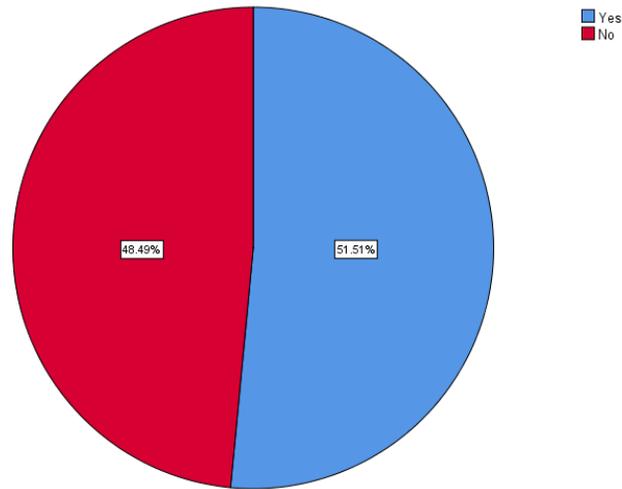
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	224	56.0	56.3	56.3
	No	174	43.5	43.7	100.0
	Total	398	99.5	100.0	
Missing	System	2	.5		
Total		400	100.0		



According to the Table 3.5, the 43.5% citizens said ‘No’ that the SOPs are not being implemented in the schools while 56% citizens said ‘Yes’.

Table 3.6: Are schools providing the masks and sanitizers to the students?

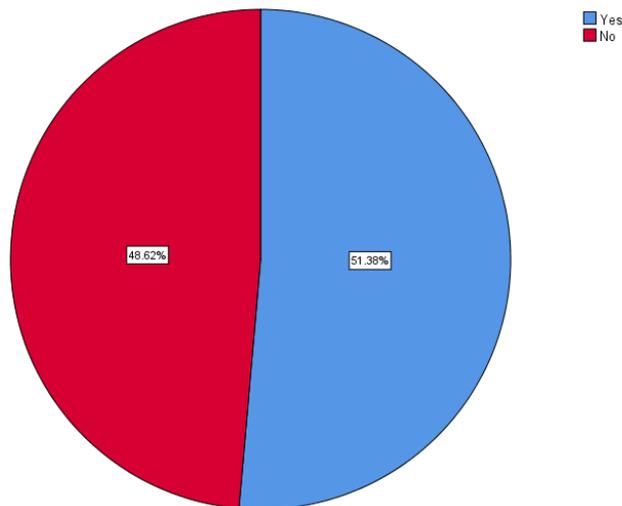
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	205	51.2	51.5	51.5
	No	193	48.3	48.5	100.0
	Total	398	99.5	100.0	
Missing	System	2	.5		
Total		400	100.0		



According to Table 3.6, in response to this question, 48.3% citizens said that schools do not provide students mask and sanitizers. While 51.2% said that students are provided with masks and sanitizers in the schools.

Table 3.7: Is the temperature of your child checked before entering the government school?

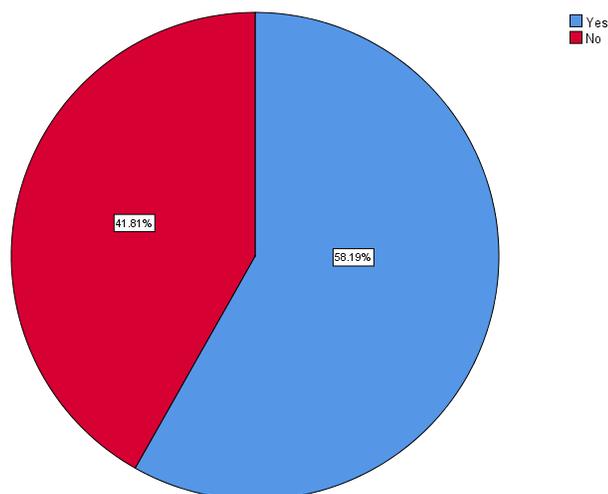
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	205	51.2	51.4	51.4
	No	194	48.5	48.6	100.0
	Total	399	99.8	100.0	
Missing	System	1	.3		
Total		400	100.0		



In response to this question, 48.5% said the temperature is not checked before entering the schools, while 51.2% said the temperature is checked.

Table 3.8: Good Hygienic condition is very important to fight against COVID-19 and other such diseases. Is there cleanliness in the government schools?

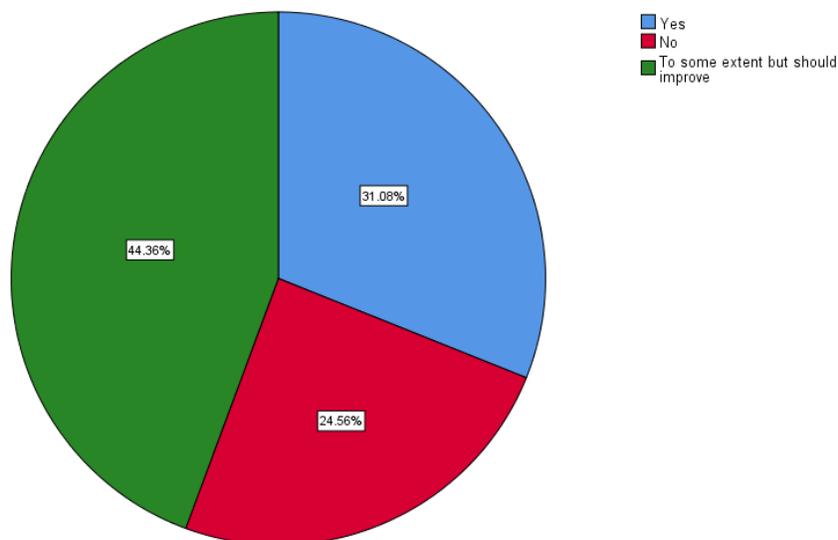
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	231	57.8	58.2	58.2
	No	166	41.5	41.8	100.0
	Total	397	99.3	100.0	
Missing	System	3	.8		
Total		400	100.0		



According to the Table 3.8, 57.8% of the respondents said that the schools are clean, while 41.5% said that the schools are not clean.

Table 3.9: Do the government run schools have facility for students to wash their hands?

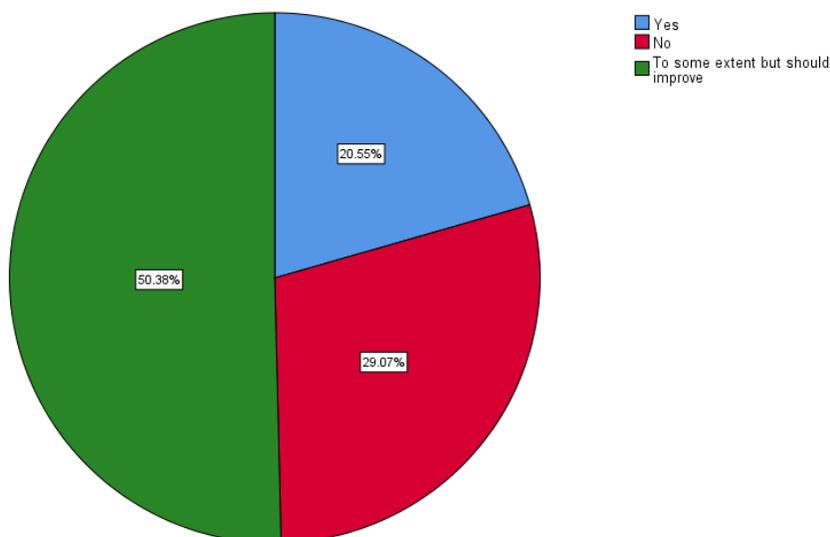
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	31.0	31.1	31.1
	No	98	24.5	24.6	55.6
	To some extent but should be improved	177	44.3	44.4	100.0
	Total	399	99.8	100.0	
Missing	System	1	.3		
Total		400	100.0		



In response to this question, 31% said that the schools have the facility, while 24.5% said there is no such facility in the schools where students can wash their hands. 44.3% respondents said that the facility to wash hands although present in the schools, but it needs to be improved.

Table 3.10: Is the surrounding of a government school usually clean?

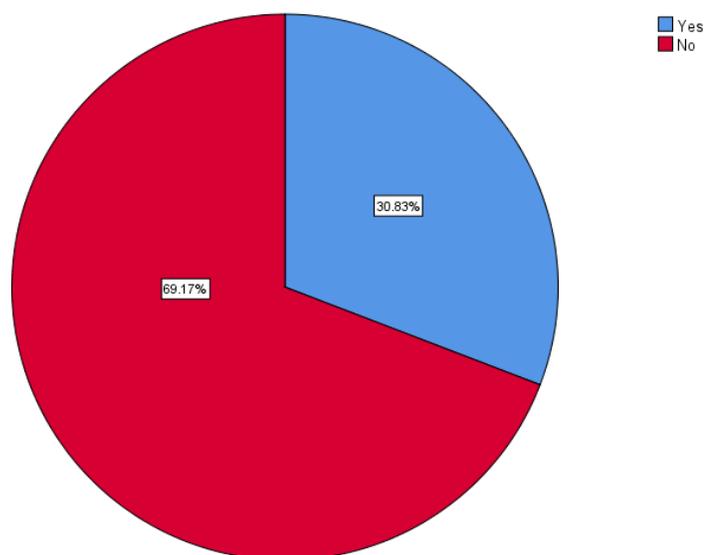
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	82	20.5	20.6	20.6
	No	116	29.0	29.1	49.6
	To some extent but should improve	201	50.2	50.4	100.0
	Total	399	99.8	100.0	
Total		400	100.0		



In response to this question, only 20.5% said that the surrounding is usually clean, while 29% said that it is not. The other 50.2% said that it is clean up to some extent, but it needs to be improved.

Table 3.11: In your opinion, was it appropriate to promote students in the next classes without taking exams during COVID-19?

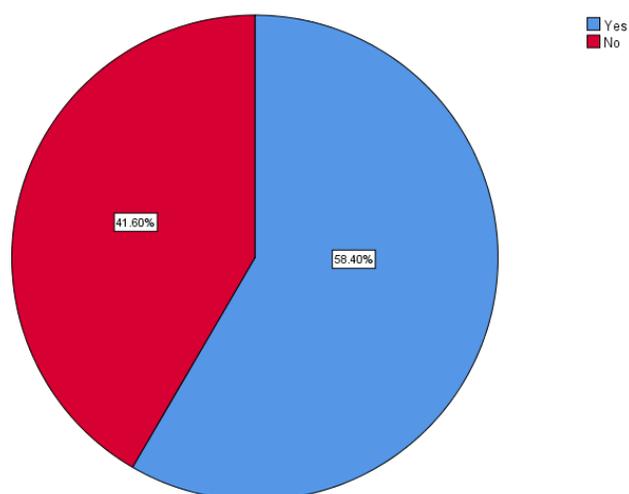
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	123	30.8	30.8	30.8
	No	276	69.0	69.2	100.0
	Total	399	99.8	100.0	
Missing	System	1	.3		
Total		400	100.0		



The government has promoted students into the next classes without taking their exams. So, we added this question to get the feedback of citizens about this government decision. 69% of the respondents were not in favor of it, while 31% said that the government decision was good.

Table 3.12: In your opinion exams should have been taken from those students who wanted to improve their grades?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	233	58.3	58.4	58.4
	No	166	41.5	41.6	100.0
	Total	399	99.8	100.0	
Missing	System	1	.3		
Total		400	100.0		



During COVID-19 all students were promoted in the next classes. These students also included those who wanted to improve their grades. When the question is asked whether these students should have been given the option/facility so that they could give exams, 58.3% respondents said ‘Yes’, while 41.5% said ‘No’.

Table 3.13: Should the government promote online education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	164	41.0	41.1	41.1
	No	235	58.8	58.9	100.0
	Total	399	99.8	100.0	
Missing	System	1	.3		
Total		400	100.0		

In response to this question, 58.8% respondents said ‘No’ while 41% said ‘Yes’.

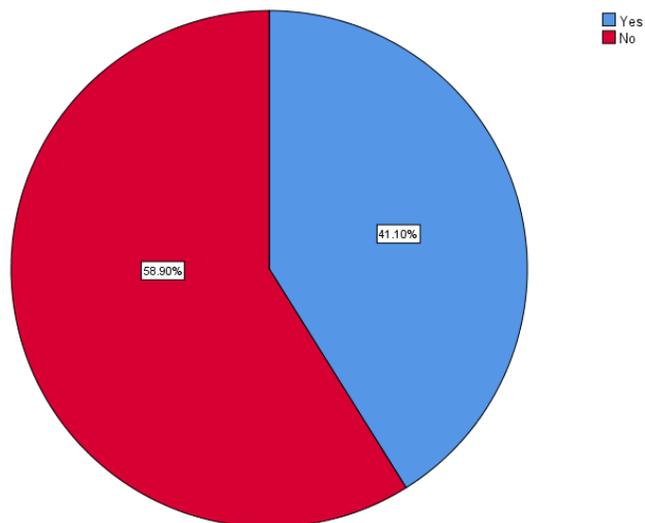
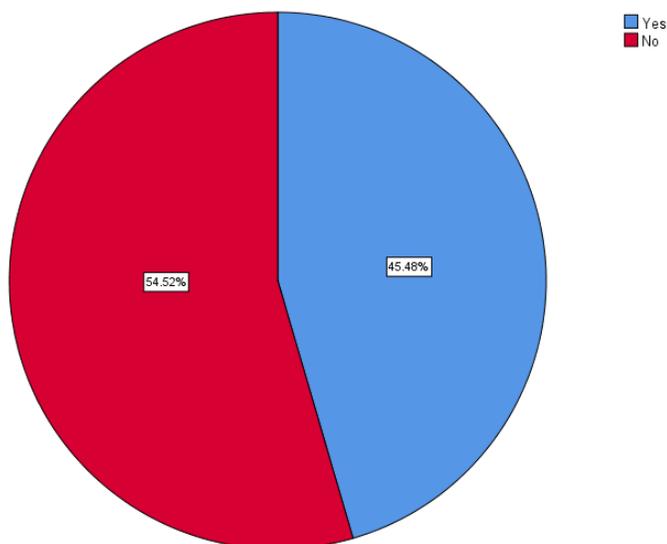


Table 3.14: Is a computer lab present in government run schools?

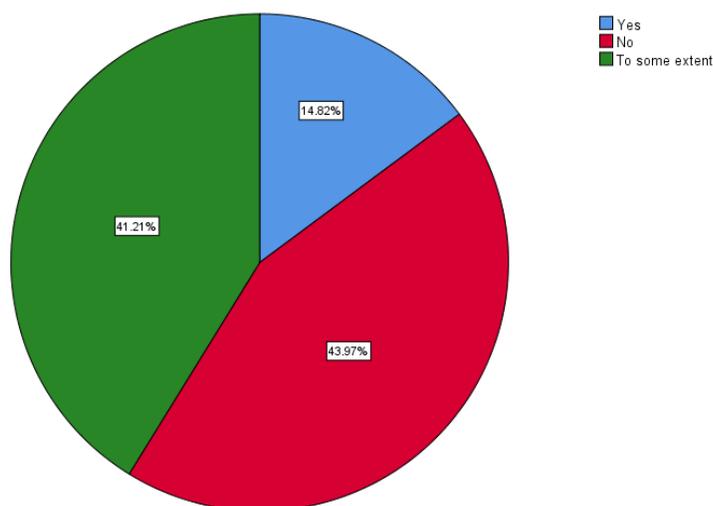
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	181	45.3	45.5	45.5
	No	217	54.3	54.5	100.0
	Total	398	99.5	100.0	
Missing	System	2	.5		
Total		400	100.0		



For online education, students should start learning computer science subject in schools. We asked whether computer labs are present in the schools, 54.3% citizens said ‘No’ while 45.5% said ‘Yes’.

Table 3.15: Are students learning through online education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	14.8	14.8	14.8
	No	175	43.8	44.0	58.8
	To some extent	164	41.0	41.2	100.0
	Total	398	99.5	100.0	
Missing	System	2	.5		
Total		400	100.0		



During the COVID-19, schools are closed so education is given through online classes. But whether the students who are taking online classes are learning something? The question is merely about their interest and attitude towards online classes. In response to this question, 43.8% said ‘No’, while 41.2% said ‘to some extent’. While 14.8% said ‘Yes’.

Table 3.16: What kind of difficulties students face in online classes at home?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Load shedding during online class	36	9.0	9.0	9.0
Internet connection problem	203	50.7	50.9	59.9
Unavailability of Computer at Home	143	35.8	35.8	95.7
Disturbance at Home	17	4.3	4.3	100.0
Total	399	99.8	100.0	

In response to this question two main problems are highlighted: unviability of computers at home and internet problem. 50.7% of respondents said they have internet connection problem, while 35.8% said they do not have computers.

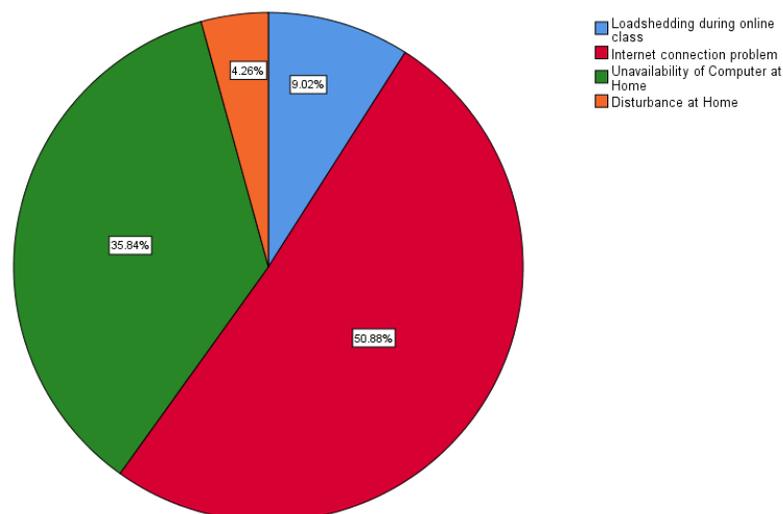


Table 3.17: Does schools have qualified staff to teach digital education?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	20.5	20.6	20.6
No	160	40.0	40.2	60.8
To some Extent	156	39.0	39.2	100.0
Total	398	99.5	100.0	

For online education, a qualified staff is needed to teach digital education to students. So, we asked a question whether schools have qualified staff. In response to this question, 40% respondents said ‘No’ qualified staff is present, while 39% said ‘to some extent’ qualified staff is present.

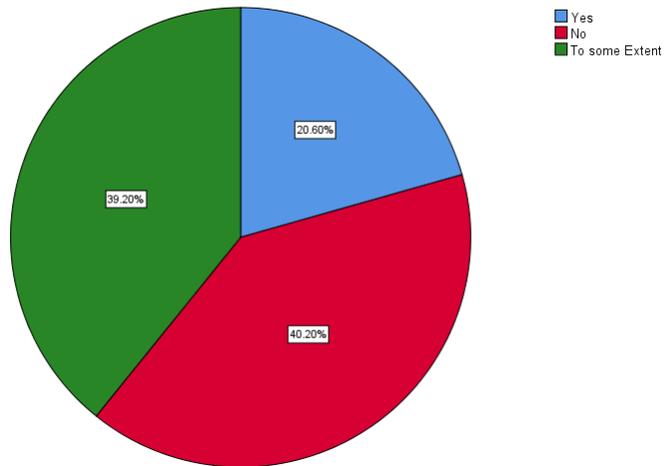


Table 3.18: Does this staff need further training for online education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	280	70.0	70.5	70.5
	No	117	29.3	29.5	100.0
	Total	397	99.3	100.0	
Missing	System	3	.8		
Total		400	100.0		

In response to this question, 70% respondents said that the staff needs further training in online education.

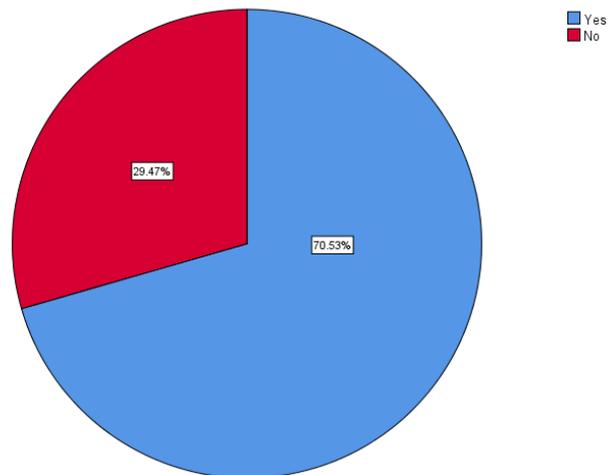


Table 3.19: How are your children getting online education most of the time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Through your own computer	65	16.3	16.3	16.3
	Through someone else Mobile phone	209	52.3	52.4	68.7
	At someone else place	74	18.5	18.5	87.2
	Not attended any class	51	12.8	12.8	100.0
	Total	399	99.8	100.0	

In response to this question, 52.3% respondents said that they are taking online education through smart phones of someone else. 16.3% are getting online education through their own computers, 18.5% students are taking online classes while going to some other place. While 12.8% are not taking online education at all.

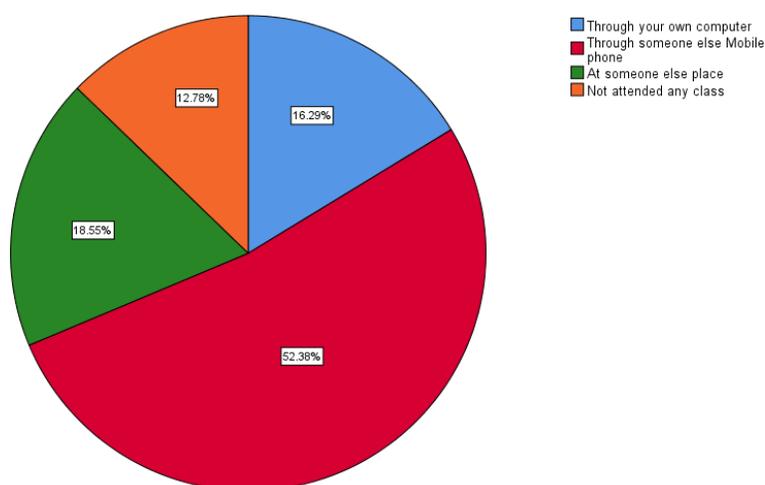


Table 3.20: Which internet connection do you have at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mobile internet data	231	57.8	58.0	58.0
	Cable Internet	86	21.5	21.6	79.6

	No Internet	81	20.3	20.4	100.0
	Total	398	99.5	100.0	
Missing	System	2	.5		
Total		400	100.0		

In response to this question, 57.8% said they have mobile internet, 21.5% said they have cable internet, while 20.3 percent said they do not have internet.

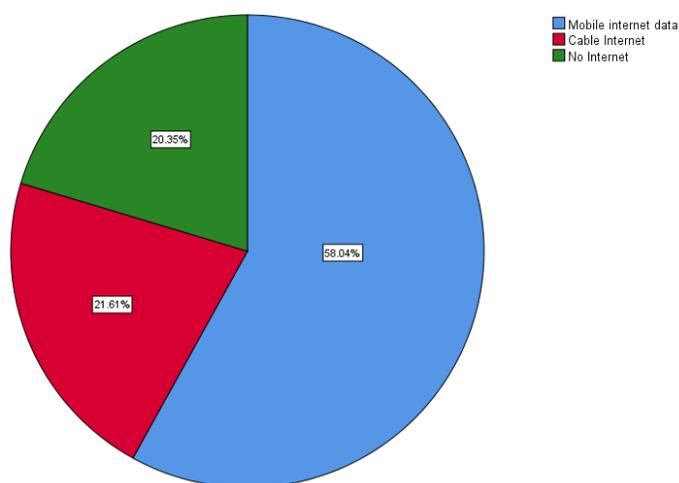


Table 3.21: Does our education system have the capacity to face pandemic like COVID-19?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	140	35.0	35.1	35.1
	No	259	64.8	64.9	100.0
Total		399	99.8	100.0	

In response to this question, 64.8% respondents said that the current education system does not have the ability to challenge pandemic like COVID-19.

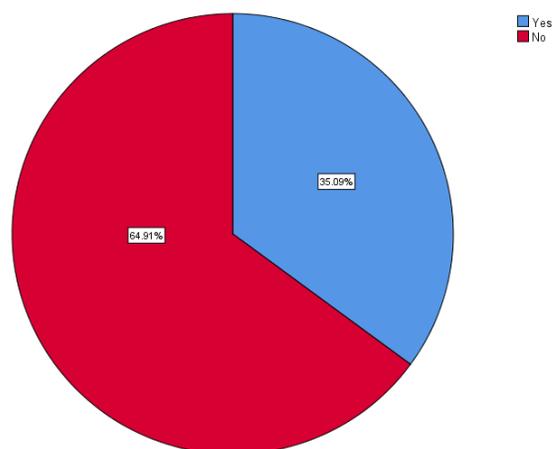
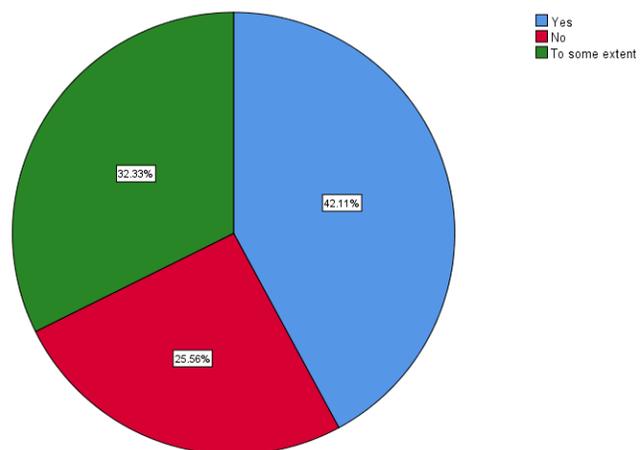


Table 3.22: Can schools spread Corona virus in children?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	168	42.0	42.1	42.1
	No	102	25.5	25.6	67.7
	To some extent	129	32.3	32.3	100.0
	Total	399	99.8	100.0	

In response to this question, 42% said ‘Yes’ it can be spreaded in schools, while 25.5% said ‘No’, the other 32.3% said ‘to some extent’.



RECOMMENDATIONS:

Based on the findings of this Citizen Report Card study, following are the few recommendations for the provincial government of Punjab, and other stakeholders:

1. Schools administration needs to ensure proper implementation of COVID-19 SOPs in the schools. They should also provide students with masks and sanitizers, check the temperature of whoever enters the school, and maintain the social distancing.
2. Inside and outside of the schools, the area should be cleaned.
3. Students who want to improve their grades, the education department may provide such students an option to appear in the examination and facilitate them according to COVID-19 SOPs.
4. The government needs to promote online education as well as the conventional methods of education. This requires training the staff and equipping schools with latest computer labs and internet connectivity.
5. The government should also provide students fast speed internet connections for online learning.
6. Students who cannot afford to purchase laptops or computers, they should be given laptops/computers on interest free easy installments.
7. Currently, our education system is not able to face the challenge of pandemic like COVID-19. This pandemic has given us lots of lessons which include how to upgrade our education system. A thorough research is required to analyze the loopholes and suggest recommendations to improve our education system.

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