

Timeline

May 2020

Study Type

Quasi-experimental Analysis

Coronavirus Survey.docx

Collective Action of School Leaders during Coronavirus Pandemic Survey

Abstract

Research has shown that engaging local actors in the monitoring of public services can improve outcomes across multiple sectors, and in the case of the Ebola epidemic, a community monitoring intervention was able to significantly improve response to the crisis. For the past 6 years, Elevate: Partners in Education has been implementing a school scorecard intervention in Ugandan primary schools in which local actors are trained to monitor issues at their school. From 2016–2019, Elevate conducted a study to 1) assess the impact of its implementation of the scorecard and to 2) build on the results of previous research to better understand a key mechanism of impact: collective action. Elevate found that at the end of the study, headteachers in schools that received the scorecard demonstrated higher levels of collective action. In light of the COVID-19 pandemic, Elevate wanted to see how schools were responding to the crisis. In the present study, a phone survey is conducted with headteachers to investigate their understanding of and response to the crisis, and if the scorecard intervention and levels of collective action influenced their response.

Questionnaire Description

Phone survey conducted by Elevate with headteachers. Use with attribution—Researcher Sarah Kabay, with Elevate: Partners in Education.

Respondent Population Characteristics

Adults, teachers, headteachers and deputy headteachers

Project Data Collection Mode

- CATI (Computer-assisted telephone interviewing)

Researchers (*corresponding author)

Sarah Kabay

Partners

Elevate: Partners for Education

Questionnaire File Type

Reader-friendly survey instrument

Questionnaire Usage Permissions

Use with attribution

Questionnaire Stage

Data Collection Completed

April 17, 2020