

**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