

# MEASURING REACH FOR DISTANCE LEARNING PROGRAMMING

The E3 Office of Education (E3/ED) is providing guidance to Missions and Implementing Partners on measurement and reporting in the wake of the COVID-19 crisis. This note covers how to measure reach for distance education programming across the global portfolio as part of the [FY20 PPR Education Reporting Guidance](#). This guidance will be incorporated into the relevant Standard Foreign Assistance Performance Indicator Reference Sheets starting in FY21.

The following [Standard Foreign Assistance indicators](#) are required as applicable for capturing the overall reach of education programming, whether in-person, at a distance, or a hybrid model:

**ES.1-3:** *Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance*

**ES.1-4:** *Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance*

**ES.1-6:** *Number of educators who complete professional development activities with USG assistance*

**ES.1-12:** *Number of education administrators and officials who complete professional development activities with USG assistance*

**ES.1-53:** *Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance*

**ES.2-52:** *Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance*

**YOUTH-1:** *Number of youth trained in soft skills/life skills through USG-assisted programs*

These indicators remain applicable for measuring reach even if Missions and Implementing Partners (IP) have transitioned to distance learning programs. When calculating reach for a distance learning activity, Missions should count all learners/teachers they can confirm were reached by an activity per the relevant indicator's PIRS definition for reach. When calculating reach

for distance learning, Missions should avoid double-counting learners who were reached through in-person activities earlier in the year prior to the COVID-19 outbreak. Missions should not combine numbers of reached learners unless these are from different populations. For example, reach numbers can be combined if face-to-face programming was implemented in one region and distance learning programming was implemented in another region. For distance learning, confirmation of reach can be drawn from a variety of sources (Table 1).

*Table 1. Data Sources for Reporting on Reach*

<b>Distance Learning Modality</b>	<b>Data Source(s)</b>	<b>Notes</b>
Online and app-based distance learning programs	Embedded user analytics	Collecting data on use should be built into the app/program
Radio and television-based programs	A survey of a representative sample	A precise and accurate definition of the population is required
Interactive radio/audio/video instruction, other facilitated group learning programs	Enrollment/attendance records	Steps must be taken to avoid double-counting
Print materials-based programs	Distribution records	Records must show that the materials have reached intended beneficiaries
Hybrid programs (e.g., radio program with supplemental print materials or distance programming implemented by parents/caregivers for pre-primary school learners)	One of the above or custom	Data source that most accurately assesses reach given the intent and the target population

For all modalities of distance education and with all indicators, it is important to disaggregate data by sex, EiCC context, disability, and other context-relevant variables.

### 1. Online and App-Based Distance Learning Programs

Embedded user analytics is the easiest and the most cost-effective way to collect data and report on the number of learners reached by an online or an app-based distance learning program. To be counted as “reached”, a learner must sign up/enroll in the program and log in at least once. User data collection must be programmed to collect individual data to avoid double counting. An individual user may only be counted once in a PPR reporting period. In the absence of embedded user analytics, enrolment records can serve as a data source.

### 2. Radio and TV-based Distance Learning Programs

Activities supporting radio or television-based programs can assess reach by surveying all or a representative sample of the targeted population of learners. For these activities, it is important to accurately define “target population” prior to beginning data collection. The target population is

defined as the beneficiary group that the USAID-funded programming aims to reach *and* who can realistically be reached given context constraints. For example, learners who have no access to television should not be included in the target population of a television-based distance education program. Likewise, learners who live in communities without stable radio connectivity should not be counted toward the population of a radio-based program. Finally, the mode of data collection will determine the population to which the survey results can be applied. For example, if the survey is administered by cell phone, then the population is learners targeted by the program *and* whose households have a cell phone. The Office of Education recognizes that areas with the worst connectivity or the households with the least access are often the poorest, affected by conflict and crisis, or otherwise marginalized. The deviation narrative can be used to discuss or explain inequities in access to distance learning that may result in missing a previously set target.

*Example.* A USAID-funded activity is implementing a primary grade literacy radio program and needs to report on ES.1-3: *Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance.* The activity is targeting a Region A in which 100,000 primary grade learners reside. In preparation for the data collection, the activity reviewed available data on radio coverage and found out that 15% of the region is known to have poor connectivity. In the remaining 85%, 90% of the households possess a radio. The survey is conducted by mobile phone. Data on mobile phone ownership indicates that 70% of households possess a cell phone. The computation of the program population would look like this:  $100,000 \times 0.85 \times 0.9 \times 0.7 = 53,550$  learners. The cell phone survey results indicate that 25% of learners have listened to at least one episode of the program. The activity can report  $53,550 \times 0.25 = 13,388$  learners reached.

To summarize, to calculate the total number of learners for reporting on the indicators above, the following calculation can be used:

- 1) Define the population following guidance above, including making necessary adjustments based on the available data.
- 2) Calculate the following:  
Numerator: Number of respondents reporting having listened to/watched at least one session of the radio or television program.  
Denominator: Total number of respondents surveyed  
Divide the numerator by the denominator to determine the percentage of respondents reached by the radio or television-based distance learning program.
- 3) Multiply the percentage by the total population of which the sample is representative of (per guidance above).

It is important to consider the sampling frame and how representative it is of a given population before using the calculation above. If the sample is not representative, it can result in a number for reporting that is significantly over or under the true number of learners participating.

3. Distance Learning Programs with an In-Person Facilitator or Component  
Some distance learning programs may be facilitated by an adult or provided to small groups of learners. For example, distance learning programs for pre-primary learners, interactive radio

instruction, or programs that aim to improve access to radio or TV by delivering content in small groups. To calculate the reach of these programs, activities can use enrollment records or attendance records, whichever is easier. If feasible, enrollment data should be validated to ensure that learners are enrolled and received programming. It is important to ensure that learners are not double counted; each learner should only be reported once in a PPR reporting period.

#### 4. Print Materials-Based Distance Learning Programs

Some distance learning programs do not use technology at all; instead, they send home print materials for self-guided study or to be supported by a parent. For such programs, the activities should report on reach based on the distribution records into the hands of the final beneficiaries. For example, an activity is delivering in-service teacher training print materials to the local education authorities, then local education officers deliver print materials to schools, and finally teachers come to schools to pick up those materials, then the records of how many teachers picked up the distance learning materials should inform reporting on **ES.1-6: Number of educators who complete professional development activities with USG assistance**.

#### 5. Hybrid Distance Learning Programs

Some distance learning programs may deliver content in a variety of ways. For example, an activity may deliver a program by radio in communities with good connectivity and high proportion of households who possess radios, and by print materials in communities with poor connectivity or low radio ownership. To accurately assess reach, activities need to first define population (or a number of sub-populations, like in the example above with two different kinds of communities) and then establish the most accurate and affordable means of collecting data on reach. As with all sample-based data collection, care must be taken to only apply results of the survey to the accurately defined target population. Activities may need to adjust the final estimate of the population number based on the necessary corrections for the mode of data collection (e.g., results of a cell phone-based survey should not be applied to populations who do not possess a cell phone).

For additional questions on this note or guidance on how to apply this to a specific situation or context, please contact your E3/ED technical backstop or email [edindicators@usaid.gov](mailto:edindicators@usaid.gov) for additional information and assistance.