Indicator	**Supp-17. Percent of learners regularly participating in distance learning programming funded with USG education assistance**
Definition	**Defining Distance Learning.** Distance learning is teaching and learning where educators and learners are in different physical spaces. Often used synonymously with distance education, distance learning takes place through one of four modalities: audio/radio, video/television, mobile phone, and/or online learning platforms. Printed and digital texts often accompany these modalities or could be a fifth modality in cases where other technology is not available. Distance learning can serve as the main instruction modality for formal or non-formal curricula, as a complementary or supplementary modality, or as additional, non-structured educational support to learners. For this indicator, only programs that serve in the main or complementary instructional modalities are included. Please reference Delivering Distance Learning in Emergencies: An Overview for more information on the modalities and functions. To be counted under this indicator, a learner must have participated in a distance learning program that has clearly stated education objectives and is a minimum of 20 hours of total duration for pre-school age learners, 30 hours for primary grade-age learners, and 45 hours for all other learner groups. The program may be delivered in a condensed way over a shorter period of time, be delivered with shorter sessions over a longer period of time, or can be delivered asynchronously in a self-paced way. The program design and mode of delivery should incorporate principles of universal design for learning, be age appropriate and relevant to the needs, capabilities and known constraints of the target audience, be sufficiently intensive to avoid learning loss, and be based on the available evidence of necessary content, duration and sequencing (order, pace, and depth of content) to optimize learning. **Defining Regularly Participating Learners.** For this indicator, a learner is an individual who is participating in a distance education program for the purpose of acquiring or maintaining basic or higher education skills, vocational and technical skills, social and emotional or soft skills, or other knowledge or skills, attitudes, or behaviors expected to contribute to improved short or long term education outcomes. A "regularly participating learner" is defined as a member of the population group targeted with the distance learning program who participated in at least 60% of the distance learning program sessions, synchronously or asynchronously. **Calculating the Percent of Regularly Participating Learners.** The denominator is the number of learners in the targeted beneficiary group who have regular access to the distance learning modality. For example, if a distance learning program is delivered online, only those learners who are both targeted by the program *and* have regular access to relevant technology devices (e.g., mobile phone, tablet, or computer) and

connectivity for accessing the program (e.g., Internet or cellular data) should be included in the denominator. Individuals without such access to both technology device and necessary connectivity or who are *not* included in the targeted group should not be counted toward this indicator. Activities should establish clear boundaries for the target population to be reached with the distance learning program and use the data on access to technology device and connectivity to estimate the denominator. Either primary or secondary data may be used to estimate the denominator. For example, to estimate the denominator for a radio-based literacy program for primary early grade learners broadcast in a particular geographic area, the activity can use existing data on the number of early grade children residing in the area multiplied by the proportion of households that possess a radio and are covered by the radio broadcast. Primary data (e.g., through surveys) may need to be collected to help establish the denominator if no relevant secondary data exist.

The numerator is the number of learners who meet the definition of "regularly participating". Different modalities of distance learning lend themselves to different data collection strategies for estimating the number of regularly participating learners. Programs delivered online or via phone-based applications can be configured to collect participation data automatically and can rely on the embedded user analytics to calculate the number of learners who meet the 60% participation threshold. USAID strongly recommends embedding user analytic data at the learner level within distance learning modalities if possible in order to make calculating the numerator more efficient and timely.

 Activities implementing programs that do not allow for automatic collection of user analytics data will have to rely on primary data collection in order to estimate participation in the programs. In these cases it may be difficult to estimate the number of users who accessed 60% or more of the content without panel studies. Panel studies are not recommended because participation in the study may influence the use of the distance learning program. Instead, activities should repeatedly survey random samples from the target population to collect data on program use by target learners. Such surveys should be conducted at least two points in time: in the middle point of the program and during the last week of the program. For those programs that run for more than three months, additional data collection is strongly recommended, at least once per month. To estimate the number of "regularly participating learners", activities should compute the average participation number from these surveys.

Learner participation survey samples should be designed to be representative of characteristics that are important for understanding differences in participation in programming (e.g., geography, sex, etc.). This also means that activities must account for accessibility barriers during data collection when developing a data collection plan for this indicator. For example, if less than 80% of households in the target beneficiary group possess a mobile phone, community-based in-person data collection would be preferred to cell phone-based data collection.

	If the distance education program is implemented through existing government systems, official government reports may be used in lieu of dedicated primary data collection.

This indicator should report on all regularly participating learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a learner was counted towards this indicator in the previous fiscal year, the learner can be counted towards the indicator again in the current fiscal year. However, if a learner participates in more than one distance learning program, he or she should only be counted once in one reporting year. |
Primary SPS Linkage	ES.1, ES.2, EG.6
Linkage to Long-Term Outcome or Impact	This indicator, taken with other relevant standard and supplemental indicators, acts as an important indicator in the theory of change toward improved learning outcomes, ensuring continuity of learning, and mitigating learning loss when no other learning opportunities are available, particularly for hard-to-reach populations and in crisis or conflict-affected settings.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall scale and efficacy of USG education assistance through distance education programming, particularly for hard-to-reach populations and in crisis or conflict-affected settings. It will be used, along with other education-related standard indicators, to report on progress and results in the education sector and supplement other reporting against the goals of the 2018 US Government Basic Education Strategy and 2018 USAID Education Policy to Congress. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	Quarterly, as applicable
Data Source	• Official reports from Implementing Partner(s)
• Official Government Records, if available

Bureau Owner(s)	**Agency**: USAID **Bureau and Office**: DDI/Center for Education **POC**: Christopher Ying, Senior Education Data Specialist, Center for Education, 1-202-793-2012 | cying@usaid.gov **Technical POC**: Elena Walls, Senior Monitoring and Evaluation Advisor, Center for Education, 1-202-712-5330 | ewalls@usaid.gov
Disaggregate(s)	Number of learners regularly participating in distance learning (numerator)programming Number of learners in target beneficiary group with access to distance learning programming(denominator) Number of male* learners regularly participating in distance learning programming(numerator) Number of male* learners in target beneficiary group with access to distance learning programming(denominator) Number of female* learners regularly participating in distance learning programming(numerator) Number of female* learners in target beneficiary group with access to distance learning programming(denominator) Number of learners with a disability** regularly participating in distance learning programming(numerator) Number of learners with a disability** in target beneficiary group with access to distance learning modprogrammingality (denominator) Number of learners affected by conflict or crisis*** regularly participating in distance learning programming(numerator) Number of learners affected by conflict or crisis*** in target beneficiary group with access to distance learning programming(denominator) *All activities reporting on this indicator MUST report on sex disaggregates.** Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females. **The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. Only activities that are focused on improving outcomes of learners with disabilities should report on this disaggregate. This includes activities that identify learners with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities do not need to report on this disaggregate. For example, activities that broadly support differentiated and inclusive distance learning but do not target specific learning outcomes for learners with disabilities need not report against

this disaggregate. Activities targeting individuals ages 15 and older should use the Washington Group Short Set Disability Questionnaire to collect this data. Refer to USAID [Guidance on How to Collect Data on Disability](#) for more information.

***Please see the 2018 USAID Education Policy for definitions of "conflict-affected" and "crisis-affected". Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis- and conflict. If distance learning is used as a tool that provides continuity of learning due to crises (like COVID-19, natural disasters) or conflict, then please count the full sample as affected by conflict or crisis.