

ES. I-58

Indicator	ES. I-58: Percent of learners regularly participating in distance learning programming funded with USG education assistance
Definition	<p>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. Distance learning can be used at any level of the education continuum, from preschool to higher education. 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, including the distance learning portion in a blended/hybrid learning delivery, are included. Please reference Delivering Distance Learning in Emergencies: An Overview (USAID, 2020) for more information on the modalities and functions.</p> <p>Defining Distance Learning Programming Funded with USG Assistance – “Funded with USG education” means that USAID has funded or co-funded the design of the distance learning program, or provided other types of assistance such as printing of learning materials, provision of devices for learners, stipends for learners to buy data plans, etc.</p> <p>To be counted under this indicator, a learner must have participated in a distance learning program or in a distance learning component of a blended/hybrid program that has clearly stated education objectives and is a minimum of 20 hours of duration for preschool-aged learners*, 30 hours for primary grade-aged learners**, and 40 hours for all other learner groups. In paper-based distance learning programs the estimate of hours is based on the instructional design for the program. 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. If the program is comprised of multiple segments (e.g., a segment on soft skills, a segment on employability), the total duration of the program should be used to determine whether it meets the duration threshold. The duration criterion is set to limit data collection under this indicator to substantial investments designed to produce meaningful and lasting impact. Only programs that meet the duration criterion should report on this indicator.</p> <p>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.</p> <p>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, in paper-based distance learning programs, the denominator is the number of learners who received relevant learning materials. If a</p>

Indicator	ES.I-58: Percent of learners regularly participating in distance learning programming funded with USG education assistance
	<p>distance learning program is delivered online, only those learners who are both targeted by the program <i>and</i> 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 devices and necessary connectivity or who are <i>not</i> 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 devices and connectivity to estimate the denominator.</p> <p>Either primary or secondary data may be used to estimate the denominator. For example, the denominator for asynchronous paper-based programs can be obtained from the program records on the number of learners who received relevant learning materials. 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.</p> <p>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.</p> <p>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. In blended programs, data on participation in distance learning can be collected during face-to-face engagement with learners. 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, when developing a data collection plan for this indicator, activities must account for barriers to ownership and usage of devices during data collection. 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.</p>

Indicator	ES.1-58: Percent of learners regularly participating in distance learning programming funded with USG education assistance
	<p>If the distance education program is implemented through existing government systems, official government reports may be used in lieu of dedicated primary data collection.</p> <p>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.</p> <p>* “Preschool-aged learners” as defined by the country education system. ** “Primary grade-aged learners” as defined by the country education system.</p>
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 USG Education Strategy and the USAID Education Policy. USG agencies, USAID/Washington, and USAID Missions 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(s)	<ul style="list-style-type: none"> • Official Reports from Implementing Partner(s) • Official Government Records, if available
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education ewalls@usaid.gov</p>

Indicator	ES.I-58: Percent of learners regularly participating in distance learning programming funded with USG education assistance
Disaggregate(s)	<ul style="list-style-type: none"> • Number of learners regularly participating in distance learning programming (numerator) • Number of learners in target beneficiary group with access to distance learning programming (denominator) • Number of male¹ learners regularly participating in distance learning programming (numerator) • Number of male¹ learners in target beneficiary group with access to distance learning programming (denominator) • Number of female¹ learners regularly participating in distance learning programming (numerator) • Number of female¹ learners in target beneficiary group with access to distance learning programming (denominator) • Number of male learners with a disability² regularly participating in distance learning programming (numerator) • Number of male learners with a disability² in target beneficiary group with access to distance learning programming (denominator) • Number of female learners with a disability² regularly participating in distance learning programming (numerator) • Number of female learners with a disability² in target beneficiary group with access to distance learning programming (denominator) • Number of learners affected by conflict or crisis³ regularly participating in distance learning programming (numerator) • Number of learners affected by conflict or crisis³ in target beneficiary group with access to distance learning programming (denominator) <p>¹ 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.</p> <p>² The 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.</p> <p>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p>

Indicator	ES.I-58: Percent of learners regularly participating in distance learning programming funded with USG education assistance
	<p>All activities targeting individuals ages 18 and older should report on this disaggregate, though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. USAID's Disability Identification Tool Selection Guide and USAID's How-To Note: Collecting Data on Disability Prevalence in Education Programs may be helpful.</p> <p>³ Please see the 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 or 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.</p>