



How we measure reach

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Introduction

At Leonard Cheshire we want to support more people and make more of a difference. In order to demonstrate the difference we make as a whole organisation, it's important to measure and capture both reach and impact centrally and consistently.

The following document has been created to inform external stakeholders how we count reach across Leonard Cheshire. Guidance available internally enables programme staff, partners and impact colleagues to reach informed decisions about delineation.

This guidance does not define how we measure our outcomes. You will find our organisational impact framework **here** along with our three theory of change models.

Why count reach?

It is important to count our reach because:

- It provides accountability and visibility to our stakeholders.
- It supports monitoring and evaluation.
- It demonstrates the scope and scale of our work.

Our reach framework

Our reach isn't just about the number of people with disabilities we support; we do so much more! We also influence key decision-makers, we support employers to become more inclusive, we train teachers, families benefit indirectly, and our supporters join our campaigns and events.

Leonard Cheshire's reach framework consists of three core categories: **Direct reach**, **Indirect reach**, and **Reach to build awareness and support**. Wherever possible, actuals are reported. Estimates or proxies are used where actuals aren't available – see **Using estimates and proxies** for details.

Direct reach

- Individuals to whom we deliver a targeted service, or who participate in a programme or training. These may be delivered by Leonard Cheshire, a delivery partner or a stakeholder to whom we've provided significant support/input.¹
- These are people or organisations who we can reasonably believe will be affected or influenced by our activities.

Direct reach of people with disabilities:

- People with disabilities who participate in our programmes or services.
- Organisations of Persons with Disabilities (OPDs) who participate in training and other capacity building activities.

Direct reach of others:

- Other stakeholders who participate in training, or are supported with advice, guidance or consultancy.

Indirect reach

- Someone who we may not work with directly, but benefits via a person reached directly, such as: dependents of people with disabilities, or students (without disabilities) of teachers who we support with training in inclusive education.²
- People who are not the direct target of our activities, but who we have good reason to expect will have been positively impacted by them, irrespective of whether they are delivered directly by Leonard Cheshire or a partner.

¹ If we are leading a programme, we count reach achieved by delivery partners in our figures. If we train partners in inclusive practices, in order for them to deliver a mainstream programme which has a focus on inclusivity of people with disabilities, we count the partners trained and the individuals with disabilities reached by the programme as direct reach.

² See Example 2 in the **Which category?** section.

Reach to build awareness and support

- Everyone else we reach to raise awareness, to influence attitudes and behaviours, and to support us in delivering our services/programmes.
- Our services/programmes don't exist in order to reach these individuals or organisations, but we raise their awareness or influence them, and this supports us with our aim to affect societal change on a larger scale. These are decision-makers³, community members and supporters (who don't participate in a targeted activity, such as training).

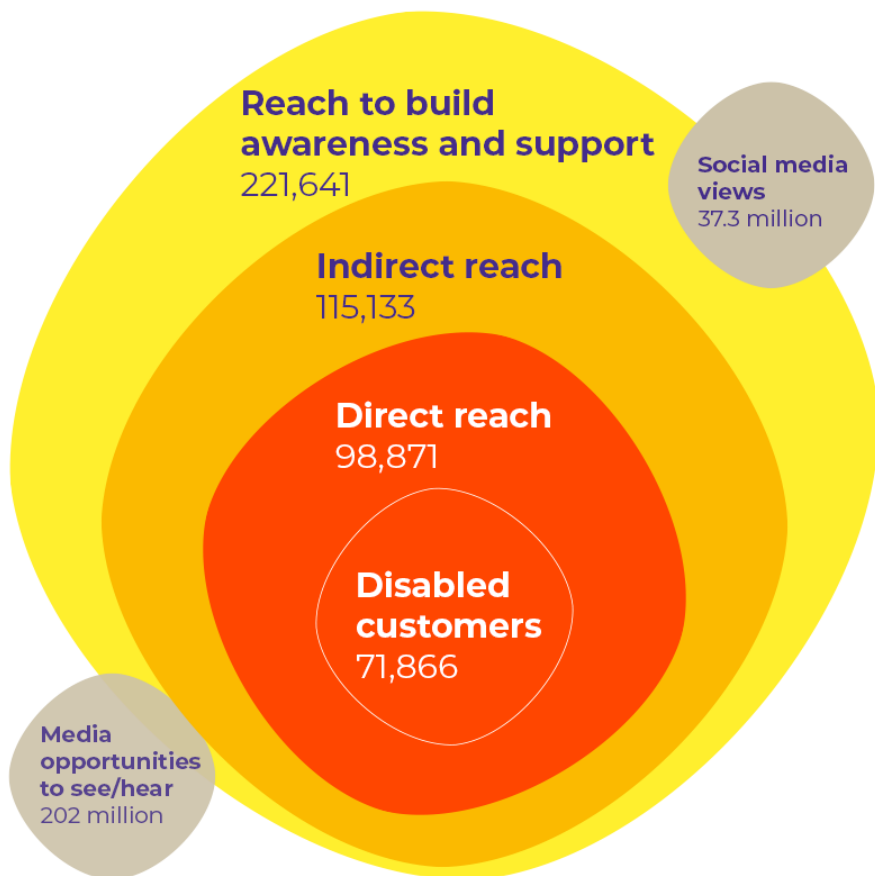
Media reach

Media and social media reach are counted separately from the core framework, as we cannot avoid double-counting. This is due to the likelihood that duplication will occur between people who we support or work with and people who read our press releases or social media posts.

An important distinction is the difference between total activities/programmes delivered and number of individuals/organisations reached (i.e. our unique reach). Some people participate in more than one activity/programme, e.g. a social care resident can also participate in a programme, or people can participate in more than one programme.

We mitigate against double-counting as much as possible to avoid over-reporting. While the same individual/organisation may need to be counted on different programmes, this duplication is corrected for aggregation and total reporting. Each stakeholder is only counted once, no matter how many interventions they will be reached by or how many times they participate in the same activity.

³ For the exception, refer to Example 4 in the **Which category?** section.



Our 2020/21 reach

In the financial year 2020/21 across the UK, Africa and Asia:

In total, we reached over **430,000** people and organisations.

Of which:

We directly reached **98,871** people and organisations.

- Of which, we directly reached **71,866** people with disabilities.

We indirectly reached **115,133** people.

We built awareness and support with **221,641** people and organisations.

Social media views: **37.3m**

Opportunities to see/hear: **202m** (UK only)

Using estimates and proxies

Where possible, we record the exact number of people who attend our events, webinars, presentations and conferences etc. Where we don't know, we use our best estimates to determine audience size.

In some circumstances, it is impractical and sometimes unnecessary to count the exact number of people who are reached by our interventions. In these cases, we use informed proxies based on reliable secondary data.

For example, when counting family members who are reached by our programmes, we use an appropriate household average for each country/region.

When using external sources, we ensure that:

1. We use credible and relevant sources.
2. Programmes in the same locations use the same source data.
3. We document and reference when we use secondary sources.
4. We carry out regular reviews of estimates/proxy calculations.

Example

In the example below, we refer to the people with disabilities who we support as our customers.

On our Economic Inclusion programmes in Africa and Asia, we count the family members of all customers enrolled in our indirect reach category. Family members benefit from the person with a disability being on the programme and gaining new skills, and stigma and discrimination in their community being reduced.

We use average household sizes in the countries or precise regions that we work in (excluding the customer, as they are already captured in direct reach).

For our Innovation to Inclusion (i2i) programme in Kenya, we use Kenya's **population and housing census (2019)**. The average household sizes in the cities where we are working are Nairobi (2.9), Kisumu (3.8) and Mombasa (3.1). The combined average household size of these cities, taking into account population size of each, is 3.09 people, so we multiply the number of customers by 2.09 (i.e. exclude the customer from the average, as they are already captured in direct reach).

Which category?

Some stakeholders do not fall into an obvious reach category. Each programme is delivered in a different way, so reach categories are often allocated on a case-by-case basis.

Below are some examples of interventions that we've had to dig deeper into to identify the most appropriate reach category.

Example 1

Children without disabilities participating in child-to-child clubs through our Inclusive Education programmes are recorded under 'direct reach of other people'. This is because they directly engage with children with disabilities in the club and learn about inclusive behaviours.

Example 2

Children without disabilities in the classes of the children with disabilities who we work with through our Inclusive Education programmes (who are not child-to-child club participants) are recorded under 'indirect reach'. As teachers are supported with training in inclusive education and gain skills to reach everybody in the class effectively, children without disabilities benefit indirectly from their improved teaching skills.

This extract from a story captured about Esther, a primary school teacher in Zambia who took part in our inclusive teacher training, demonstrates this:

"After the teacher training, Esther is now better equipped to deliver lessons inclusively. She has started implementing some of the inclusive approaches, such as arranging the classroom into groups so children learn from each other. Her method of delivering lessons is no longer her original lecture style. It is now more learner-focused. She allows for more discussion. And she uses learning aids such as diagrams as a way of simplifying the content."

We are aware that discrimination can still exist within the wider school community so, in most cases, we only count students who are taught by teachers who have participated in our training.

However, in some cases, like on our Girls' Education Challenge – Transition programme in Kenya, our interventions do reach the entire student population. This is due to training delivered to teachers resulting in curriculum differentiation and life skills being passed on to all learners, general improvements in teaching skills, school environmental adaptations, provision of learning materials and, during the pandemic, provision of PPE.

Example 3

Volunteers who receive disability awareness training are recorded under 'direct reach of people with disabilities' or 'direct reach of other people'. Volunteers who don't receive this training are recorded under 'reach to build awareness and support'.

Example 4

When we meet with external stakeholders, we record them in the 'reach to build awareness and support' category. The exception, however, is parliamentarians. In this case, we recognise that in order to book a meeting with a parliamentarian they must already be engaged and interested in what we have to say. Therefore, we count these interactions in our 'direct reach of other people' category.

If you have any questions about how we measure reach or impact at Leonard Cheshire, please contact **naomi.brill@leonardcheshire.org**