# Strategic Framework to Manage EFA-VI Global Campaign

| STRATEGIC GOALS | STRATEGIC OBJECTIVES | CRITICAL SUCCESS FACTORS | | PERFORMANCE INDICATORS | |
|---|---|---|---|---|---|
| **MAXIMUM PARTICIPATION IN EDUCATION**<br><br>To maximise the participation in education of children with visual impairment given available resources | **GOVERNANCE**<br><br>1. To be effectively supported and governed | 1.1 | To support and be supported by government | 1.1.1<br>1.1.2 | Regulations/policy inhibiting or enhancing effectiveness<br>Government satisfaction with communication and information |
| | | 1.2 | To support and be supported by national/international partner organisations | 1.2.1<br>1.1.2 | Approach inhibiting or enhancing effectiveness<br>Partner satisfaction with communication and information |
| | | 1.3 | Effective governance | 1.3.1<br>1.3.2 | Existence of a national planning body (or equivalent)and appropriate processes<br>Existence and understanding of strategic purpose |
| | **PARTICIPANT**<br><br>2. To provide high quality, affordable formal and non-formal education for all school-aged children with visual impairment including those with multiple disabilities | 2.1 | Affordable, accessible and supportive services | 2.1.1<br>2.1.2<br>2.1.3 | Prices commensurate to participants (child & family) ability to pay<br>Existence of plans to address identified barriers to service delivery<br>Existence of child and family support procedures |
| | | 2.2 | High participant (child& family) perception of service | 2.2.1<br>2.2.2 | Surveys to establish participation levels<br>Procedures for addressing inadequacies |
| | | 2.3 | High quality support, monitoring and evaluation | 2.3.1<br>2.3.2 | Intervention impact measures<br>Percentage of children retained |
| | **AWARENESS**<br><br>3. To enhance the understanding in poor communities of the benefits and importance of teaching children with visual impairment | 3.1 | Advocacy and community outreach programmes | 3.1.1<br>3.1.2 | Total number of children assessed<br>Existence of identification and intervention programmes |
| | | 3.2 | Support of grassroots community organisations e.g. church/social committees | 3.2.1<br>3.2.2 | Work arrangements within community organisations<br>Surveys of community partner satisfaction |
| | | 3.3 | Strategic planning for implementing education and raising awareness in poor communities | 3.3.1<br>3.3.2 | Access to population-based education data<br>Awareness of barriers to service education |
| **SUSTAINABILITY**<br><br>To enable organisational, financial and operational sustainability | **BUSINESS & MANAGEMENT**<br><br>4. To use business and management processes that are commensurate with sustaining successful participation in education in the long-term | 4.1 | Financial stability and sustainability | 4.1.1<br>4.1.2<br>4.1.3 | Operating margin (cost recovery)<br>Primary Reserve Ratio<br>Service revenue contribution (service revenue/total expenses) |
| | | 4.2 | Efficient and competent management/leadership | 4.2.1<br>4.2.2<br>4.2.3 | Analysis of actual vs budgets<br>Rate or growth in participation<br>Self-assessment score against Performance indicators (see note below) |
| | | 4.3 | Efficient and effective systems and key internal processes | 4.3.1<br>4.3.2 | Standardisation of and improvement procedures<br>Non conformance reports |
| | | 4.4 | Cost effective educational support and optimal resource utilisation | 4.4.1<br>4.4.2 | Cost per participant<br>Net Income Ratio |
| | **PEOPLE**<br><br>5. To have appropriately trained and skilled, motivated and adaptable people with an understanding of the EFA-VI campaign goals | 5.1 | Appropriate incentives | 5.1.1 | Appropriate status |
| | | 5.2 | Competent and appropriately trained workforce | 5.2.1<br><br>5.2.2<br>5.2.3 | Approach allowing continuing human resource development in education<br>Existence of job descriptions/profiles<br>Percentage of employees meeting their job description/profile |
| | | 5.3 | Committed and satisfied workforce | 5.3.1<br>5.3.2 | Employee attitude surveys<br>Employee attrition rates |
| | | 5.4 | A culture commensurate to and promoting of the EFA-VI campaign goals | 5.4.1<br><br>5.4.2 | Employee understanding/awareness of organisational mission and strategic priorities<br>Employee assessment of EFA-VI campaign goals |

**EFA- VI Assessment of success questions:**
**1) Have education enrolment rates of children with visual impairment increased?**
**2) Have dropout rates among children with visual impairment decreased?**
**3) Do children with visual impairment have access to the support services and learning materials they need (in the appropriate format) to allow them to compete on an equal basis with their sighted peers?**
**4) Is the performance of children with visual impairment on par with those of non-visually impaired children?**