

NYU ALSE EDUCATION SUBCOMMITTEE MANAGEMENT SURVEY	
Section 1: Management	
<b>Interview Details</b>	<b>Interviewers &amp; Monitor</b>
M1. Village:	M7.1 Interviewer's Name ( <i>Write name below</i> )
M2. District:	
M2.1 Province:	M7.2 Interviewer's Name ( <i>Write name below</i> )
M3. Date:	
M4. Interview Began:	M7.3 Monitor's Name ( <i>Write name below</i> )
M5. Interview Ended:	
<b>M6. Education Subcommittee Members Interviewed</b>	
<i>First Member</i>	
M6.1.1 Member's Name	
M6.1.2 Does this member serve on the CDC? ( <i>Check one box</i> )	<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.1.3 Gender ( <i>Do not ask. Check one box</i> )	<input type="checkbox"/> Male <input type="checkbox"/> Female
M6.1.4 Is this member the village leader?	<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.1.5 Does this member serve on the SMS?	<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.1.6 Did the member complete the focus group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Second Member</i>	
M6.2.1 Member's Name	
M6.2.2 Does this member serve on the CDC? ( <i>Check one box</i> )	<input type="checkbox"/> Yes   No <input type="checkbox"/>
M6.2.3 Gender ( <i>Do not ask. Check one box</i> )	<input type="checkbox"/> Male <input type="checkbox"/> Female
M6.2.4 Is this member the village leader?	<input type="checkbox"/> Yes <input type="checkbox"/> No

M6.2.5 Does this member serve on the SMS?		<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.2.6 Did the member complete the focus group?		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Third Member</i>		
M6.3.1 Member's Name		
M6.3.2 Does this member serve on the CDC? (Check one box)		<input type="checkbox"/> Yes   No <input type="checkbox"/>
M6.3.3 Gender	(Do not ask. Check one box)	<input type="checkbox"/> Male <input type="checkbox"/> Female
M6.3.4 Is this member the village leader?		<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.3.5 Does this member serve on the SMS?		<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.3.6 Did the member complete the focus group?		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Fourth Member</i>		
M6.4.1 Member's Name		
M6.4.2 Does this member serve on the CDC? (Check one box)		<input type="checkbox"/> Yes   No <input type="checkbox"/>
M6.4.3 Gender (Do not ask. Check one box) (Do not ask. Check one box)		<input type="checkbox"/> Male <input type="checkbox"/> Female
M6.4.4 Is this member the village leader?		<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.4.5 Does this member serve on the SMS?		<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.4.6 Did the member complete the focus group?		<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Fifth Member</i>		
M6.5.1 Member's Name		
M6.5.2 Does this member serve on the CDC? (Check one box)		<input type="checkbox"/> Yes   No <input type="checkbox"/>
M6.5.3 Gender (Do not ask. Check one box)		<input type="checkbox"/> Male <input type="checkbox"/> Female
M6.5.4 Is this member the village leader?		<input type="checkbox"/> Yes <input type="checkbox"/> No

M6.5.5 Does this member serve on the SMS?	<input type="checkbox"/> Yes <input type="checkbox"/> No
M6.5.6 Did the member complete the focus group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Section 2: Consent</b>	
<b>Notes to interviewer: (1) Read the script below word by word. (2) Do not read the instructions inside the parentheses.</b>	
<p>Assalam o Alakum, my name is (interviewer 1) _____ and this is (interviewer 2) _____ and this is (monitor) _____. We work for an independent institution and the Ministry of Education.</p> <p>We are studying community-based education classes in your village. We understand that an NGO called [CARE/CRS] has established a class in your village. We do not work for [CARE/CRS], but do some work in partnership with them.</p> <p>We were told that you are members of Community Development Council (CDC) that was formed under the National Solidarity Program. We would like to conduct a survey with you to learn more about the CDC, education and how it is managed in this village. We would like to speak with you now, and we may return to speak with you again next year. Please understand that your responses to this survey will have no effect on access to education in your village.</p> <p>Your participation may help us understand the process of delivering better education services in [BAMIYAN/DAYKUNDI/GHOR/HERAT/KAPISA/PARWAN] province. We very much appreciate your participation. Your participation is purely voluntary; you are being very generous with your time.</p> <p>Are you willing to let me talk to you? (Check one box)</p>	
C.1 <input type="checkbox"/> Yes <input type="checkbox"/> No	
C.2 <input type="checkbox"/> Yes <input type="checkbox"/> No	
C. 3 <input type="checkbox"/> Yes <input type="checkbox"/> No	
C.4 <input type="checkbox"/> Yes <input type="checkbox"/> No	

C.5 ☐ Yes ☐ No

### Section 3. Previous Capacity Building of Education Subcommittee (ES)

Q1. . I am going to read to you a list of topics that you may have been trained on. You may have been trained about these topics as part of a training covering other topics. These training may also have occurred on consecutive days—for example during the same week—or they may have occurred at different times—for example, during different weeks. Have you attended training on [training title] and can you provide supporting documentation? *Check one box for each sub-question.*

#### Scoring Grid

Score 0	Score 1	Score 1.5	Score 2
No, ES members did not participate in this training.	Yes. ES members, however, CANNOT provide supporting documentation.	Yes, but participation is difficult to verify from documentation provided by the CDC (or shura)	Yes. ES can provide supporting documentation.

1.1 Strategies for Avoiding Dropout

Score: ☐ 0 ☐ 1 ☐ 1.5 ☐ 2

1.2 Classroom Rules

Score: ☐ 0 ☐ 1 ☐ 1.5 ☐ 2

1.3 Flexible Response Fund: Physical Infrastructure

Score: ☐ 0 ☐ 1 ☐ 1.5 ☐ 2

1.4 Community mobilization approach guide

Score: ☐ 0 ☐ 1 ☐ 1.5 ☐ 2

1.5 TOR for school shura

Score: ☐ 0 ☐ 1 ☐ 1.5 ☐ 2

1.6 Community Organization and Participation

Score: ☐ 0 ☐ 1 ☐ 1.5 ☐ 2

1.7 School Management

Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.8 Conflict and conflict resolutions
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.9 In-kind contribution checklist
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.10 School Student Association
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.11 Gender
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.12 Adult Literacy Program
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.13 Health and Hygiene
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.14 Social Audit
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.15 Flexible Response Fund (FRF): Small grants for attending TTCs
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.16 Flexible Response Fund (FRF): Increasing Female Teachers
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.17 Flexible Response Fund (FRF): Barriers to girls education
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.18 Strategies for women participation
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.19 CBE guidelines and policy

Score: ☐ 0   ☐ 1   ☐ 1.5   ☐ 2

#### Section 4. ES Functionality

Q2. What is the Education Subcommittee's role and responsibilities? *Check one box.*

Score: ☐ 0   ☐ 1   ☐ 2

Notes:

#### Scoring Grid

Score 0

Score 1

Score 2

<p>The members could not articulate the role of Education Subcommittee.</p>	<p>The members had an incomplete understanding of Education Subcommittee's role and responsibilities. They mentioned two or three of the following responsibilities:</p> <ol style="list-style-type: none"> <li>1. Raising awareness of education and generating demand for it;</li> <li>2. Monitoring children's school attendance;</li> <li>3. Monitoring and supporting the CBE class;</li> <li>4. Maintaining education facilities;</li> <li>5. Mobilizing resources; and</li> <li>6. Supporting learning (e.g. mobilizing young people to help children who have illiterate parents)</li> </ol>	<p>The members had strong knowledge of Education Subcommittee's role and responsibilities. They mentioned four or more of the following responsibilities:</p> <ol style="list-style-type: none"> <li>1. Raising awareness of education and generating demand for it;</li> <li>2. Monitoring children's school attendance;</li> <li>3. Monitoring and supporting the CBE class;</li> <li>4. Maintaining education facilities</li> <li>5. Mobilizing resources</li> <li>6. Supporting learning (e.g. mobilizing young people to help children who have illiterate parents)</li> </ol>
<p><b>Q3. Have the members of the ES had an official meeting in the past two years? (Check one box.)</b></p>		
<p><input type="checkbox"/> Yes    No <input type="checkbox"/></p>		
<p><b>Q4. How many meetings did ES hold in the past two years? (Check one box).</b></p>		
<p><input type="checkbox"/> 0    <input type="checkbox"/> 1    <input type="checkbox"/> 2    <input type="checkbox"/> 3    <input type="checkbox"/> 4    <input type="checkbox"/> 5    <input type="checkbox"/> 6    <input type="checkbox"/> More than 6 (Specify: ____)</p>		
<p><b>Q5. Did ES members record the minutes of the meeting(s)? If yes, could ES members provide supporting documentation for at least some meetings? (Check one box.)</b></p>		
<p>Score: <input type="checkbox"/> 0    <input type="checkbox"/> 1    <input type="checkbox"/> 2    <input type="checkbox"/> 3</p>		
<p>Notes:</p>		
<p style="text-align: center;"><b>Scoring Grid</b></p>		
<p><b>Score 0</b></p>	<p><b>Score 1</b></p>	
<p>No, EC members did not record meeting minutes.</p>	<p>Yes, EC recorded meeting minutes, however, they could not provide them.</p>	
<p><b>Score 2</b></p>	<p><b>Score 3</b></p>	

Yes, EC recorded meeting minutes, however, they could provide them for only some meetings.	Yes. EC recorded meeting minutes and they could provide them for all meetings.	
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**Q6. Typically, how many ES members have participated in the meetings?** *Check one box.*

Score: ☐0    ☐1    ☐2

Notes:

Scoring Grid		
Score 0	Score 1	Score 2
Less than 25% of members.	25%-50% of members.	More than 50% of members.

**Q7. What are the issues discussed in the meetings?** *(Check one box.)*

Score: ☐0    ☐1    ☒2

Notes:

Scoring Grid		
Score 0	Score 1	
ES members mentioned other topics than education.	ES members mentioned education related topics (e.g. classroom management, teacher performance, etc.)	

**Q8. Have ES members attempted to address the issues raised during the meetings?** *(Check one box.)*

☐ Yes (Go to Q9)    ☐ No (Skip to Q10)

Notes:

**Q9. Have ES successfully resolved the issues raised during the meetings?** *(Check one box)*

☐ Yes    ☐ No

Notes:

**Q10. Who is involved in the Education Subcommittee's decision-making process? Is it the head of ES, all ES members, or ES members in consultation with the community members?** *(Check one box.)*



<input type="checkbox"/> Head of ES <input type="checkbox"/> All ES members <input type="checkbox"/> ES members with community members
<b>Section 5. Linkages</b>
<b>Q11. Did the ES members visit district governors or district departments? <i>(Check one box)</i></b>
<input type="checkbox"/> Yes (Go to Q12)    No <input type="checkbox"/> (Skip to Q14)
<b>Q12. How many times did the ES members visit district governors or district departments in the past two years? <i>(Check one box)</i></b>
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> More than 6 (Specify: ____)
<b>Q13. Were the ES members able to attract any government resources to the community as a result of linkages with district authorities? <i>(Check one box)</i></b>
<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Q14. Did the ES members visit provincial governors or provincial departments? <i>(Check one box)</i></b>
<input type="checkbox"/> Yes (Go to Q15)    No <input type="checkbox"/> (Skip to Q17)
<b>Q15. How many times did the ES members visit provincial governors or provincial departments in the past two years? <i>(Check one box)</i></b>
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> More than 6 (Specify: ____)
<b>Q16. Were the ES members able to attract any government resources to the community as a result of linkages with provincial authorities? <i>(Check one box)</i></b>
<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Q17. Did the ES members visit any philanthropic organizations (e.g. foundation, NGO, etc.) ? <i>(Check one box)</i></b>
<input type="checkbox"/> Yes (Go to Q18)    No <input type="checkbox"/> (Skip to Q20)
<b>Q18. How many times did the ES visit philanthropic organization in the past two years? <i>(Check one box)</i></b>
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> More than 6 (Specify: ____)
<b>Q19. Were the ES members able to attract any resources to the community as a result of these visits? <i>(Check one box)</i></b>
<input type="checkbox"/> Yes <input type="checkbox"/> No

Q20. Did the ES members seek financial support from any other individual or organization for an education related initiative? *(Check one box)*

☐ Yes (Specify: \_\_\_\_\_) (Go to Q21)    ☐ No (Skip to Q23)

Q21. How many times did the ES members meet with this individual/organization? *(Check one box)*

☐ 0    ☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5    ☐ 6    ☐ More than 6 (Specify: \_\_\_\_)

Q22. Were the ES members are able to attract any resources to the community as a result of these visits? *(Check one box)*

☐ Yes    No ☐

Q23. Did the ES members meet with CDC members in the past year? *(Check one box)*

☐ Yes (Go to Q24)    No ☐ (Skip to Q25)

Q24. How many times did the ES members meet with CDC members? *(Check one box)*

☐ 0    ☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5    ☐ 6    ☐ More than 6 (Specify: \_\_\_\_)

Q25. Did the ES members meet with SMS members in the past year? *(Check one box)*

☐ Yes (Go to Q26)    ☐ No (Skip to 27)

Q26. How many times did the ES members meet with SMS members in the past year? *(Check one box)*

☐ 0    ☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5    ☐ 6    ☐ More than 6 (Specify: \_\_\_\_)

## Section 6. CAPACITY ASSESSMENT

### Q27 Performance Management and Tracking

- a) Do the ES members regularly document what is happening in their CBE classes? If yes, can the ES members provide supporting documentation? (e.g. observation notes)
- b) Does the ES set specific criteria to understand how well the teachers and students are performing?
- c) What are examples of these criteria?
- d) How frequently do the ES members check on how well the students and teachers are performing?
- e) Who do ES members inform about their assessment of the CBE class(es)?

Notes:

Score: ☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5

#### Scoring Grid

Score 1	Score 3	Score 5
The ES members monitor the classrooms on ad hoc basis. They do not document these visits. They have not standardized criteria that they look for in monitoring. They do not inform anyone about the results of these visits.	The ES members monitor the classroom on monthly basis and have notes from all their visits. However, they have not standardized the criteria they look for in monitoring the class/school. The ES members inform some relevant third-parties (e.g. CDC, DED, community, etc.) about their assessment but not all of them	The ES members monitor the classrooms on monthly basis, including standardized criteria of performance (e.g. # of children attending the class) and they collect this information on monthly basis. The ES members inform all relevant third-parties (e.g. CDC, DED, community, etc.) about their assessment.

#### Q28 Performance Review

- a) How often do ES members meet to review and discuss the CBE class's performance, including how well the teachers and students are performing?
- b) Who is involved in these meetings?
- c) How are the ES meetings structured? Tell me about your most recent meeting.
- d) Do you develop plans for following up on the CBE class's performance during those meetings? If so, what sort of follow up plan do ES members leave these meetings with?

Notes:		
Score: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
Scoring Grid		
Score 1	Score 3	Score 5
ES members infrequently meet to review and discuss the CBE class's performance. When they do meet, they do not have a clear agenda.	ES members meet monthly to review and discuss the CBE class's performance. The objectives of these meetings are clear to all participating and an agenda is present. However, the conversation does not, as a matter of course, uncover the root of the problems. For example, the ES does not figure out why the teacher is persistently absent from the classroom. They do not use these meetings to develop improvement plans.	ES members meet monthly to review and discuss the CBE class's performance. The objectives of these meetings are clear to all participating and an agenda is present. The review/performance conversation focus on problem solving and addressing root causes of those problems. The follow-up steps are clear to all present at the meeting.
Q29 Problem Solving		
a) How does the ES identify or learn about the problems that it needs to fix in the CBE class? b) Do the meetings where you discuss CBE class performance help you solve the problems? c) What steps does the ES take to fix the problem(s)? d) Who is involved in in deciding to do to resolve these problems? e) Can any ES member suggest an improvement plan?		

Notes:

Score: ☐1   ☐2   ☐3   ☐4   ☐5

#### Scoring Grid

##### Score 1

The ES members do not recall ever identifying a problem OR the ES members do recall identifying a problem for which they did NOT institute an improvement plan.

##### Score 3

The ES members expose problems either by monitoring the CBE class or through discussions with teachers and/or parents. They often institute improvements plans for problems they identify. However, this is an ad-hoc practice.

##### Score 5

The ES members expose problem either by monitoring the CBE class or through discussions with teachers and/or parents. They regularly monitor the teacher attendance, classroom management, and student attendance. In consultation with others, they develop and implement structured and concrete plans for addressing any problems that they find.

#### Q30 Consequence Management

- a) Has the ES ever developed and agreed on a follow-up plan to address a problem(s) with how the primary school or CBE class was functioning, but that plan was not carried out? If so, tell me what happened. If not, tell me what you think would happen if a follow-up plan to address a problem were not carried out?
- b) How much time typically lapses between when a problem is identified to when it is solved? Can the ES members give a recent example?
- c) What do ES members do if a problem continues to persist, despite attempts to solve it?

Notes:

Score: ☐1   ☐2   ☐3   ☐4   ☐5

#### Scoring Grid

##### Score 1

##### Score 3

##### Score 5

There are no consequences if ES member(s) fail to implement a follow-up plan.	The ES tolerate no follow-up action for a period. However, ES members revisit the problem and revise the follow-up action if necessary.	If ES member(s) fail to implement a follow-up action plan, then they are replaced. The EC elects other members to carry out a corrective action plan. The follow up action plan (e.g. replacing a teacher) is implemented shortly after it has been designed. The EC members could give a precise example that supports this description.
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### Q31 Target Balance

- a) What are some of the goals that the ES has set for improving the educational situation in the primary school or CBE class?
- b) Which of these goals has the ES decided to try to achieve first? How did the ES decide to focus on these goals?
- c) Which members are responsible for taking actions to achieve these goals? Does anyone make sure that these individuals do what they are supposed to do to achieve these goals?
- d) Does the CDC, government, or anyone outside of the ES play a role in setting these goals?

Notes:

Score: ☐1   ☐2   ☐3   ☐4   ☐5

### Scoring Grid

Score 1	Score 3	Score 5
The ES has goals imposed by another institution (e.g. NGO, the MoE). The ES does not set internal goals (e.g. increasing the frequency of CBE classroom visits). The ES members are not held accountable if	The ES and an external institution (e.g. NGO, the MoE) sets goals for ES (e.g. the ES members are to visit CBE classroom more times.) Typically, one ES member makes an effort to achieve the goals, however, there are no consequences if the goals are not achieved.	The ES sets goals for itself that are beyond its mandate (e.g. the ES sets a goal to independently fundraise money to refurbish a classroom) which is set by an external institution. All ES members make an effort to achieve the goals and hold each other accountable.

they fail to reach the goals.

### Q32 Time Horizon of Targets/Goals

- a) Does the ES set timelines or deadlines for achieving the goals you've mentioned above?
- b) How does the ES decide on the timeline for achieving its goals?
- c) Can you give me an example of a goal for which the ES decided on both short term and long term achievements that would help you reach that goal? By short-term achievements, we mean something that the CDC (or shura) wants to accomplish within next week to six months. By long-term achievements, we mean something that CDC (or shura) wants to accomplish more than six months from now.

Notes:

Score: ☐1   ☐2   ☐3   ☐4   ☐5

#### Scoring Grid

Score 1

Score 3

Score 5

The ES members exclusively focuses on short term goals (e.g. procuring windows for classroom refurbishment).	The ES has short and long-term goals related to CBE class and its own institution. The short-term and long-term goals, however, are not necessarily linked to each other. For example, the ES members' short term goal is to visit the DED to advocate for the continuation of CBE class in the village. The ES's long-term goal is to mobilize enough community resources to pay teacher's salary if the government is not able to do so.	The ES has specific short term goals that feed into its long term goals. For example, the short-term goal is to visit the DED to advocate for the continuation of CBE class in the village. If the DED is unsupportive, the ES makes its long-term goal to raise the issue with the PED or central MoE. The ES members prioritize goals.
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### Q33 Targets are stretching

- a) Does the ES think that the goals that it has set are difficult to achieve? We are asking about goals and NOT activities. Activities describe how CDC members spend their time, whereas goals are the results the ES members seek.
- b) On average, how often would you say that the ES attain achievements that help them meet their goals?
- c) Does the ES think that any of its goals are very easy to accomplish (will always be met) or too difficult to accomplish (will never be met)?

Notes:

Score: ☐1   ☐2   ☐3   ☐4   ☐5

Scoring Grid		
Score 1	Score 3	Score 5



<p>The goals are either too easy or impossible to achieve. An example of too easy goal: visit the CBE classroom once per year. Example of a goal impossible to reach: The ES will mobilize enough resources and construct a school building within 3 months. The ES members could not recall the last time they achieved a goal.</p>	<p>The ES sets aggressive goals that are achievable. However, not all ES members are held to the same rigorous standards to meet these goals. For example, the ES sets a goal to mobilize community resources to pay for CBE teacher to attend night classes at the provincial center. However, only one ES member does the fundraising.</p>	<p>The ES set aggressive goals that are achievable and all ES members are held to the same standards to achieve these goals. The ES members achieve all goals they set for themselves.</p>
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