

NYU ALSE SCHOOL MANAGEMENT SHURA (SMS) SURVEY	
Section I: Management	
Interview Details	Interviewer/Observer Details
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 Observer's Name <i>(Write name below)</i>
M5. Interview Ended:	
M6. SMS Members Interviewed	
<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 ES?	<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 ES?	<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? <i>(Check one box)</i>	<input type="checkbox"/> Yes   No <input type="checkbox"/>
M6.3.3 Gender <i>(Do not ask. Check one box)</i>	<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 ES?	<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? <i>(Check one box)</i>	<input type="checkbox"/> Yes    No <input type="checkbox"/>
M6.4.3 Gender <i>(Do not ask. Check one box)</i>	<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 ES?	<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? <i>(Check one box)</i>	<input type="checkbox"/> Yes    No <input type="checkbox"/>
M6.5.3 Gender <i>(Do not ask. Check one box)</i>	<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 ES?	<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
<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 (observer) _____. 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 SMS, 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>	

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.

Are you willing to let me talk to you? (Check one box)

C.1 ☐ Yes ☐ No

C.2 ☐ Yes ☐ No

C.3 ☐ Yes ☐ No

C.4 ☐ Yes ☐ No

C.5 ☐ Yes ☐ No

### Section 3: Previous Capacity Building of SMS

Q1. I am going to read to you a list of trainings that some of you may have attended. These trainings 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. SMS members did not participate in this training.	Yes. SMS members, however, CANNOT provide supporting documentation.	Yes, but participation is difficult to verify from documentation provided by the CDC (or shura)	Yes. SMS 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: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
1.6 Community Organization and Participation
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 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: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 1.5 <input type="checkbox"/> 2
<b>Section 4: SMS Functionality</b>
<b>Q2. What is the SMS's role and responsibilities? <i>Check one box.</i></b>
Notes:
Score: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2

Scoring Grid		
Score 0	Score 1	Score 2
The members could not articulate the role of SMS.	<p>The members had an incomplete understanding of SMS'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 classes;</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 SMS'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 classes;</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>

Q3. Have the members of the SMS had an official meeting in the past two years? (Check one box.)

☐ Yes      No ☐

Q4. How many meetings did SMS hold in the past two years? (Check one box).

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

Q5. Did SMS members record the minutes of the meeting(s)? If yes, could SMS members provide meeting minutes for at least some meetings? (Check one box.)

Notes:

Score: ☐0    ☐1    ☐2    ☐3

Scoring Grid	
Score 0	Score 1
No, SMS members did not record meeting minutes.	Yes, SMS recorded meeting minutes, however, they could not provide them.

<b>Score 2</b>	<b>Score 3</b>	
Yes, SMS recorded meeting minutes, however, they could provide for only some meetings.	Yes, SMS recorded meeting minutes and could provide them for ALL meetings.	

**Q6. Typically, how many SMS members have participated in the meetings? (Check one box).**

Notes:

Score: ☐0    ☐1    ☐2

Scoring Grid		
<b>Score 0</b>	<b>Score 1</b>	<b>Score 2</b>
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.)**

Notes:

Score: ☐0    ☐1    ☐2

Scoring Grid		
<b>Score 0</b>	<b>Score 1</b>	
SMS members mentioned topics other than education.	SMS members mentioned only education related topics (e.g. classroom management, teacher performance, etc.)	

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

Notes:

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

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

Notes:

☐ Yes    ☐ No

Q10. Who is involved in the SMS's decision-making process? Is it the head of SMS, all SMS members, or SMS members in consultation with the community members? <i>(Check one box.)</i>
<input type="checkbox"/> Head of SMS <input type="checkbox"/> All SMS members <input type="checkbox"/> SMS members with community members
<b>Section 5: Linkages</b>
Q11. Did the SMS members visit district governors or district departments? <i>(Check one box)</i>
<input type="checkbox"/> Yes (Go to Q12)    No <input type="checkbox"/> (Skip to Q14)
Q12. How many times did the SMS members visit district governors or district departments in the past two years? <i>(Check one box)</i>
<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: ____)
Q13. Were the SMS members able to attract any government resources to the community as a result of linkages with district authorities? <i>(Check one box)</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No
Q14. Did the SMS members visit provincial governors or provincial departments? <i>(Check one box)</i>
<input type="checkbox"/> Yes (Go to Q13)    No <input type="checkbox"/> (Skip to Q17)
Q15. How many times did the SMS members visit provincial governors or provincial departments in the past two years? <i>(Check one box)</i>
<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: ____)
Q16. Were the SMS members able to attract any government resources to the community as a result of linkages with provincial authorities? <i>(Check one box)</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No
Q17. Did the SMS members visit any philanthropic organizations (e.g. foundation, NGO, etc.)? <i>(Check one box)</i>
<input type="checkbox"/> Yes (Go to Q18)    No <input type="checkbox"/> (Skip to Q20)
Q18. How many times did the SMS visit philanthropic organization in the past two years? <i>(Check one box)</i>
<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: ____)
Q19. Were the SMS members able to attract any resources to the community as a result of these visits? <i>(Check one box)</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No
Q20. Did the SMS members seek financial support from any other individual or organization for an education related initiative? <i>(Check one box)</i>
<input type="checkbox"/> Yes (Specify: _____) (Go to Q21) <input type="checkbox"/> No (Skip to Q23)
Q21. How many times did the SMS members meet with this individual/organization? <i>(Check one box)</i>

<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>Q22. Were the SMS members able to attract any resources to the community as a result of these visits? (Check one box)</b> 		
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>Q23. Did the SMS members meet with CDC members in the past year? (Check one box)</b> 		
<input type="checkbox"/> Yes (Go to Q24) <input type="checkbox"/> No (Skip to Q25)		
<b>Q24. How many times did the SMS members meet with CDC members? (Check one box)</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>Q25. Did the SMS members meet with the Education Subcommittee (ES) members in the past year? (Check one box)</b> 		
<input type="checkbox"/> Yes (Go to Q26) <input type="checkbox"/> No (Skip to Q27)		
<b>Q26. How many times did the SMS members meet with the Education Subcommittee members? (Check one box)</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>Section 6: Management Capacity Assessment</b>		
<b>Q27. Performance Management and Tracking</b>		
a) Do the SMS members regularly document what is happening in their primary school classrooms and CBE classes? If yes, can the SMS members provide supporting documentation? (e.g. observation notes) b) Does the SMS 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 SMS members check on how well the students and teachers are performing? e) Who do SMS members inform about their assessment of the primary school and/or CBE class(es)?		
Notes:		
Score: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
<b>Scoring Grid</b>		
<b>Score 1</b>	<b>Score 3</b>	<b>Score 5</b>



The SMS 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 SMS members monitor the classroom/primary school 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 SMS members inform some relevant third-parties (e.g. CDC, DED, community, etc.) about their assessment but not all of them	The SMS 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 SMS members inform all relevant third-parties (e.g. CDC, DED, community, etc.) about their assessment.
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### Q28. Performance Review

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

Notes:

Score: ☐1   ☐2   ☐3   ☐4   ☐5

### Scoring Grid

Score 1	Score 3	Score 5
SMS members infrequently meet to review and discuss the school's or CBE class's performance. When they do meet, they do not have a clear agenda.	SMS members meet monthly to review and discuss the school's or 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 SMS does not figure out why the teacher is persistently absent from the classroom. They do not use these	SMS members meet monthly to review and discuss the school's and/or CBE class's performance. The objectives of these meetings are clear to all participating and an agenda is present. The 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.

	meetings to develop improvement plans.	
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### Q29. Problem Solving

- a) How does the SMS identify or learn about the problems that it needs to fix in the primary school or CBE class?
- b) Do the meetings where you discuss primary school and CBE class performance help you solve the problems?
- c) What steps does the SMS take to fix the problem(s)?
- d) Who is involved in deciding what to do to resolve these problems?
- e) Can any SMS member suggest an improvement plan?

Notes:

Score: ☐1   ☐2   ☐3   ☐4   ☐5

### Scoring Grid

Score 1	Score 3	Score 5
The SMS members do not recall ever identifying a problem OR the SMS members do recall identifying a problem for which they did NOT institute an improvement plan.	The SMS members expose problems either by monitoring the primary school or 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.	The SMS members expose problem either by monitoring the primary school or 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 SMS ever developed and agreed on a follow-up plan to address a problem 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 plan was not carried out.
- b) How much time typically lapses between when a problem is identified to when it is solved? Can the SMS members give a recent example?
- c) What do SMS members do if a problem continues to persist, despite attempts to solve it?

Score: ☐1 ☐2 ☐3 ☐4 ☐5

Notes:

#### Scoring Grid

Score 1	Score 3	Score 5
There are no consequences if SMS member(s) fail to implement a follow-up plan.	The SMS tolerates no follow-up action for a period. However, the SMS members revisit the problem and revise the follow-up action if necessary.	If the SMS member(s) fail to implement a follow-up action plan, then they are replaced. The SMS 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 SMS members could give a precise example that supports this description.

#### Q31. Target Balance

- a) What are some of the goals that the SMS has set for improving the educational situation in the primary school or CBE class?
- b) Which of these goals has the SMS decided to try to achieve first? How did the SMS 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 SMS play a role in setting these goals?

Score: ☐1 ☐2 ☐3 ☐4 ☐5

Notes:

Scoring Grid		
Score 1	Score 3	Score 5
The SMS has goals imposed by another institution (e.g. the MoE). The SMS does not set internal goals (e.g. increasing the frequency of classroom visits). The SMS members are not held accountable if they fail to reach the goals.	The SMS and an external institution (e.g. the MoE) sets goals for SMS (e.g. the SMS members are to increase the number of classroom visits). Typically, only one SMS member makes an effort to achieve the goals. There are no consequences if the goals are not achieved.	The SMS sets goals for itself that are beyond its mandate (e.g. the SMS sets a goal to independently fundraise money to refurbish a classroom) which is set by an external institution. All SMS members make an effort to achieve their target goals and hold each other accountable.

### Q33. Time Horizon of Targets/Goals

- a) Does the SMS set timelines or deadlines for achieving the goals you've mentioned above?
- b) How does the SMS decide on the timeline for achieving its goals?
- c) Can you give me an example of a goal for which the SMS 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 SMS wants to accomplish within next week to six months. By long-term achievements, we mean something that SMS 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 SMS exclusively focuses on short-term goals (e.g. procuring windows for classroom refurbishment).	The SMS has short and long-term goals related to primary school and/or CBE class as well as its own institution. The short-term and long-term goals, however, are not necessarily linked to each other. For example, the SMS members' short term goal is to visit the DED to advocate for hiring another teacher. The SMS's long-term goal, however, is to mobilize enough resources to upgrade the CBE class to a primary school.	The SMS 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 SMS makes its long-term goal to raise the issue with the PED or central MoE. The SMS members prioritize goals.
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### Q32. Targets are stretching

- a) Does the SMS 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 SMS members seek.
- b) On average, how often would you say that the SMS attain achievements that help them meet their goals?
- c) Does the SMS 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
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<p>The goals are either too easy or impossible to achieve. An example of too easy goal: visit all classrooms once per year. Example of a goal impossible to reach: mobilize enough resources and construct another school building within 3 months. The SMS members could not recall the last time they achieved a goal.</p>	<p>The SMS sets aggressive goals that are achievable. However, not all SMS members are held to the same rigorous standards to meet these goals. For example, the SMS sets a goal to make home visits to parents who do not send their children to school. However, only one SMS member does the home visits.</p>	<p>The SMS sets aggressive goals that are achievable and all members are held to the same standards to achieve these goals.</p>
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