

### Sustainability potential of VALMOPRIS – partner questionnaire III

*The purpose of conducting an evaluation on sustainability potential is to identify the strengths and weaknesses of the project in terms of its ability to understand and interact effectively with external stakeholders, to produce professional and adaptable outputs, and to ensure an alignment between project goals and organisational (internal and external) goals.*

*The same evaluation document will be issued 3 times during the project. **This is the third and last questionnaire.** Each time, partners are asked to update the questionnaire according to any changes and developments in the project.*

*Please answer all 6 parts of this questionnaire as well as you can.*

*Thank you for your time!!!*

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| <b>Part 1 – Identification of Stakeholders</b>  |
| <i>For project outcomes to be sustainable, you should be aware of who the main stakeholders are.</i>  |
| <p>1. Who are the <b>main people</b> in your organisation whose support you need to maintain or promote VALMOPRIS in the future?</p> <p>All members from our steering committee</p>   |
| <p>2. Who are the <b>main external organisations</b> whose support you need to maintain or promote VALMOPRIS in the future?</p> <p>Ministry of Justice and social welfare service for sentenced juveniles</p>   |
| <b>Part 2 – Understanding the environment</b>   |
| <i>It is important to have a detailed understanding of the organisational environment and its impact on the project’s sustainability potential.</i>   |
| <p>1. Please <b>identify 1-3 things</b> that would enable the project to be sustained <b>by your organisation</b></p> <ul style="list-style-type: none"> <li>- Satisfaction of all teachers who will participate in C2/RO because if they report with good feedback, it will help</li> <li>- To be able to disseminate in future the training course to teachers</li> </ul> |

2. Please **identify 1-3 things** that would enable the project to be sustained by **external organisations and bodies**.

- Satisfaction of all teachers who will participate in C2/RO because if they report with good feedback, it will help

### Part 3 – Communication with non-project actors

*For project outcomes to be sustainable there needs to be systematic communication with stakeholders outside of the project.*

1. Please **identify 1-3 ways** that you have communicated with people inside **your organisation** (those not on the project team), and explain what effect or outcome this communication has had.

- i. Steering committee

*Effect / outcome: they agree that we disseminate widely to have more teachers involved in C2*

- ii.

*Effect / outcome:*

- iii.

*Effect / outcome:*

2. Please **identify 3 ways** that you have communicated with people **external organisations and bodies**, and explain what effect or outcome this communication has had.

- i. Have been asked by a training centre (on the advice of ministry of justice) to explain to an Italian group of social workers during their study visit under ERASMUS+ Mobility KA1) the work done by our institution so we presented (mid- April) several projects among which was VALMOPRIS

*Effect / outcome: to be checked in future with the hosting organization*

ii.

*Effect / outcome: project s description uploaded*

iii.

*Effect / outcome:*

#### Part 4 – Involvement of non-project actors

*For project outcomes to be sustainable there needs to be a strong involvement of other people outside of the immediate project team.*

1. Please **identify 3 ways** that you have involved other people within **your organisation** (those not on the project team) in project development and implementation.

*We had contact some weeks ago with the head of bureau in Direction of prisons for all teaching units in closed detention centres for sentenced juveniles*

2. Please **identify 3 ways** that you have involved other people from **external organisations and bodies** in project development and implementation.

i. *Still on an unformal state (as it's very difficult), I explain in several places and different times the way to assess transversal competence to professional on charge of formal education.*

ii.

iii.

**Part 5 – Design and development of project outputs**

*Sustainability is strongly underpinned by outcomes that meet professional standards and expectations, and which are adaptable to other people, organisations and contexts.*

**1. Professional Standards and Expectations**

a. On a scale of 1-10 (1 lowest – 10 highest!), how professional do you think that project outcomes are?

1    2    3    4    5    6    7    8    9    10

*Please explain your answer to (a)*

I really think that the project is of good quality with promising practices BUT I would like have had the “products” more focusing with prison environment

**2. Adaptability**

a. On a scale of 1-10, how well do you think the project outputs can be used by people outside of the project team?

1    2    3    4    5    6    7    8    9    10

*Please explain your answer to (a)*

If the future training course can be widely organized on a regular basis, then I think we can reach more and more professionals even people outside the project team (including the teachers already involved in Valmopris or/and candidates to C2 in Romania).

b. On a scale of 1-10, how well do you think the project outputs can be used by people outside of the partner organisations?

1    2    3    4    5    6    7    8    9    10

*Please explain your answer to (b)*

If the future training course can be widely organized on a regular basis, then I think we can reach more and more professionals even people outside the partner organizations

c. On a scale of 1-10, how well do you think the project outputs can be used by people outside of the affiliate organisations and associated partners

1    2    3    4    5    6    7    8    9    10

*Please explain your answer to (c)*

If the future training course can be widely organized on a regular basis, then I think we can reach more and more professionals even people outside affiliate organizations and associated partners.

d. On a scale of 1-10, how well do you think the project outputs can be used by people outside of the prison education field?

1    2    3    4    5    6    7    8    9    10

*Please explain your answer to (e)*

If the future training course can be widely organized on a regular basis, then I think we can reach more and more professionals even people outside the prison environment.

### Part 6 – Analysis of project goals

*Project outcomes are best sustainable when they help to meet other personal and organisational goals.*

a. On a scale of 1-10 (1 lowest – 10 highest!), how do the project goals meet your personal goals:

1    2    3    4    5    6    7    8    9    10

*Please explain how the project goals meet your personal goals:*

Offering an innovative and promising practice to disseminate and develop after adapting it

b. On a scale of 1-10, how do the project goals meet your long-term organisational goals:

1      2      3      4      5      6      7      8      9      10

*Please explain how the project goals meet your long-term organisational goals:*

For the same reasons than just wrote

c. On a scale of 1-10, how do the project goals meet the long-term goals of external organisations and bodies

1      2      3      4      5      6      7      8      9      10

*Please explain how the project goals meet the long-term goals of external organisations and bodies:*

Unfortunately it depends mainly of people who are not too much open mind (speaking about the hierarchy of teachers in prison often sticked to their “normal” and usual practices. Valmopris is innovating, they do not like too much.

***Thank you very much for your contribution!***