

Sustainability potential of VALMOPRIS – partner questionnaire

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. 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. We will arrange a short skype interview (30 minutes max.) to discuss the results with you individually)

Thank you for your time!!!

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Part 1 – Identification of Stakeholders

For project outcomes to be sustainable, you should be aware of who the main stakeholders are.

1. Who are the **main people** in your organisation whose support you need to maintain or promote VALMOPRIS in the future?

President
Members of Steering Committee

2. Who are the **main external organisations** whose support you need to maintain or promote VALMOPRIS in the future?

Ministry of Justice
Penal institutions
Ministry of education (units for teaching in prison)

Part 2 – Understanding the environment

It is important to have a detailed understanding of the organisational environment and its impact on the project's sustainability potential.

1. Please **identify 1-3 things** that would enable the project to be sustained **by your organisation**

i. To be a formal multiplier of VALMOPRIS pedagogical grid to identify informal competences and abilities

ii.

iii.

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

i. In respect of Point 1.i. training organizations working in prison, formal units teaching in prison, prison personnel such as probation counsellors, job employment services

ii.

iii.

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. I issued an “opportunity note” to President and Directors

Effect / outcome: VALMOPRIS is now inscribed for its two years period as one point I will have to develop while attending each steering committee (next one is March 19, 2016)

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. I had contact with regional formal unit of education in prison

Effect / outcome: they were not interested as they say it's not one of their priority

ii. I had contact with the national training institution for teachers who teach learners with special needs (this includes inmates too)

Effect / outcome: my contact proposes me to make information about VALMOPRIS when he meet teachers during teaching periods (he did in January while coordinating two groups for a total of 50 teachers in prison)

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.

i. NO

ii.

iii.

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

i. I had contacts and mail exchanges with 10 teachers in prison (from various parts of France) who were interested to get involved in VALMOPRIS training activity (NL and RO) and in experimentation

ii. *I wait for VALMOPRIS first results to go back to the regional unit of teaching in prison to try to convince them to join the reflection*

iii.

Part 5 – Design and development of project outputs (This part does not need to be answered this moment, since it is too early to talk about project outcomes!)

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)

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)

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)

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)

d. 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 (d)

e. 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)

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:

We miss tools to identify informal competences and we are looking for hoping VALMOPRIS will be helpful to show local/regional/national partners how it works for the best of inmates when preparing their post-release.

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:

We then will be able to disseminate about VALMOPRIS results and recommendations as well as to train professional actors (not only teachers, for example sport monitors) working with inmates

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:

VALMOPRIS results meet long-term goals of external public bodies (ministry of justice, penal institutions, ministry of education) but the difficulty is to make them convinced to enter this practice as a priority!