Sustainability potential of VALMOPRIS – partner questionnaire II

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 second 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!!!

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? Networks from French ministry of Justice (social care services for sentenced minors and penal institutions) and French ministry of Education (teaching units in prisons)
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 attend the Rotterdam training session so to be in position to disseminate the

practices

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

iii. To organize training sessions in the future so to train teachers/trainers in prison

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

    i.   By involving teachers in prison from different areas of France, we will be able to multiply practices also with prison personnel such as probation counsellors, job employment services

Effect / outcome: VALMOPRIS is encouraged by our board of directors

ii.

Effect / outcome:

iii.

Effect / outcome:

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 made an "opportunity note" to President and Directors for our last steering committee on March 19, 2016 and updated it when we had meeting in Bordeaux last April.
>
> *Effect / outcome: VALMOPRIS is encouraged by our board of directors*
>
> ii.
>
> *Effect / outcome:*
>
> iii.
>
> *Effect / outcome:*

2. Please **identify 1-3 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. *I met department of social care services for sentenced minors (Ministry of justice) and had meeting with chief department of pedagogical policies*

Effect / outcome: looking for teachers for Rotterdam after one left. At this step no result because they all are on holidays.

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** <mark>1-3 ways</mark> that you have involved other people within **your organisation** (those not on the project team) in project development and implementation.

     i.   none

     ii.

     iii.

2. Please **identify** <mark>1-3 ways</mark> 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 (C1 and C2) and in experimentation

ii.   *I will visit the teaching unit in prison of Bordeaux (Ministry of education) after Rotterdam training.*

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)

The way the project is going sounds good but I will wait till C1 activity in Rotterdam to adapt my notation.

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)

Not yet sure at this step of the project

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)

I will wait till C1 activity in Rotterdam to adapt my notation.

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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)

I will wait till C1 activity in Rotterdam to adapt my notation.

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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)

These are not goals for France.

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:

Actually I really still expect (may be too much) results from C1.

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:

In future we would like to be multiplier of VALMOPRIS practices but I really still expect (may be too much) results from C1.

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:

As already stated in the Desk Research, France does not have formal policies about skill validation of informal competences so we must be strong and very professional if we want in future to promote VALMOPRIS tools within teaching and training units in prisons. We still expect a lot from C1 and experimentations.

Thank you very much for your contribution!