

MYCOMPASS



MY COMMUNITY PASSPORT
Key Competencies for Minor Offender Reintegration

JUVENILE WORKSHOP

FOCUS GROUP GUIDELINES

| | Name and signature | Date |
|-----------|---|-------------------|
| Drafted: | Tiago Leitão – Innovative Prison Systems | 19.12.2013 |
| Reviewed: | | |
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| | Approved by | |



Implementation of MyCOMPASS Framework for Key Competencies

Contents

| | |
|---|----|
| 1. INTRODUCTION AND PLANNING REMARKS | 2 |
| 1.1 Youngsters focus program | 4 |
| 2. FOCUS GROUP'S GUIDELINES | 4 |
| Visual image evaluation | 4 |
| Perception about the brand | 5 |
| Contents / Competencies | 6 |
| Understanding | 7 |
| Innovativeness | 8 |
| Added value | 9 |
| Foreseen benefits | 9 |
| Feasibility | 10 |
| Problem / constraints | 11 |
| Improvement / suggestions | 11 |

1. INTRODUCTION AND PLANNING REMARKS

The present document represents a support tool to Juvenile focus groups. The content covers all partners' options. It can modify and adapted to each country specificities, but the framework must be respected (please consult the WP 4 – Implementation Framework if necessary).

A Focus-group is an interview conducted in an unstructured and natural manner by a trained moderator among a small group of respondents. This means present guidelines are there to orient and not to be followed strictly (please remember to print the guidelines in appropriate font size - 15 to 16 should work fine, so you can see it without any constraints).

Also the intent of focus groups is to promote self-disclosure, meaning the moderator only introduce the themes if necessary (if participants introduce them better then).

Focus groups allow for group interaction and greater insight into why certain opinions are held, meaning moderator must “let things go”, of course keeping in mind all objectives at stake and balancing everyone participation.

Substantive issues:

- _ Understanding consumer's perceptions and/or behavior concerning a product category
- _ Generating new ideas about older products
- _ Obtaining impressions of new product concepts
- _ Developing or evaluating material for further use
- _ Obtaining preliminary consumer acceptance and opinions'

Key Qualifications of Focus Group Moderators

- _ **Kindness with firmness** - must combine a disciplined detachment with understanding empathy so as to generate interaction.
- _ **Permissiveness** - must be permissive yet alert to signs that the group's cordiality or purpose is disintegrating.
- _ **Involvement** - must encourage and stimulate intense personal involvement.
- _ **Incomplete understanding** – must encourage respondents to be more specific about generalized comments by exhibiting incomplete understanding.
- _ **Flexibility** - must be able to improvise and alter the planned outline amid the distractions of the group process.
- _ **Sensitivity** - must be sensitive enough to guide the group discussion at an intellectual as well as emotional level.

Let the silence flow... is their show, not yours.

Be sure you have more than 1 person of your team to help with the activities. 2 is okay, 3 can be ideal for the complexity of the proposal.

Ask permission to tape or video record the session. If not allowed be sure a person is there with the single function of collecting the insights.

Some tips for conducting discussion

- Give License to Express Points of View
- Responding to Participant Comments
- Two essential techniques for soliciting additional information from participants: the pause; Eye contact and probe

For our focus groups' objectives and intentions are described in the WP 4 – Implementation Framework:

“Following the work performed in the WP 3 “Development of My COMPASS Framework for Key Competencies” finalized with the production of Peer Learning Program for Juvenile Offenders & Youngsters, integrating key competencies in VET training and Train the Trainer Learning Program for enhancement of key competencies in VET pupils MyCOMPASS entered in the implementation stage divided in two phases:

Phase 1: consists in running pre-tests under a controlled environment (focus groups or workshops) to verify users' (teachers and youngsters') acceptance level and identify and correct deficiencies and problems

(...)

These phases are part of a common framework for all countries involved in the project (the figures presented below respect the sum of all countries), despite the different contexts and specificities in each country.

Phase 1 can subdivide in three wider steps and aims:

Step 1: 1 or 2 focus groups engaging with 15 teachers / trainers / educators from prison services and 15 teachers / trainers / educators

Step 2: 1 or 2 focus groups engaging with 25 juvenile offenders and 25 youngsters from local community

Step 3: reporting focus groups results, correcting problems and deficiencies, introducing the changes and, participate in partnership webconference (...)

When preparing the focus group, please remember to have in account:

“(...)

- a) Juvenile from prison and youngsters from community to be engaged in focus groups and subsequent training must be selected under at least one of the criteria, with exception of last one which is mandatory, presented below:
 - Be under the custody in rehabilitation centres and prisons
 - Be under the custody of juvenile justice (different regimes according to different countries national laws)
 - Be part of local communities in the region where the prison or rehabilitations centres for minors are located
 - Compromise with participating in developing key skills following My-Compass (...)

1.1 Youngsters focus program

In terms of workshops' programs partners identified key themes, methods and techniques' which will be addressed. We can easily understand common themes and those which are specific to each country's concern.

The identified contents/themes area also the report guidelines, meaning that each partner must deliver a report covering these to be discussed at the web conference The complete set of contents/themes selected by the partnership can be found below (please consult WP 4 - Implementation Framework to identify your country specific set of content/themes):

- Visual image evaluation
- Perception about the brand
- Contents / competencies
- Understanding
- Innovativeness
- Added value
- Foreseen benefits
- Feasibility
- Problems / constraints
- Improvements / suggestions

2. FOCUS GROUP'S GUIDELINES

Visual image evaluation

- What colours do you associate to...
 - Integration
 - Skills development
 - Hope in a better future
 - (you can put other words related with MyCompass)

Suggested method and technique¹

¹ You can use both suggestions, only one or design your own in the form.

| Method | Technique | Description |
|--------------------------------|-----------------|---|
| - Active | - Brainstorming | - It's a common technique so no remarks. |
| - Experiential learning | - Drawing | - You could print the words and ask each participant to underline each with the selected colour |

- If you had to launch a competence development program which format would you choose...

Suggested method and technique

| Method | Technique | Description |
|------------------------|---------------|---|
| - Demonstrative | - Exhibitions | - Exhibit several formats: CD, games, pen; book, etc... |

No put the deliverables' in the table one-by-one, but don't let them handle.

- What do you associate to this... (project deliverables)...

Suggested method and technique

| Method | Technique | Description |
|--------------------------------|-----------------|---|
| - Active | - Brainstorming | - It's a common technique so no remarks. |
| - Experiential learning | - Drawing | - You could ask them to draw the image of what their associations |

Perception about the brand

Now present the MyCompass logo

- Which words come to your mind when you see the logo...
 - after you reach a balanced feedback ask why?

Suggested method and technique

| Method | Technique | Description |
|---------------------|-----------------|--|
| - Active | - Brainstorming | - It's a common technique so no remarks. |
| - Exposition | - Presentation | - You can complement with what the partnership |

- What does “MyCompass” means to you...
 - after you reach a balanced feedback ask why?

Suggested method and technique

| Method | Technique | Description |
|--------------|-----------------|--|
| - Active | - Brainstorming | - It's a common technique so no remarks. |
| - Exposition | - Presentation | - You can complement with what the partnership |

- Would you...
 - Use it a t-shirt
 - Send to a friend
 - On a hat
 - Stick in training program
 - Television program
 - Sport team
 - (you can put other words or situations)

Suggested method and technique

| Method | Technique | Description |
|-----------------|---------------------|---|
| - Interrogative | - Evaluation scheme | - Put the images of the items and let each participant signal their options under 3 colours (green – for sure, yellow – likely and red – most unlikely. |
| - Demonstrative | - Drawing | - Ask participants to select the preferred option and design the logo on it as we would like better. |

Contents / Competencies

Present MyCompass project / juvenile deliverables, focus on contents and competencies.

- What do you think is the best way (method – technique) for you to learn...
 - Work in team
 - Organize activities / events, travels, job seeking...
 - Better solve conflicts
 - Other languages
 - Deal with pressure and frustration

- Negotiate benefits or conflict solutions
- (you can put other words or situations)

Suggested method and technique

| Method | Technique | Description |
|--------------|----------------|--|
| - Exposition | - Presentation | - Present each of the competencies associated to persons that are understood to have them (national and international). |
| - Active | - Workgroups | - In small groups with 2 or 3 members, divided the items and ask them to write their ideas. Share quickly and collect responses. |

Now let participants handle the deliverables (5 – 10 minutes).

- What are the competencies the deliverables aim to develop...
- Please identify a competence the you would need for each situation described

Suggested method and technique

| Method | Technique | Description |
|-----------------|---------------------|--|
| - Active | - Evaluation scheme | - After the participants handle the deliverables, distribute a sheet with the list of deliverables (and each activity/game) in the left column and images of the persons associated to specific competences in the upper row. Ask them to associate the persons with the activities / games. |
| - Interrogative | - Play game | - The groups will compete to identify the competence needed. Present images of situations to the whole group and ask them to write which competence they think is suitable. After they present them show them the right answer. |

Understanding

Now put the participants to use the games, booklet and other deliverables (20-30 minutes).

- After using the game/booklet/etc... ask them to identify and write on a sheet (can be a form developed by you)
 - The goal
 - The rules
 - The number of players: minimum – maximum
 - Words not understood
 - Age of players: minimum – maximum
 - Trainer role
 - (you can put other items)

Suggested method and technique

| Method | Technique | Description |
|----------|--------------|---|
| - Active | - Play games | - Divide the group and deliver different activities and games for them to use (if you have another room you can separate physically). Be sure to have at least 3 persons in the room to facilitate the activities. Do short exercise. |
| - Active | - Workgroups | - Return to the room and ask each workgroup to the questions above over each experiment (activity / game) executed. |

Innovativeness

- Now that you handle and tried the deliverables please identify the differences with what you do in...
 - Classes
 - Friends
 - Other games
 - Training courses
 - Informal groups (NGO's, church, sport, etc...)
 - (you can put other words or situations)

Suggested method and technique

| Method | Technique | Description |
|-----------------|----------------|--|
| - Interrogative | - Presentation | - Exhibit images of each context; make sure you have different images for each context (that characterize them). And when finishing a set of images ask about what was different while experiencing the activity/game. |
| - | - | - |

- Can you identify something that you think is new, that you haven't seen in any other learning ways...

Suggested method and technique

| Method | Technique | Description |
|----------|-----------------|--|
| - Active | - Brainstorming | - It's a common technique so no remarks. |
| - | - | - |

Added value

- Please complete the following statements with one word or more words from the pool box below and a qualification adjectives as you like (bad, wrong, good, better, worse, etc...) ... relate to the game you have just played (the sentence has to make sense please)

| Competency | Situation/contexts |
|-----------------------|-----------------------|
| - initiative | |
| - conflict management | - School |
| - negotiation | - Training |
| - foreign language(s) | - Friends |
| - communication | - Street |
| - leadership | - Family |
| - team work | - Re-education Center |
| - etc... | - At work |
| | - Etc... |

- If I used these games I would know _____
 - (one phrase for each selected competence with minimum of 3 different competencies and contexts)
- If I used these games I would be _____
 - (one phrase for each selected competence with minimum of 3 different competencies and contexts)
- If I used these games I would know how _____
 - (one phrase for each selected competence with minimum of 3 different competencies and contexts)

Suggested method and technique

| Method | Technique | Description |
|----------|---------------------|--|
| - Active | - Evaluation scheme | - Be sure you use the same division of activities/games and you deliver the right sheets to each participant. Project an example not related to any game so participants can perceive better what you ask. |
| - | - | - |

Foreseen benefits

- Please share what you can do by...
 - ... knowing well a foreign language...
 - ... having strong “entrepreneurial skills and initiative”
 - ... having strong “social and civic competences”
- Can you identify benefits for your future by using this program?

- In school
- In family
- In work
- In friendships
- Other...

Suggested method and technique

| Method | Technique | Description |
|----------|-----------------|---|
| - Active | - Role play | - Create groups of, distribute a list of "what could I do..." and ask them to exemplify through a short role play (tale). |
| - Active | - Brainstorming | - It's a common technique so no remarks. |

Feasibility

- Let's talk on what we need to implement the program...
 - Where: class, outside activities, training programs, etc...
 - How long
 - How many times can be done
 - Who should facilitate
 - What resources are needed
 - (you can put other words or situations)

Suggested method and technique

| Method | Technique | Description |
|----------|-----------|--|
| - Active | - Drawing | - Ask them to draw places, and write down the other items responses for each place drawn |
| - | - | - |

- How do you thing the program will be accepted...
 - Teachers
 - Trainers
 - Colleagues
 - Juvenile in prison / juvenile in the community
 - (you can put other words or situations)

Suggested method and technique

| Method | Technique | Description |
|--------|-----------|-------------|
|--------|-----------|-------------|

| | | |
|------------------------|---------------------|---|
| - Active | - Evaluation scheme | - Post on a room wall the pictures (can be names) of each category and them to put a green, yellow or red small stick as they asses without problem, some problems and huge problems. |
| - Interrogative | - Questioning | - Reflect on the results and put the group to verbalize what they think. |

Problem / constraints

- Talking about problems and constraints for each of the following intervenient and situation...
 - Participants / colleagues (reading, understanding, ...)
 - Teachers / trainers (preparation, time, course or school programs, ...)
 - Educators
 - Surveillance staff
 - Contact with community / with education centers
 - (you can put other words or situations)

Suggested method and technique

| Method | Technique | Description |
|-----------------|-----------------|--|
| - Active | - Brainstorming | - It's a common technique so no remarks. |
| - | - | - |

Improvement / suggestions

- Imagine that you can improve, change or add new activities, games lessons and questions, what would be you do?...

Suggested method and technique

| Method | Technique | Description |
|--------|-----------|-------------|
|--------|-----------|-------------|

| | | |
|--------------------------------|--------------|---|
| - Experiential learning | - Workgroups | - Divide in two groups, present an initial puzzle (each piece one activity), with edges that suggest new pieces can be added. To add each group has to give name to the blank pieces with one activity or idea. |
| - | - | - |