

# MYCOMPASS



MY COMMUNITY PASSPORT  
Key Competencies for Minor Offender Reintegration

TEACHERS WORKSHOP

## FOCUS GROUP GUIDELINES

	Name and signature	Date
Drafted:	<b>Tiago Leitão – Innovative Prison Systems</b>	<b>20.01.2014</b>
Reviewed:		
	Approved by	



## Implementation of MyCOMPASS Framework for Key Competencies

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## 1. INTRODUCTION AND PLANNING REMARKS

The present document represents a support tool to Teachers 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 behaviour 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.

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## 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) Teachers from prison and 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:
  - They are involved in vocational training programs be initiated either continuous
  - Work with juveniles and young offenders and young people in the community
  - Interest expressed in earlier stages (stage research - WP 2)
  - Communication with and involvement in project activities
  - Willingness to participate to the full program

- Access to final target group, youngsters, and able to implement the program with them. (...)”

### **1.1 Teachers 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

The focus groups’ should be preceded of some presentation about transversal skills and its increasing importance in the European VET framework.

## 2. FOCUS GROUP'S GUIDELINES

### Visual image evaluation

- What colours do you associate to...
  - School valorisation
  - Learning motivation
  - Transversal skills development
  - Hope in a better future
  - .... (you can put other words related with MyCompass)

#### Suggested method and technique<sup>1</sup>

Method	Technique	Description
- <b>Active</b>	- Brainstorming	- It's a common technique so no remarks.
- <b>Experiential learning</b>	- Wordle cloud	- Bring white paper sheets and makers with different thickness. Make participants organize a wordle cloud based on the sharing according to importance (bigger and thicker)

- If you had to launch a competence development program to support teachers which format would you choose... Why?

#### Suggested method and technique

Method	Technique	Description
- <b>Demonstrative</b>	- Exhibitions	- Exhibit several formats: eLearning platform, CD, games, pen; book, etc...

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

- Would these materials induce curiosity? Why?... (project deliverables)...
- What ideas come to your mind...

#### Suggested method and technique

Method	Technique	Description
- <b>Active</b>	- Brainstorming	- Ask them to write the 3 first ideas in a white sheet
- <b>Experiential learning</b>	- Lego puzzle	- After writing 3 words ask them to select a puzzle piece, share the words and engage in building a common puzzle. At the end the group has to share the idea underneath the puzzle made

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

## Perception about the brand

### Now present the MyCompass logo

- How do think your colleagues will react when seeing the logo...
  - after you reach a balanced feedback ask why?

### Suggested method and technique

Method	Technique	Description
- <b>Active</b>	- Free discussion	- Ask your colleague to write loose ideas and at the end show short syntheses. Ask participants if the synthesis reflects the discussion
- <b>Exposition</b>	- Presentation	- You can complement with what the partnership has produced already

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

### Suggested method and technique

Method	Technique	Description
- <b>Active</b>	- Brainstorming	- It's a common technique so no remarks.
- <b>Exposition</b>	- Presentation	- You can complement with what the partnership has produced already

- Would you...
  - Use it in a presentation
  - Create a slogan for students
  - Stick in training program
  - Work group challenges
  - Sport team
  - .... (you can put other words or situations)

### Suggested method and technique

Method	Technique	Description
- <b>Interrogative</b>	- 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).

## Contents / Competencies

**Present MyCompass project / teachers deliverables (the training the trainers inclusive), focus on contents and competencies.**

- Which methods – techniques – pedagogical resources do you use to develop the following competences... If you had the opportunity to be helped in developing techniques - pedagogical resources which kind (techniques – pedagogical resources) you would find more valuable...
  - 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	- Divide the group if bigger than 6 in small groups with 3 members, give to each a sheet with the listed competences and then ask them to add columns as the work group evolves. The columns to be added are: existent techniques-pedagogical resources, useful but inexistent techniques-pedagogical resources. 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 the competence that if developed would help you handle situations described and what would be the suitable technique to develop it

### 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 competences in the upper row. Ask them to associate the competences with the activities / games.
- Interrogative	- Play game	- Make 2 groups. Present learning context problems images (student not interested, talking, conflicts, etc...) to the whole group and ask them to write which competence should be developed to avoid the showed problem and which technique would be suitable.

## 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 link with European transversal competences framework
  - Who are the target groups: age, background, etc...
  - The contexts of application: class, outdoor, leisure time, number of players, etc...
  - The pedagogic materials need
  - Doubts: words not understood
  - Trainer role
  - .... (you can put other items)

### Suggested method and technique

Method	Technique	Description
- Active	- Discussion	- Ask the group to organize the sequence of discussion, establish a limited duration for the whole task and go through each game / activity.

## Innovativeness

- Now that you handle and tried the deliverables please identify the differences with what you do (have done) already...

### Suggested method and technique

Method	Technique	Description
- Interrogative	- Video and discussion	- Exhibit a learning movie that relates teaching-learning with future challenges. Ask the group to project what has being changing in their teaching and to project what will be the challenges. Finalize by putting them to reflect on what My-Compass offer innovate in relation to their actual approach-techniques-pedagogical resources: <ul style="list-style-type: none"> <li>- <a href="http://www.youtube.com/watch?v=NaE1YWzjx68&amp;list=PLBFC8B4C61591802E">http://www.youtube.com/watch?v=NaE1YWzjx68&amp;list=PLBFC8B4C61591802E</a></li> <li>- <a href="http://www.youtube.com/watch?v=UsDI6hDx5uI">http://www.youtube.com/watch?v=UsDI6hDx5uI</a></li> <li>- <a href="http://www.youtube.com/watch?v=QKnA14yngRI&amp;feature=youtu.be">http://www.youtube.com/watch?v=QKnA14yngRI&amp;feature=youtu.be</a></li> </ul> - You can add others...

- How innovative would these materials be for your students / youngsters... Can you identify what is new or different from what you've available at this moment...

### Suggested method and technique

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

## Added value

- Considering youngsters development needs in the framework of the competencies listed in the table below please complete the statements with **qualification words** and **the competencies** listed below. Relate to the materials you have just acknowledge.

Competency	Qualification words
- initiative	- Easier
- conflict management	- Hard
- negotiation	- More
- foreign language(s)	- Less
- communication	- The same
- leadership	- Bad
- team work	- Wrong
- etc...	- Good
	- Better
	- Worse
	- Etc...

- If I apply these games/materials youngsters would know \_\_\_\_\_ how to mobilize \_\_\_\_\_.
- (one phrase for each selected competence with minimum of 3 different competencies)
- If I apply these games/materials it would be \_\_\_\_\_ to teach youngsters about \_\_\_\_\_.
- (one phrase for each selected competence with minimum of 3 different competencies)
- If I apply these games/materials I would be able to measure \_\_\_\_\_ to what extent the youngsters developed \_\_\_\_\_.
- (one phrase for each selected competence with minimum of 3 different competencies)

### Suggested method and technique

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

## Foreseen benefits

- Please share what you gain by...
  - ... introducing “games” in your teaching program
  - ... participating in a train the trainers course
  - ... receive support in applying/testing new approaches
  - ... having pedagogical resources to work a foreign language...
  - ... having pedagogical resources to work “entrepreneurial skills and initiative”
  - ... having pedagogical resources to work “social and civic competences”
- Can you identify benefits for youngsters 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

- Ask participants to work on an application schedule having only basic structure (you can use the one developed in the Implementation framework but blanked). First the train the trainers and afterwards the Peer learning. Let’s talk on what we need to implement the program...
  - Length in time: 6 months for train the trainers and 3 for Peer learning
  - Duration: 90 hours for each
  - Session duration: 3 hours
  - Where: class, outside activities, training programs, elearning, communities of practice, practical sessions, etc...

- Competencies and weight in hours: distribute the duration for each competence
- Location
- Who should facilitate
- What resources are needed
- .... (you can put other words or situations)

### Suggested method and technique

Method	Technique	Description
- Active	- workgroup	- Ask them fill the tables and scheme provided (if 6 or more participant please divided in groups of 3). Discuss results
-	-	-

- How do you think 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 assess 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
- Active	- Open discussion	- Go through all materials, game and pedagogic resources and collect the comments and suggestion that are consensual to the all group.
-	-	-