

## Identifying Positive Deviant Families

After the Community Focus Group Discussion is finished, ask a small group of people to stay. The group should be between four and eight people. At least half should be women. It may be good to select which people before the Focus Group Discussion—for example community leaders, wise women, etc.

Note to Facilitator: It is important for this exercise that all decisions are reached by consensus, through discussion. Everyone's ideas are important.

### 1. Wealth Ranking

We would like you to think about families in this community. Some families are well off, some are in the middle, and some are poor, or marginalized in some way. Is this true?

- a. In this community, what makes a family well off? (Make a list on flip chart paper)
- b. In this community, how would you describe families that are in the middle group? (Make a list on a separate sheet of flip chart paper)
- c. In this community, what makes a family poor or marginalized from the rest of the community? (Make a list on a separate sheet of flip chart paper)

After community members have listed all their ideas for each of the three categories, the facilitator should probe for other characteristics, especially for poor or marginalized families. Is distance from the center of town a characteristic of poor/marginalized families? Distance from other services like the health facility or school? Are families of a certain religion or ethnic group marginalized? What about women headed households? Others?

### 2. Identify PD households from list of students with good attendance (4 girls and 2 boys)

We have a list of students from the 3<sup>rd</sup> and 4<sup>th</sup> grade who have very good attendance. For each of these children, we would like you to tell us which category their family belongs to. **The group should decide this by consensus, as well.** As we decide for each student, we will list his or her name on the appropriate flip chart paper. If the group changes their mind, no problem, just cross the name off and write it on the appropriate sheet as they decide.

The list of names on the poor/marginalized sheet will be the **“Positive Deviant”** families. If there are more than six names, the team will need to decide which ones to visit.

### **Focus Group Discussion Guide for PD Students**

1. How will education help you in the future?
2. What challenges do you face attending school?
  - a. Are the challenges different for girls and boys? How are they different?
3. How do you handle these challenges?
4. Does your family support you to attend school? How do they support you? Why or why not?
5. If a child wants to attend school, but their family does not support them, what would you advise that child to do? Why?

### **Format for Sharing Findings with Community**

1. Shared characteristics of PD families
2. Challenges PD families face
3. Challenges PD students face
  - a. Girls
  - b. Boys
4. Strategies used to overcome challenges
5. Perceived benefits from education
6. How to use this information to support marginalized families and students? (ie girls)

### **PDI Household Observations**

The person taking the notes during the interview should also observe the following things and make some notes about them quietly.

1. Relationships among family members
  - a. Mother and Father with each other
  
  - b. Mother with children
  
  - c. Father with children
  
  - d. Other adults or older siblings with children
  
  - e. Others?
  
2. Household characteristics: is the compound clean? What type of house? Latrine?  
Can you see any food stored? Other characteristics?