

Theory of Change



Introducing FFLV

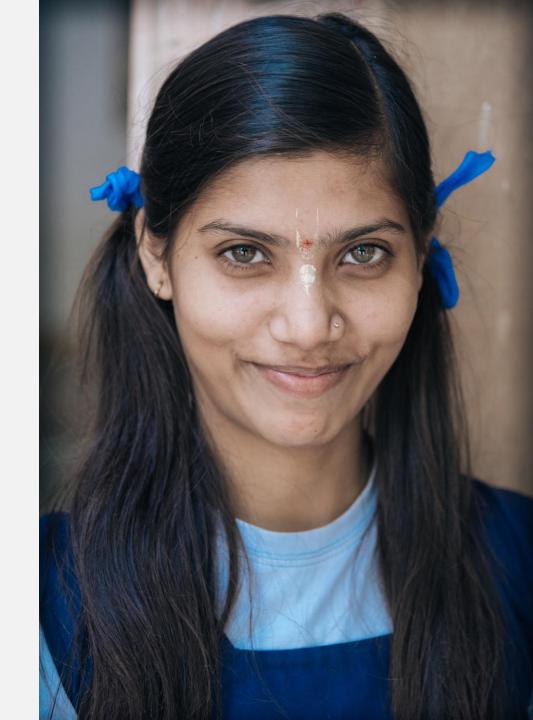
Food for Life Vrindavan (FFLV) has been working in Vrindavan area since 1991. Primarily, FFLV runs three schools providing free education, meals, skill training and medical help to over 1400 underprivileged girls in Vrindavan, India.

Our holistic community work also includes free Meal Distribution, Environmental Clean-ups and Tree planting, Paper Recycling, Organic farming and a Sewing and Embroidery Centre that provides training & employment opportunities for village women.

Over the past 25 years of working at the grassroots community level, we have seen the intense hardships a girl faces without an education, with Child Marriage being a prevalent fate, where young girls are forced into an adult role at an early age. FFLV aims to keep girls in school, on a developmental pathway to greater life opportunity and empowerment, until they are 18 and to prevent the negative consequences of early marriage. We also encourage & support girls who are keen to subsequently pursue higher education, within a university.

Our Mission

FFLV educates poor girls in Vrindavan, empowering them to transform their lives and communities, through a service oriented approach, committed to integrity and excellence. Right now 66 million girls in India, can only dream of going to school.







What is a Theory of Change?

Theory of change is an ongoing process of reflection to explore social change and the context in which it takes place. You can find out more about the components of a theory of change by watching the video here. You can also access a video explaining the history of theory of change by clicking on the link here. This theory of change covers the following areas:

- What problems FFLV addresses
- Who the beneficiaries of FFLV are
- Who the stakeholders are that influence the problems (either positively or negatively)
- The unique assets & added value that FFLV provides to help address the problems
- What are ALL the changes (outcomes) that need to occur to achieve the longest term changes or impact of FFLV. These short, medium and long term changes are described through our three Theory of Change pathways for the girls, teachers and staff, and families and communities that we work with
- What are the main assumptions that underpin the change pathways, along with external factors that also need to be addressed, which FFLV may or may not be able to influence
- The activities that FFLV carries out to directly address some of the defined changes (outcomes)

The theory of change outlined in this document was developed with inFocus (www.impactinfocus.com) support and broad participation from FFLV staff and students. To develop the theory of change, institutional documents were reviewed, interviews with key FFLV staff and stakeholders were conducted and a 2 day workshop with FFLV staff and stakeholders took place during February 2018, in Vrindavan



Our 1-Page Theory of Change

Our theory of change is made up of two components. This longer document, which goes into more detail on each section of the theory of change, provides more context and acts as a basis for our theory-based M&E.

We have also developed a 1-page theory of change, shown to the right, which we use to communicate our work at FFLV. You can access the 1-page theory of change here

FFLV Theory of Change

1. The Challenge

Child Marriage often occurs when girls are born into low income families. Girls are seen as a further economic burden upon already poor households, and a liability from the very moment they are born. It is a common belief that the younger a girl marries, the lesser the dowry the family has to pay, hence the system of child marriage came into practice. Since the girl is supposed to be leaving her family to go to her husband's house, investing in her education is regarded by many sections of poorer society, as both an unnecessary and unwise investment.

2. What we do

Food for Life Vrindavan has been working in Vrindavan area since 1991. Our work includes free Meal Distribution, Cleaning and Tree planting. Paper Recycling, Organic farming, Sewing and Embroidery Centre (providing training & employment opportunity for village women). Primarily. FFLV runs schools providing free education, meals, skill training and medical help to over 1400 girls in Vrindavan. India. FFLV educates poor girls in Vrindavan, empowering them to transform their lives and communities. through a service oriented approach, committed to integrity and excellence.



& School

3. Outcomes Pathway

We work to improve the quality of teaching in the three schools that we run in Vrindavan for over 1400 girls, by ensuring the schools are financially stable, by improving our human resource policies & support provision to staff and volunteers, and by instilling a culture of appreciation and sharing. We ensure that FFLV staff feel ownership and a strong connection to the cause of FFLV, with access to high quality training opportunities. This incentivises and motivates staff to develop strong & trusted relationships with the students, act as role-models and, by retaining high quality staff in the long term, we will improve the overall quality of teaching and education for the girls.

Girls start school/continue to attend

Girls do not take time off school e.g. due to ill health, and are able to concentrate in school

school

Girls continue with their education and avoid child marriage

Girls improve their physical and mental health and wellbeing, increase their confidence, interpersonal skills and English

Girls complete school with literacy and numeracy results and useful

Girls transition into college/university and/or employment

Girls are employed and have a strong voice in society

Girls have opportunities to reach their full potential in a safe environment

4. Impact

There is respect and equality for girls and women in Vrindavan they are are financially independent and can actively contribute and participate in society. This leads to a reduction in poverty and enhanced economic development in Vrindavan as a whole.



Girls

Girls have access to clean and safe water and nutritious food.

Girls understand their rights in relation to child marriage, education, abuse, violence and exploitation.

language skills

skills, good examination employability skills



Community

We also work with the girls families and the community, towards a range of outcomes. We ensure that parents and families understand girls rights and value girls education, understanding the full impact of girls missing out on an education. We give girls the opportunity to get involved in their community and communicate with parents, empowering them to help change attitudes towards girls and increase family and community support for girls education. We also work with the community to improve knowledge about health and hygiene.

5. Key Assumptions

Some of our core beliefs, or 'assumptions' that sit behind our theory of change are shown to the right

By creating awareness about Child Protection issues we can improve safety for girls

Education leads a girl towards financial independence (and a better life)

Teachers in FFLV have the right mind set and value set.

Review & monitoring the standard of education will bring about improvements in educational attainment

If the wider community learns about the rights of girls (and children in general) it will lead to the greater enforcement of child rights in the community

If parents get a better understanding of the importance of education and the rights of girls they will support girls to attend school



Theory of Change

Our Problem Tree

Child Marriage often occurs when girls are born into low income families. It is a direct consequence of the dowry system in India, where upon marriage, a girl has to leave her parents house to go and live with the husband's family, and is expected to bring with her both money and goods as a gift for her husband, from her parents. This historical tradition results in girls being seen as a further economic burden upon already poor households, and a liability from the very moment they are born. It is a common belief that the younger a girl marries, the lesser the dowry the family has to pay, hence the system of child marriage came into practice. Since the girl is supposed to be leaving her family to go to her husband's house, investing in her education is regarded by many sections of poorer society, as both an unnecessary and unwise investment.

When a girl from a poor family, without an education, is married off early, she faces adult roles and responsibilities at an early age, is vulnerable to abuse, domestic violence, early pregnancy or even death. She has no control over her life or a say in the matters of family or child bearing. She is completely dependent on her husband financially and therefore, in case of any mishap (death of the husband or the husband leaves), she is often forced to adopt negative coping strategies, such as prostitution or taking up an exploitative job.

Education is a solution to many of these problems.

EFFECTS

Child marriage and Early pregnancy

> Lack of confidence

Abuse and child labour

Girls are not financially independent

Girls face domestic violence/ view domestic violence Problem is inherent A) Dysfunctional society

B) Girls seen as a liability

No break from the cycle of poverty

Education of girls is seen by parents as a pointless investment

Lack of control over decisions over their lives e.g. any say in child bearing

The rights/ ambitions of girls & women are supressed

Girls have a secondary status in family, and are expected to be submissive/can be subjected to domestic violence

Increase in illiteracy rates

Girls do not attend school Early pregnancy

High infant and maternal mortality rate

Child marriage

Lack of physical & mental development

> No economic independence

Absence from school/ lack of education leading to illiteracy

FOCAL PROBLEM

SAUSES

Male dominated society with a growing population where girls are viewed as secondary/as a liability ad education as a wasted investment. This means that education is often not a choice available to girls

Traditions/ culture of not questioning the decisions of elders. even when seen to be wrong

Lack of sanitary pads and facilities (toilets/changing rooms/disposable bins) at school

Girls are unable to study at home due to lack of encouragement/ support for studies from parents/family and unsuitable space for study

Girls take care of their siblings at home because their parents are going to work

Parents are poor, often working all in school

Parents themselves are illiterate and don't understand the importance of education

Fear from men about a woman being educated and having to deal with own inadequacies

> Gender discrimination

In the constitution girls have equal rights but this is not enforced/ respected in practice.

Old traditions are still followed in relation to child marriage (e.g. marrying the girl early) and those who are powerful are often aided by their continuation Stigmas related to a girl going out of the house and earning. If the girl is educated and allowed to go out. she'll bring a bad name to the

Girls are seen as a liability compared to boys

family.

Girls face social pressure to get married

Overpopulation e.g. as a result of families trying to get a male child

married early. parents have to give less dowry to the boy's family and if they marry late, they have to give more dowry. So this reinforces the social belief that the girl has to

get married at an

early age.

When a girl is

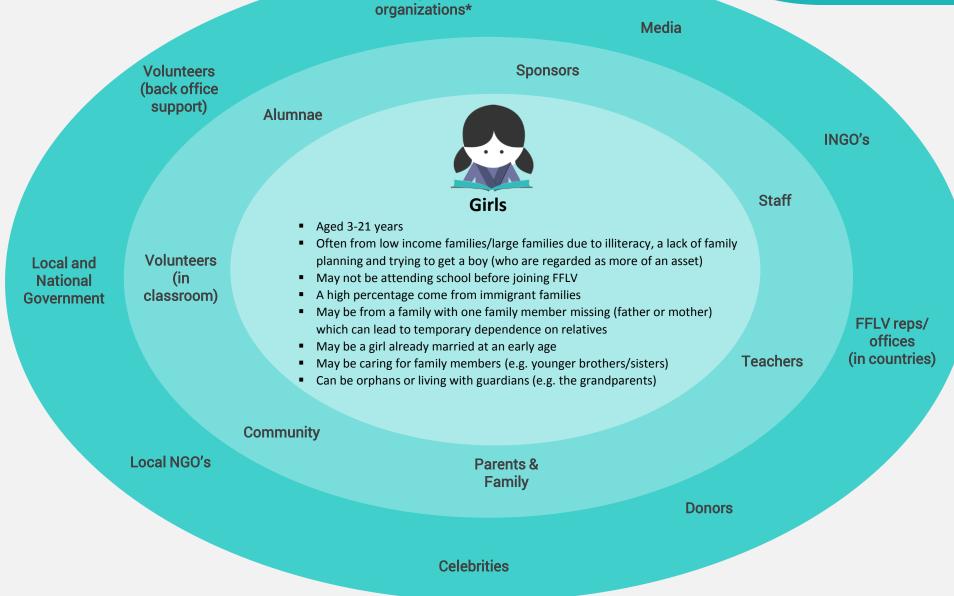
Girls are married early to address fears from the family that the airls will be exploited by boys

day and don't know where children are or why they are not

Girls face discrimination and verbal harassment in public.

The chart to the right shows the stakeholders that influence the girls that we work with and our activities/ programmes. A profile of the girls we work with is shown in the centre of the circle to the right, with the stakeholders that the girls engage with day to day in the inner circle and our wider stakeholders in the outer circle.

- The Girls (the beneficiaries)
- Stakeholders that regularly engage with the girls
- Wider stakeholders that influence the girls lives





^{*}Religious organisations could also engage more regularly with girls (for example if they are a sponsor or if girls are engaging with the religion more intensively)

Relationships with our Stakeholders

In the table below we describe the nature of the relationship that we generate with the stakeholders identified on the previous page and how they can positively or negatively affect our girls and activities

Name of Stakeholders	How does the stakeholder affect (positively or negatively) our girls and activities
Parents & Family	Responsible for providing support and encouragement within the household toward their daughters and are able to create a positive environment. We aim to create an understanding of the importance of educating their daughters and fully supporting them towards achieving such goals.
Community	People support each other in a network of neighbours and families that are favourable towards what FFLV stands for and participate actively in some FFLV activities related to outreach.
Volunteers (in classroom)	Provide teacher 's support by conducting extra curriculum lessons and activities (such as arts and crafts lessons). Influence the girls by their personalities and actions.
Alumni	Positive role models whose experiences are sources of inspiration to the students. Can advise students regarding the pitfalls of early marriage. Can become future teachers or general staff within the FFLV structure.
Sponsors	Provide with financial support towards the girl s studies and encourage them to complete their education. Rewards the student and provides advice when needed.
Staff	Work cooperatively amongst departments with a sense of purpose towards the goal of the organisation.
Teachers	Responsible for the overall educational and moral progress of each girl, responsible for the safety of the girls during school hours. Their methods of teaching can make or break the future of a girl.
Local and National Government	Creates legislation, which provides the legal framework for the protection and the safety of the students. Provides information regarding the rights of a student and educates the population in regards to the importance of studying.
Local NGO's	Collaborate with FFLV when projects need implementation and provide support during cultural programs in the Vrindavan area.
Celebrities	Regular visitors to FFLV whose sphere of influence reaches out to the Media and entertainment or business world. Role models for the girls, Have the ability to bring new donors and sponsors or becoming FFLV ambassadors themselves.
Donors	Provide regular financial support towards various activities associated with FFLV (Outreach programs, maintenance, families support, community support, etc.) or connected to the students.
FFLV reps/ offices (in countries)	Responsible for organizing programs aimed at presenting FFLV projects and introducing the FFLV mission to future donors and sponsors. Responsible to maintain communication amongst the Vrindavan sponsorship and communication offices and maintain the accounts regarding donations and sponsorship fees.
INGO's	Cooperate rather than compete with FFLV regarding the social development schemes. Mutually share their experiences and know how regarding how to successfully implement such social development activities.
Media	Broadcasting positive information based on FFLV activities and events, covering newspaper articles regarding cultural programs or competitions where our girls take part. On a global level, the Media provides information to the virtual community and women groups about the struggles and success of Indian girls brought up in socially deprived environments.
Religious organizations*	Support FFLV with moral and spiritual guidance and work cooperatively by inviting the girls to attend and participate in their temple programs or cultural events.
Volunteers (back office support)	Provide technical and practical support within areas, which require improvement or where there is shortage of staff. Eventually becoming sponsors or donors.





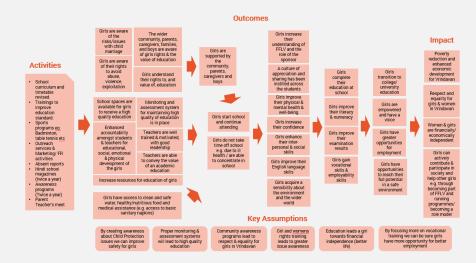
Activities, Outcome Pathways and Assumptions

On the following three pages we have included detailed how we anticipate our activities at FFLV will lead to an *outcomes* and *impact* pathway - short, medium and long-term social changes for our three key target audiences: *girls, families & communities,* and *teachers & staff.* This includes the social changes that will need to take place that are outside of the influence of FFLV.

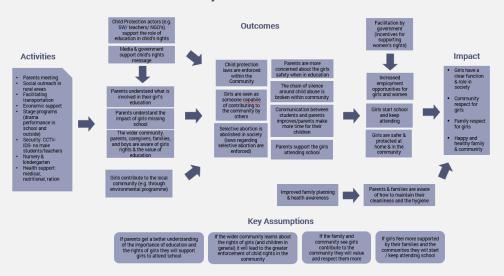
Each of the pathways also includes the core beliefs that underpin our theory of change and explain the 'theory' behind the different elements of our theory of change and how they connect

Assumptions 'represent the values, beliefs, norms and ideological perspectives, both personal and professional, that inform the interpretations that teams and stakeholders bring to bear on a programme' (Isabel Vogel)

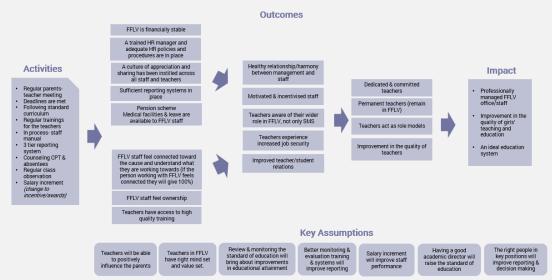
Outcomes Pathway: Girls



Outcomes Pathway: Families and Communities



Outcomes Pathway: Teachers and Staff



Outcomes Pathway: *Girls*

Outcomes

Activities

- School teaching curriculum and timetable
- Trainings to improve education standards
- Sports programmes eq Badminton. table tennis etc
- Outreach services & Marketing/ PR activities
- Monitoring and Reporting
- Hindi school magazine publication (twice a year)
- Community awareness programs (Twice a year)
- Parent Teacher's meet

Girls are aware of the risks/issues with child marriage

Girls are aware of their rights to avoid abuse. violence. exploitation

to receive a high

quality education

Enhanced

accountability

amonast students

& teachers for

educational,

social, emotional

& physical

development of

the girls

The wider community, parents, caregivers, families, and boys are aware of girls rights & the value of education

Girls understand their rights to, and value of, education

School spaces are Monitoring and available for girls assessment system for maintaining high quality of education

> Teachers are well trained & motivated, with good leadership

is in place

Teachers are able to convey the value of an academic education

Increase resources for education of girls

Girls have access to clean and safe water, healthy/nutritious food and medical assistance (e.g. access to basic sanitary napkins)



bovs



Girls start school and continue attending

Girls do not take time off school e.a. due to ill health / are able to concentrate in school



A culture of appreciation and sharing has been instilled across the students

Girls improve their physical & mental health & well-being

Girls increase their confidence

Girls enhance their interpersonal & social skills

Girls improve their English language skills

Girls acquire a sensibility about the environment and the wider world

Girls complete their education at school

Girls improve their literacy & numeracy

Girls improve their examination results

Girls gain vocational skills & employability skills

Girls transition to college/ university education

Girls are empowered and have a voice

Girls have greater opportunities for employment

Girls have opportunities to reach their full potential in a safe environment

Impact

Poverty reduction and enhanced economic development for Vrindavan

Respect and equality for airls & women in Vrindavan

Women & girls are financially/ economically independent

Girls can actively contribute & participate in society and help other girls e.g. through becoming part of FFLV and running programmes/ becoming a role model

Key Assumptions

By creating awareness about Child Protection issues we can improve

Proper monitoring & assessment systems will lead to high quality education

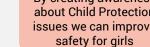
Community awareness programs lead to respect & equality for girls in Vrindavan

Girl and women's rights training leads to greater issue awareness

Education leads a girl towards financial independence (better life)

By focusing more on vocational training we can be sure girls have more opportunity for better employment





Outcomes Pathway: Teachers & Staff

Activities

- Regular parentsteacher meetings
- Quality assurance of teaching
- Regular class observation
- 3 tier reporting system
- Regular trainings for the teachers
- Staff HR manual. processes and policy implemented
- Counseling CPT & absentees
- Salary scales, and perfromance incentives and rewards system

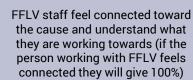
FFLV is financially stable

A trained HR manager and adequate HR policies and procedures are in place

A culture of appreciation and sharing has been instilled across all staff and teachers

Sufficient reporting systems in place

Pension scheme Medical facilities & leave are available to FFLV staff



FFLV staff feel ownership

Teachers have access to high quality training

Outcomes



Healthy relationship/harmony between management and staff

Motivated & incentivised staff

Teachers aware of their wider role in FFLV, not only SMS

> Teachers experience increased job security

Improved teacher/student relations

Dedicated & committed teachers

Permanent teachers (remain in FFLV)

Teachers act as role models

Improvement in the quality of teachers

Impact

- Professionally managed FFLV office/staff
- Improvement in the quality of girls' teaching and education
- An ideal education system



Key Assumptions

Better monitoring & evaluation training & systems will improve reporting

Salary increment will improve staff performance

Having a good academic director will raise the standard of education

The right people in key positions will improve reporting & decision making



Teachers will be able to positively influence the parents

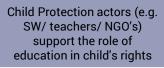
Teachers in FFLV have right mind set and value set.

Review & monitoring the standard of education will bring about improvements in educational attainment

Outcomes Pathway: Families & Community

Activities

- Parents meetings
- Social outreach in rural areas
- Facilitating transportation
- Economic support
- Stage productions (drama performance in school and outside)
- Security: CCTV-IDS- no male students/teachers
- Nursery & kindergarten support
- Health support: medical, nutritional, ration support



Media & government support child's rights message



Parents understand what is involved in their girl's education

Parents understand the impact of girls missing school

The wider community, parents, caregivers, families, and boys are aware of girls rights & the value of education

Girls contribute to the local community (e.g. through environmental programme)

Outcomes



Child protection laws are enforced within the Community

Girls are seen as someone capable of contributing to the community by others

Selective abortion is abolished in society (laws regarding selective abortion are enforced) Parents are more concerned about the girls safety when in education

The chain of silence around child abuse is broken within community

Communication between students and parents improves/parents make more time for their children

Parents support the girls attending school

Facilitation by government (incentives for supporting women's rights)



Increased employment opportunities for girls and women

Girls start school and keep attending

Girls are safer & protected at home & in the community



- Girls have a clear function & role in society
- Community respect for girls
- Family respect for girls
- Happy and healthy family & community



Improved family planning & health awareness



Parents & families are aware of how to maintain their cleanliness and the hygiene

Key Assumptions

If parents get a better understanding of the importance of education and the rights of girls they will support girls to attend school

If the wider community learns about the rights of girls (and children in general) it will lead to the greater enforcement of child rights in the community If the family and community see girls contribute to the community they will value and respect them more

If girls feel more supported by their families and the communities they will start / keep attending school

