



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](#)



Theory of Change

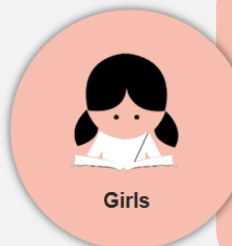
2. What we do

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.



Teachers & School

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

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.



Family & 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.

3. Outcomes Pathway

Girls start school/continue to attend school

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

Girls complete school with literacy and numeracy skills, good examination results and useful employability skills

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 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.

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

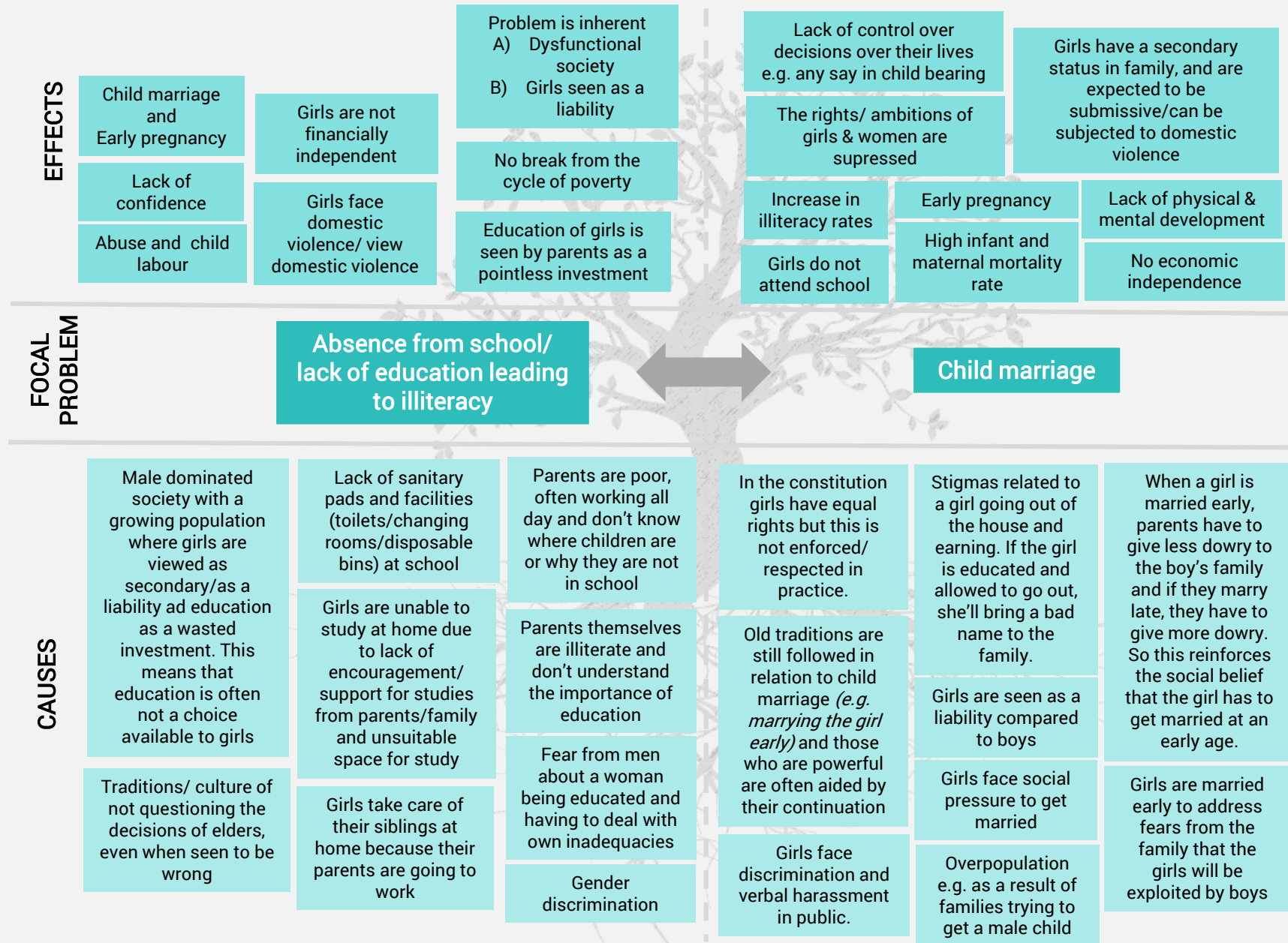
If parents get a better understanding of the importance of education and the rights of girls they will support girls to attend school

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.

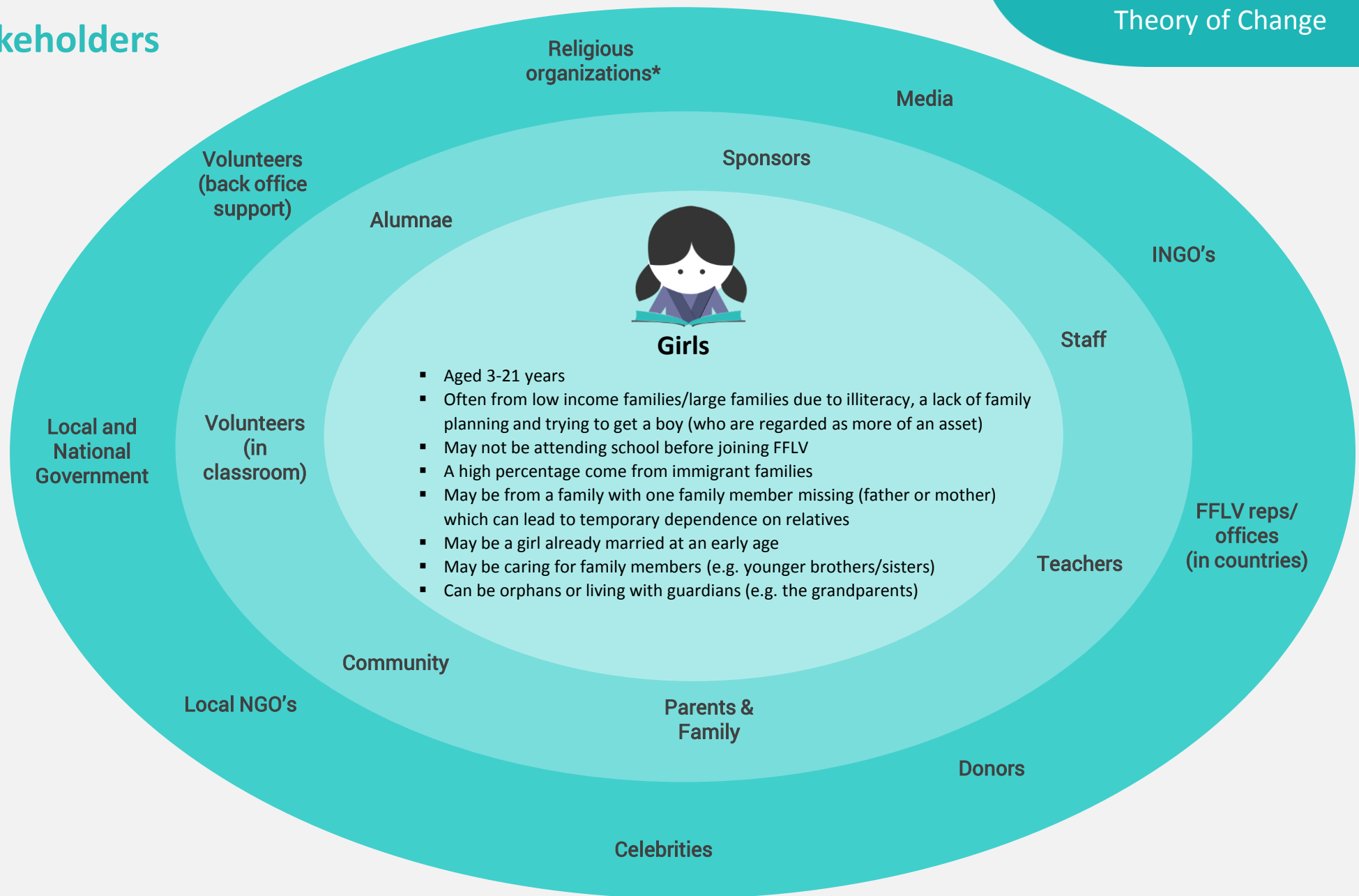
Education is a solution to many of these problems.



Beneficiaries & Stakeholders

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



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.

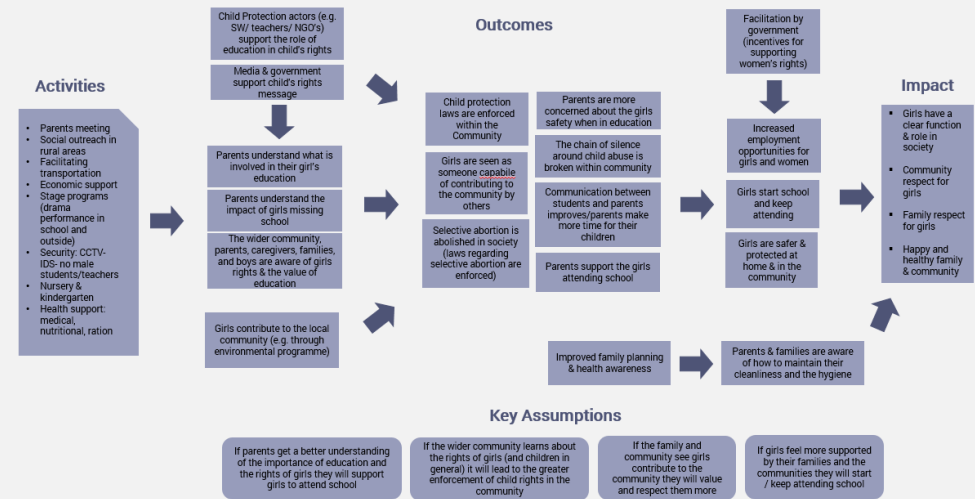
Activities, Outcome Pathways and Assumptions

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.

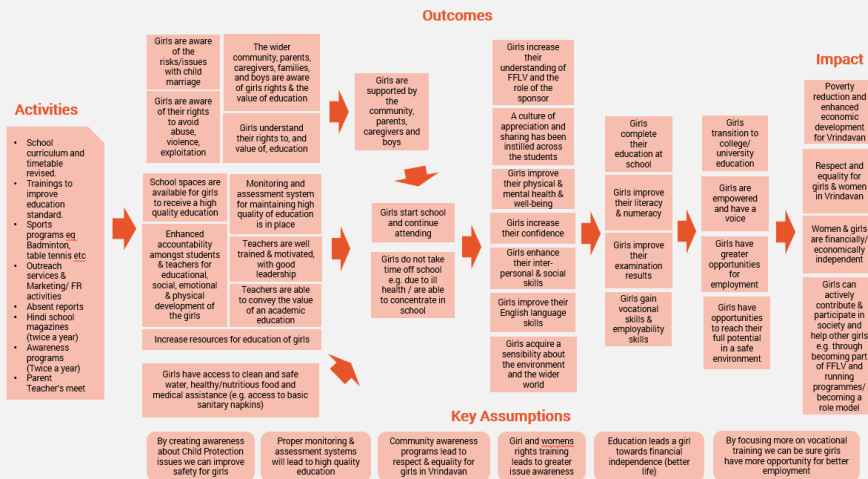
Each of the pathways also includes the core beliefs that underpin our theory of change and explain the 'theory' behind the different elements of our theory of change and how they connect

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)

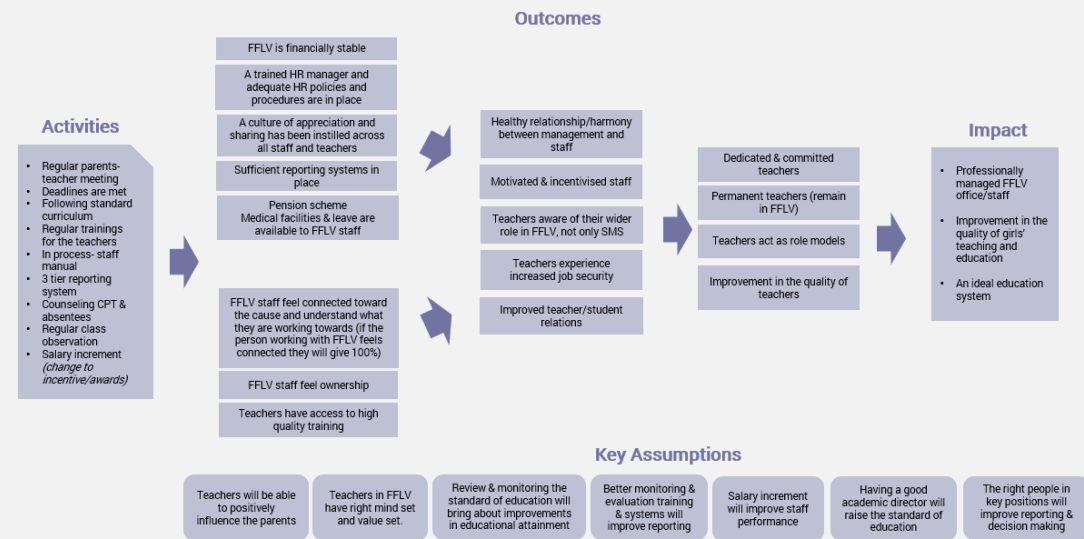
Outcomes Pathway : Families and Communities



Outcomes Pathway : Girls



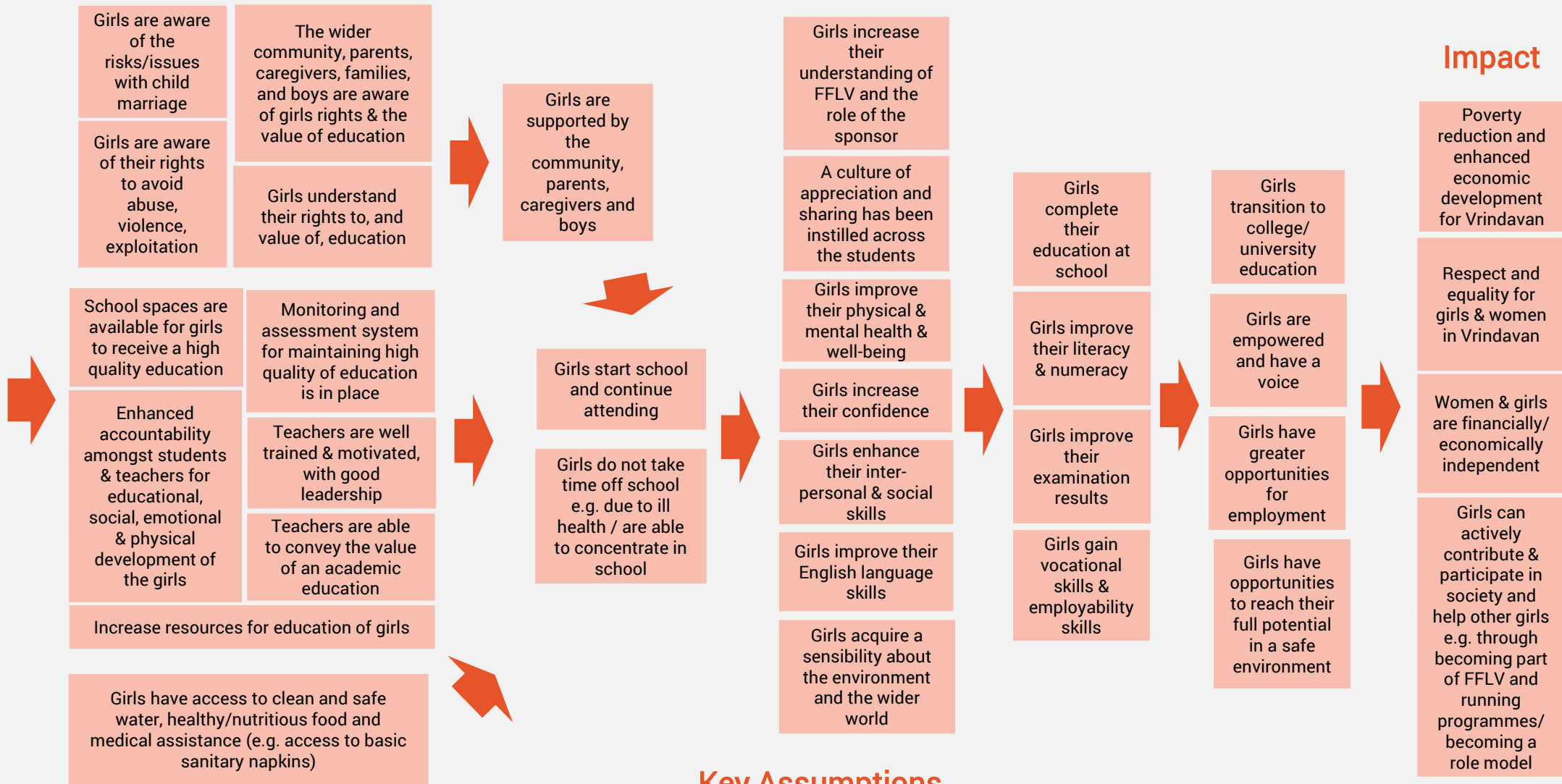
Outcomes Pathway : Teachers and Staff



Outcomes Pathway : Girls

Activities

- School teaching curriculum and timetable
- Trainings to improve education standards
- Sports programmes eg 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

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

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

Girls understand their rights to, and value of, education

Girls are supported by the community, parents, caregivers and boys

Girls increase their understanding of FFLV and the role of the sponsor

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

Poverty reduction and enhanced economic development for Vrindavan

School spaces are available for girls to receive a high quality education

Monitoring and assessment system for maintaining high quality of education is in place

Enhanced accountability amongst students & teachers for educational, social, emotional & physical development of the girls

Teachers are well trained & motivated, with good leadership

Teachers are able to convey the value of an academic education

Girls start school and continue attending

Girls improve their physical & mental health & well-being

Girls increase their confidence

Girls enhance their inter-personal & social skills

Girls complete their education at school

Girls transition to college/ university education

Respect and equality for girls & women in Vrindavan

Increase resources for education of girls

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

Girls improve their English language skills

Girls improve their literacy & numeracy

Girls are empowered and have a voice

Women & girls are financially/ economically independent

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

Girls improve their vocational skills & employability skills

Girls acquire a sensibility about the environment and the wider world

Girls improve their examination results

Girls have greater opportunities for employment

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

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

Proper monitoring & assessment systems will lead to high quality education

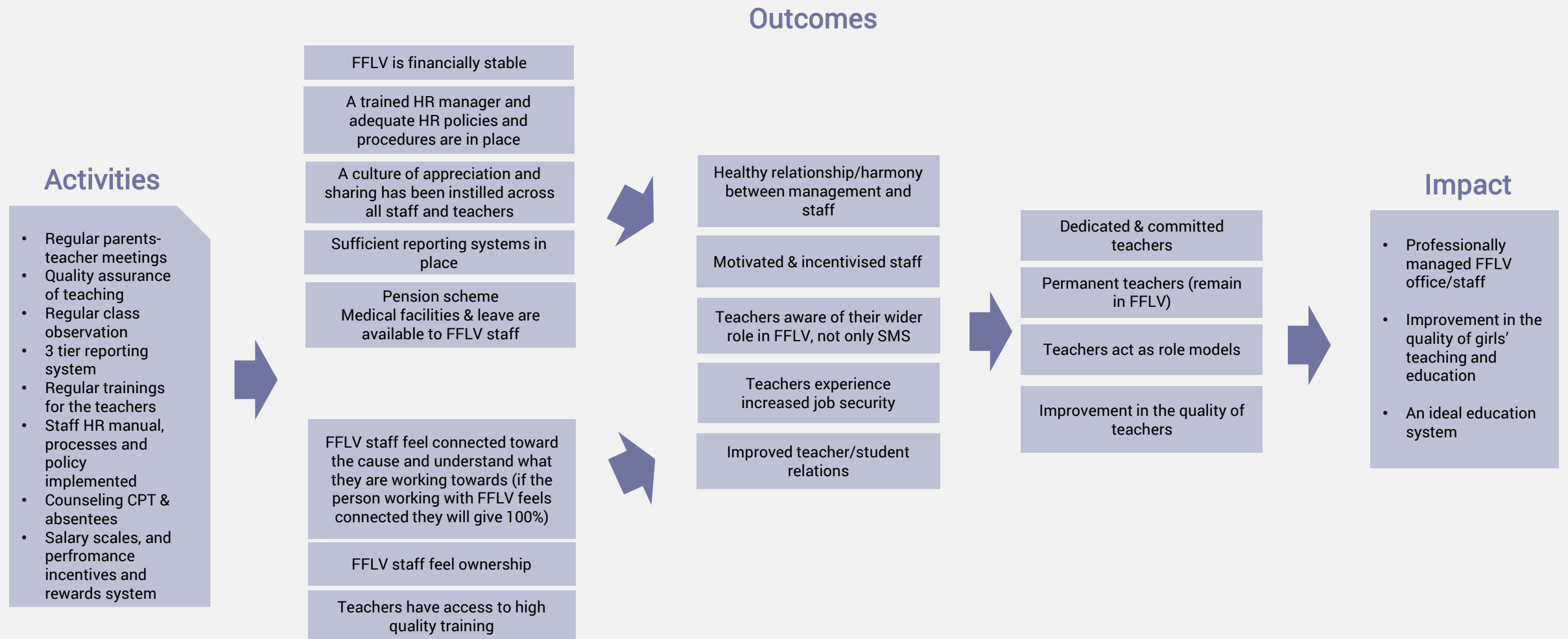
Community awareness programs lead to respect & equality for girls in Vrindavan

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



Key Assumptions

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

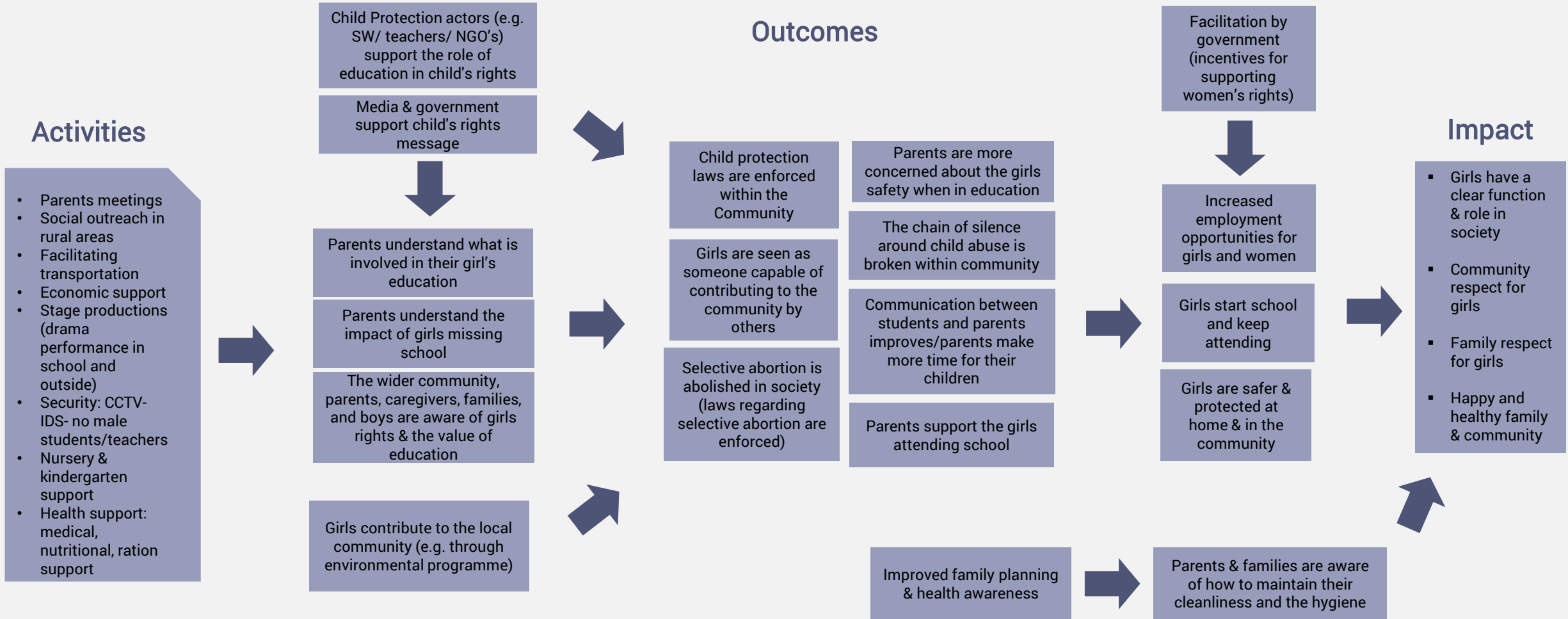
Better monitoring & evaluation training & systems will improve reporting

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

Outcomes Pathway : Families & Community



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