

THE SHONA PROJECT STRATEGY 2019–2021



SHONA
The Survival Kit for Girls

CONTENTS

Introduction	3
Issue/Problem Statement	4
Process	6
Values, Vision, Mission, 3 year goals	7
Strategy & Strategic Objectives	8
Theory of Change & Market Offering	10
Stakeholder Analysis & Value Proposition	22
Capacity & Capability Assessment	25
Impact & Validation	27
Budget & Financing	32

INTRODUCTION

The Shona Project CLG was launched in September 2016 and aims to educate, empower and inspire today's Irish girls to become tomorrow's resilient, capable and confident young women.

This strategy was developed in November 2018 to outline the guiding principals which will support the growth and development of The Shona Project (TSP) for the years 2019–2021.

Teenage girls in Ireland face a specific set of challenges including the societal pressure to look perfect, which leads to low self-esteem, mental health issues and often results in their potential not being realised. In order to ensure that all Irish girls have the skills, tools and self-esteem they need to achieve their potential, TSP has adopted a three-pronged approach which includes our school workshops, online community and events & projects. This strategy outlines our plans to expand our current offering and to build capacity to deliver it to a larger audience, therefore maximising the depth and width of the impact we create.

ISSUE/PROBLEM STATEMENT

There are nearly a quarter of a million girls aged 11-18 in Ireland. Their experiences of being a teenager can be detrimental to their short-term and long-term wellbeing.

Girls face a unique set of challenges as culture demands that they pursue the appearance of perfection, and not strength, resilience or uniqueness. Teenage girls may be influenced negatively by a range of external factors, including an unsupportive home environment, an education system that does not effectively meet their needs, and a narrow range of role models. This can lead to immediate problems, such as low self-esteem, anxiety, depression, self-harm, high-risk behaviours and poor relationships. But even more significantly, unless these issues are addressed, they will continue into adulthood, which may lead to women's potential never being fully realised.

A recent study showed that men will apply for an advertised post if they meet 60% of the requirements. Women, on the other hand will only apply if they meet 100% of requirements. Women, in general, do not have the same level of confidence or self-belief that men have. TSP believe that this culture is fostered from an early age in schools. Girls see their leaders being criticized and vilified for the way they look and are less inclined to want to subject themselves to the same level of scrutiny.

A study conducted by the Shona Project in a number of secondary schools across Ireland of girls in second level education showed that:

- 81% had encountered negative behaviours from other girls
- 67% admitted that they had directed negative behaviours towards other girls
- 92% said that they considered these behaviours to be acts of bullying
- 48% said that in the previous week, they had been made fun of, insulted, had rumours spread about them or had been intentionally left out of activities.

IRISH CHILDREN
AGED 12-18 RANK 12th
OUT OF 13 EUROPEAN
COUNTRIES IN TERMS
OF SELF-PERCEPTION

ONE IN THREE GIRLS
REPORTED FEELINGS
OF DEPRESSION AND
ANXIETY

89% OF PEOPLE
ADMITTED TO
HOSPITAL FOR
EATING DISORDERS IN
IRELAND ARE FEMALE

ONLY 50% OF IRELAND'S
YOUNG GIRLS ARE
HAPPY WITH THE WAY
THEY LOOK COMPARED
TO 75% OF BOYS

IRELAND HAS THE
HIGHEST RATE OF
DEATH BY SUICIDE
AMONG TEENAGE GIRLS
IN EUROPE

SELF HARM AMONG
GIRLS AGED 13 TO 16
HAS RISEN BY 68% IN
THE PAST THREE YEARS

GIRLS IN IRELAND

1 IN 5 GIRLS HAVE
HURT THEMSELVES
ON PURPOSE

ONE IN THREE GIRLS
AGED 13 ARE DISTRESSED
ABOUT THEIR WEIGHT.

60% OF GIRLS FEEL
PRESSURISED TO
LOOK GOOD FOR
OTHER PEOPLE

IRELAND'S GENDER
PAY GAP CURRENTLY
STANDS AT 13.9%

THE RATIO OF MALE
TO FEMALE STUDENTS
STUDYING PHYSICS IN
SCHOOL IS 3:1

ONLY 1 IN 4 PEOPLE
WORKING IN STEM
ARE FEMALE

21% OF 15-16 YEAR
OLD GIRLS HAVE BEEN
EXPOSED TO SITES
PROMOTING UNHEALTHY
WAYS TO BE THIN

BY THE AGE OF 13,
ONE IN TWO GIRLS
WILL HAVE GIVEN UP
SPORT COMPLETELY

76% OF GIRLS GIVE UP
BECAUSE THEY'RE NOT
ENCOURAGED.

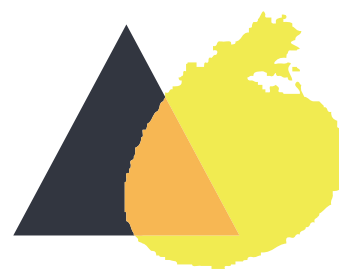
14% OF IRISH
COMPANIES REPORT
HAVING A FEMALE
CHIEF EXECUTIVE OR
HEAD OF OPERATIONS

18% OF APPLICANTS
FOR LEADERSHIP
ROLES WERE WOMEN
IN 2017

PROCESS

The team who carried out the strategy development comprised Tammy Darcy & the Board of The Shona Project and was supported by Mary Carroll, Growth Potential.

The strategy development was funded by Social Innovation Fund Ireland's Social Enterprise Development Fund.



**SOCIAL
INNOVATION
FUND**

Sustaining great ideas

VALUES, VISION, MISSION

Values

POSITIVITY

We aim to only share materials or information which can influence young girls in a positive way.

AUTHENTICITY

We aim to not share materials which can be considered superficial in nature, and result in girls feeling increased pressure to change the way they look.

COMMUNITY

We aim to engage with girls in a relaxed, positive and collaborative way, building relationships and trust and protecting that trust.

INTEGRITY

We aim to only collaborate with brands who support the ethos of shona and reward and celebrate achievements made by girls who aim high.

Vision

Our long-term vision is for an Ireland where girls – and the women they will become – are happier, more fulfilled and play an active role in all sectors of society and the economy.

Mission

To educate, empower and inspire today's Irish girls to become tomorrow's strong, confident, and curious young women.

3 Year Goal

By end 2021, 11,900 of secondary school girls and 8,600 of primary school children in Ireland will have engaged in a "The Shona Project" workshop or online module. A further 5,000 will have engaged through an event, supplemented by engagement with the Shona Project online community.

Schools and girls will report an improvement in the wellbeing, mental health and self-esteem of the girls who engage in TSP programmes.

To support this goal TSP will create a best-in-class, financially sustainable, well resourced, funded and governed organisation.

STRATEGY & STRATEGIC OBJECTIVES

The following Strategic Objectives were developed in order to support the high-level goals outlined on page 7.

	DESCRIPTION	BY...	METRICS	ACTIONS
1	Grow a vibrant and engaged online community which operates as a one stop shop for all Irish girls to learn from each other and share their stories.	YE 2021	Consistent growth of traffic, engagement and followers. Metrics to be informed by the Digital strategy	Develop and enact a digital marketing and evaluation strategy. Recruit volunteer contributors and encourage submission and sharing of content from other partners. Develop a more interactive user driven online community. Engage with traditional media to raise brand awareness.
2	Devise, promote and deliver a suite of engaging & participatory workshops and resources to inspire and support Irish girls through all the challenges they face.	YE 2021	Between 2019 and 2021: 11,920 girls will attend a TSP workshop. 8,624 primary school children will have completed the 5th & 6th class online modules 1 new online module will be developed per year to support other age ranges at primary &/or secondary level - Estimated reach by YE2021 = 3248 children	Create focus groups driven by the board consisting of teachers, principals and those who work with children. Create a process for module development, both classroom-based and online, which includes market research, constant evaluation & refinement and best in class high quality content. Consider bespoke modules (Sports, STEM [Science, Technology, Engineering, Maths] etc) Identify the current gaps in terms of schools and attempt to meet their needs

	DESCRIPTION	BY...	METRICS	ACTIONS
3	Deliver a suite of events/ projects starting with the conference and followed by additional projects	YE 2021	In 2021 deliver 3 conferences to 1000+ girls in Waterford, Cork and Galway. Deliver 2 additional projects per year.	Create an event management process which can be easily replicated across the country with relevant partners. Create and develop professional relationships with a portfolio of speakers. Collaborate with partners to identify and deliver additional projects.
4	Income Generation: Raise money to support these activities, these employees, fundraising, revenue, philanthropy	YE 2021	Generate income of €300,340 p/a by YE2021 2019: €115,000 2020: €194,000 2021: €300,340	Develop a robust pricing strategy for the online and face-to-face modules. Secure funding through strong and long-lasting corporate partnerships with suitable brands that reflect our values. Explore the possibility of creating merchandise/ books as a revenue stream.
5	Build a team and enable them to deliver the above objectives	YE 2021	In 2021 we have 3 paid staff / resources in the following roles. 1 CEO 2 Facilitators 1 Administrator 1 Content Creator Web Developer – Contract	Create a process to optimise the contribution of the volunteers including advisory boards, board and youth council. Hire and train the additional resources.

THEORY OF CHANGE & MARKET OFFERING



The Shona Project Theory of Change

1 CONTEXT

The experiences & expectations of, and the messages received by teenage girls in Ireland can be detrimental to their short-term and long-term wellbeing.

Target Audience:

250,000 Girls aged 11-18 in Ireland, and their schools & teachers.

2.0 ACTIVITIES

Workshops:

Consult with girls and additional stakeholders to identify unmet needs.
Deliver face to face primary and secondary workshops which address those needs.
Develop online, off the shelf, curricula which can be delivered by the teachers.

Events/Projects:

Conferences, awards, bespoke programmes
(Sports, STEM, Arts, Leadership, Social Activism)

Online community:

Engage with target audience via website and online community.

3.0 MECHANISMS OF CHANGE

We intervene at the tipping point of girls being particularly vulnerable to negative influences

- Build trust through open and respectful conversation.
- Raise awareness about the challenges faced by girls and women and the effects of those challenges on both the individual and society.
- Providing information and advice about how to navigate life.
- Challenge assumptions regarding the role of women in society
- Equipping girls with skills required to face challenges, build positive relationships, be allies for each other and challenge the status quo.
- Encourage growth mindsets and positive approaches to challenges and to identify the learning and growth which comes from overcoming adversity.
- Participants feel seen, heard, connected, understood, empowered & inspired.

4.0 OUTCOMES

- A widened and more inclusive world view of the role of women
- More healthy and positive relationships with social media
- Increased levels of curiosity and an ability to critique and challenge messages from society.
- To be empowered to play an active role in creating change, embracing opportunities and achieving full potential
- Recognising boundaries, values & individual moral compass, in terms of relationships, career and life choices.
- Decreased incidents of bullying among girls. Less rivalry and stronger communities, networks and allegiances amongst girls and women.
- Reduced mental health difficulties and more appreciation for their bodies (not as ornaments but as enablers).
- Healthier attitudes towards their sexuality, gender and sexual relationships.
- Resilience to stress, challenges and negativity and greater ability to find and implement solutions.
- Adaption of behaviour and beliefs in a way that counteracts the negative influences to which they are exposed.

5.0 IMPACT

An Ireland where girls and women are strong, confident and curious, live happy and fulfilled lives and play an active role in all sectors of society and the economy.

6.0 ASSUMPTIONS

Workshops

Teachers will engage with TSP to provide workshops.
The schools with the most needs are the likeliest to engage.
The workshop is replicable, and each facilitator will deliver the same experience
That students are open to engaging with the programme
That the workshop is affordable for schools
That the content delivered fits with the values and ethos of the schools
That schools are the best place to reach and engage with young girls.

Events

That additional facilitators/ speakers are aligned with the brand and well equipped to communicate their message and achieve the same outcomes.
That girls will choose to attend and engage with the events of their own free will.
That events are accessible in terms of affordability, scheduling and location
That sponsors are willing to partner with TSP to deliver quality events.

Online Activity

That girls will visit and engage with the website and follow TSP on social media.
That girls will consider the TSP website as a trusted source of information.
That other entities engage with TSP for collaborative and knowledge sharing purposes.
That the online audience is TSP's target audience (Irish girls aged 11-18).
That TSP's audience has access to phones/ devices.
That content shared is of a high standard, reflects TSP's values and appeals to the target audience.

Projects

That the projects reflect the mission and the values of TSP.
That the projects are delivered by suitably skilled and equipped individuals.
That the project delivers the desired impact.
That partners contribute to the success of the projects in a positive and collaborative way.
That TSP will have adequate resources to deliver the projects.

There will be ongoing reviews of the assumptions to ensure that they continue to hold true.

Market Offering

The Shona Project offers young girls access to advice from professionals on all the challenges associated with growing up in Ireland today; anxiety and depression, body image, social media, sexuality and gender identity, bullying, family problems, school and exam stress.

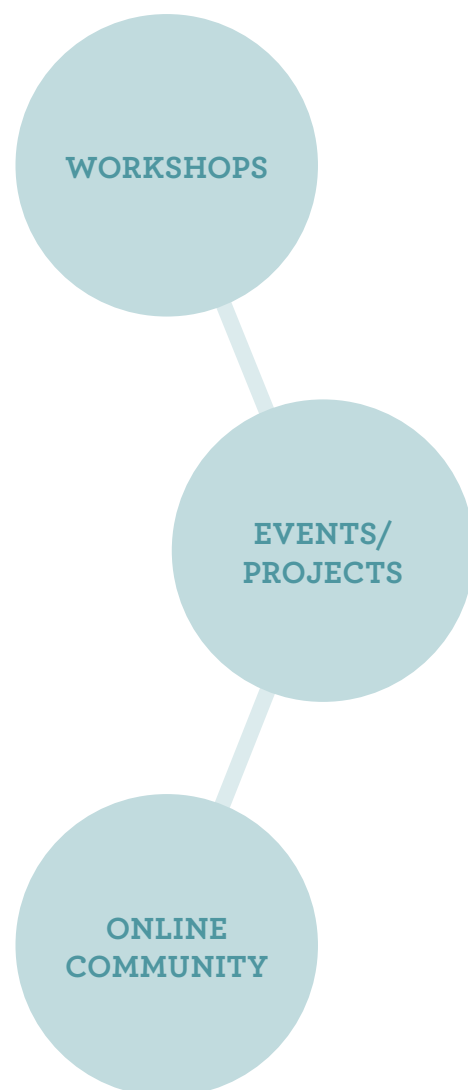
TSP have created a team of “experts”; teachers, doctors, counsellors etc. who are committed to ensuring that young people feel supported.

We provide girls with information, access to positive female role models, and a place to share their stories.

We also encourage young women to participate in STEM, sports, the arts, business, politics and activism, and to promote the benefits of all these activities in terms of self-esteem, confidence and motivation.

The Shona Project interacts with girls in their own language and in the mediums through which they are influenced. In schools and online, TSP aims to become part of the social media feeds of young people, and therefore part of their lives, rather than being accessed only in a crisis situation.

This advice is imparted in 3 ways: Workshops, Events / Projects and via a dedicated Online community



Currently, TSP Workshops are delivered in schools, in a classroom setting. We are currently initiating the development of online modules, starting with an online module for 5th & 6th class primary children to be piloted in 2019 and rolled out in 2020. We plan to develop one additional online module per annum, for either primary or secondary audiences, depending on the gaps identified in consultation with schools.

We consider our USP (Unique Selling Proposition) to be both the language and approach we use to communicate with girls – we talk with and not at them, encouraging them to question the current status quo – and the reinforcement of the support to the girls in our “3-pronged” approach. The ability of the girls to continue to engage with The Shona Project after workshops and events reinforces the messages communicated so that the girls are supported in tapping into and applying the learnings in their daily lives on an ongoing basis – too often, workshops alone promote changes in behaviour in the short term, but are not sustained – we support the girls on an ongoing basis through additional workshops, events / projects and engagement on the online community.

The Shona Project Market Offering

WORKSHOPS

Our core workshop is suitable for 1st to 6th year secondary school girls. Topics covered include:

- The challenges we face as young women in Ireland today
- How we approach and address these challenges
- The people who influence us and shape us as people
- How we treat ourselves and each other

- Respecting and encouraging difference and diversity
- Setting goals and identifying ways to achieve them
- Our place in the world and how we would like to be remembered

Shona school workshops reassure participants that mistakes and challenges do not define them, but instead give them skills, emotional intelligence and empathy, which equip them to succeed in later life. Participants commit to be a positive force in the world via the “shona pledge”

Follow up workshops to further explore the themes are available.

Our online primary curriculum is suitable for classes of mixed gender and covers themes including empathy, identity, resilience, diversity and social activism. It will be downloadable from 2020 and delivered by the teachers themselves as part of the SPHE curriculum.

Additional primary & secondary online curricula will be developed thereafter

EVENTS/PROJECTS

Shona runs conferences, awards, bespoke programmes and other projects to engage young girls. Areas covered include sports, stem, arts, leadership, social activism

ONLINE COMMUNITY

Shona engages with our target audience via our website and vibrant online community which offers young girls a platform to share their own personal experiences. This is empowering for the writer, but also for those who have yet to find the language to express themselves, and who feel alone or misunderstood.

All young girls who engage with The Shona Project are invited to sign “The Shona Pledge”.

THE SHONA PLEDGE

I have a beautiful soul, a brilliant mind, and an open heart.

I acknowledge that I am an ever-growing and always-learning
work in progress.

I own my flaws, but I will succeed in spite of, and maybe because of,
my weaknesses. They do not define me.

I promise to lift up other girls, to have their backs,
to appreciate & celebrate our differences and to encourage them
to always be themselves.

I will always be myself.

I promise to be kind, not just to others, but also to myself.

I will use my voice in a positive way and be a positive influence
in this world.

I am enough.

Signed: _____.

Below are some commitments made by workshop attendees:

“I promise to make the next 6 years the best 6 years of my life.
To grow, learn, mature and have fun & confidence.
I promise to love myself and others to the max.”

“I promise to try to be nice to everyone and apologise for anything
I said about anyone whether we were fighting or not.
I don’t want to spend the next few years arguing and holding grudges
because in the end it doesn’t matter.”

“I don’t exactly know what happened between us.
We’ve only known each other a short while but I don’t want this to go on,
the awkward looks and silences. I hope we can be OK?
Just know that I’m sorry.”

“I’m sorry for judging a girl because of the way she looks & for calling her ugly.
I used to tell her that no-one wanted her here.
I was just taking my stress out on her.”

Contextual and Market Analysis

CONTEXT

The National Strategy for Women and Girls 2017-2020 outlined the following goal: “To change attitudes and practices preventing women’s and girls’ full participation in education, employment and public life, at all levels, and to improve services for women and girls, with priority given to the needs of those experiencing, or at risk of experiencing, the poorest outcomes.”

That strategy lists the following 6 high-level objectives which support the achievement of its goal:

- Advance socio-economic equality for women and girls
- Advance the physical and mental health and wellbeing of women and girls
- Ensure the visibility in society of women and girls, and their equal and active citizenship
- Advance women in leadership at all levels
- Combat violence against women
- Embed gender equality in decision-making

The Shona Project specifically addresses the 2nd objective above, namely to “Advance the physical and mental health and wellbeing of women and girls”. However, we propose that the pursuit and achievement of this second is key to achieving the other objectives in the long term.

There are a number of external forces which affect the wider context in which TSP operates. We need to be aware of changes and developments in the environment and adapt as required in order to ensure that we are pro-active in terms of anticipating the changing needs of the girls we work with. Potential external forces are outlined below:

Economic: The performance of the economy will affect funding mechanisms and revenue streams. It is important to develop multiple sources of funding and to continuously develop new channels.

Social: Society has a huge influence on young people, and for generations it has taught girls that they will be valued and judged based on how they look and not who they are as people. Traditionally, the female role has been very clearly defined as the ‘nurturer’ whose vocation is to raise the family or to work in caring professions.

Social media has been much condemned for the negative effects it has on self-esteem. Rather than fight a losing battle against the power of social media, we aim to use it as a force for good, sharing positive and empowering messages.

Additional societal forces include traditional parenting roles (protection, shame, virtuous etc and the fact that boys are much more empowered and forgiven for making mistakes (“boys will be boys”). The Heidi/Howard case study at Columbia Business School provides proof that women pay a price for assertiveness and can be disliked for being outspoken or ambitious.

Technological: This generation is the first that has had free and immediate access to the online world. This has had an adverse effect on their attention spans and means that messages need to be clear and short in order for them to engage. We aim to use technology to expand our impact by delivering modules online, which means that our reach is not limited by capacity or locality.

Environmental: We encourage girls to take an active part in addressing the global issues which could potentially affect their futures, and the future of their own children. We believe that more girls will embark on political careers if they are involved in social causes and see first-hand the changes they can achieve.

Media: Women are unrepresented across all types of media, which means that issues that affect us (women’s health, equality etc) are not being highlighted to the extent they should be. In addition, women’s roles in history and in science have not been recorded accurately. We hope to raise the profiles of the many successful or powerful women whose stories have yet to be shared.

Traditionally, women have been portrayed on TV, film and music as needy, hysterical, and weak: the “princess waiting to be rescued”. Fitspiration movements have promoted weight loss, unrealistic body ideals and lack of diversity in terms of colour, age, disability etc.

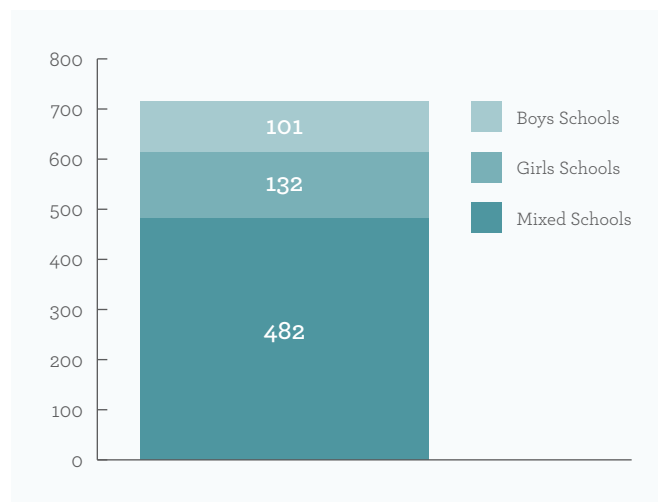
Political: Women’s issues have become incredibly topical in Ireland over the past two years with the cervical check crisis, the marriage and abortion referenda. In addition, the concept of gender quotas needs to be investigated in order to achieve greater representation on boards and in the political sphere.

Legal: High profile sexual assault cases have brought to light issues around consent as well as the treatment of victims and survivors. Domestic and emotional abuse, sex trafficking and prostitution are very serious issues still faced by many women in Ireland today. The legal system is under increased pressure to legislate for women’s safety.

Ethical: There are ethical issues around working with minors and the correct use of influence. It is vital to have policies and procedures in place that address standards around content shared, ideals promoted, brand collaboration and challenging bias. It is imperative to partner with brands that reflect our values of equality, equity and fairness.

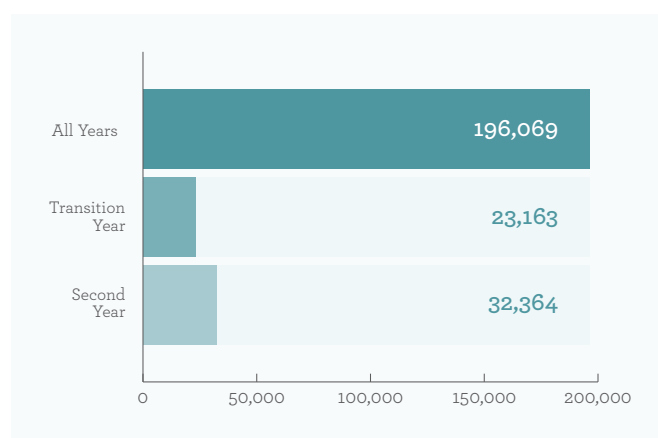
MARKET SIZE

Secondary Schools in Ireland



There are 196,069 girls currently attending 514 girls’ and mixed schools across Ireland. 32,364 of these are second years and 23,163 are in Transition Year.

Number of female students



There are 567,614 boys and girls attending 3,113 primary schools in Ireland, 130,153¹ of whom are in 5th & 6th Class.

TARGET MARKET

32,364 — 2nd year students in 514 mixed and girls-only secondary schools

130,153 — 5th & 6th class children in 3113 primary schools

¹ Dept of Education Annual Statistical Report 2017-2018

The following table indicates our projected reach in the next 3 years. The projections are guided by:

- Current capacity of 33 workshops per academic year.
- Recruitment of 2 additional facilitators in 2020
- The number of academic school weeks (acknowledging exam and study periods).
- The average number of students in previous workshops.
- Recruitment of 2 additional facilitators in 2020
- CEO will transition out of workshop delivery in 2020/2021
- Development of 1 online module per annum, starting with one for Primary 5th & 6th class pupils.
- Primary school classes average 28 children, some are 5th & 6th combined. Estimate 56 per school.
- The majority of primary schools are mixed gender; therefore, our primary curriculum was developed for boys and girls. This allows us to start to instil the principles of TSP at an earlier age.

	Y1: 2019	Y2: 2020	Y3: 2021	TOTAL
WORKSHOPS: SECONDARY SCHOOLS				
Facilitator 1	33 schools x 80 girls = 2640 girls	17 schools x 80 = 1360 girls	17 schools x 80 = 1360 girls	
Facilitator 2 & 3		34 schools x 80 = 2720 girls	66 schools x 80 = 5280 girls	
# Secondary Girls	2640	4080	6640	13360
% 2nd Year Girls	8.2%	12.6%	20.5%	
% Schools (Girls-only or Mixed)	6.4%	9.9%	16.1%	
ONLINE MODULES: PRIMARY SCHOOLS				
5th & 6th class module	56 girls x 4 on a pilot basis = 224 girls	56 girls x 50 schools = 2,800 girls	56 girls x 100 schools = 5,600 girls	
# Primary Children	224	2800	5600	8,624
% Primary 5th & 6th Children	0.002%	0.02%	0.04%	
% Primary Schools	0.1%	1.6%	3.21%	
ADDITIONAL ONLINE MODULES (TBD)				
Online Module 2 – Audience		224 (Pilot)	2800	3024
Online Module 3 – Audience			224 (Pilot)	224
Total Children Impacted	2,864	7104	16264	25232

Note: The expected primary school reach is relatively low based on its two-year development. Year 1 is considered a pilot phase, after which the curriculum is reviewed, and the pilot extended to a larger sample size. The final product is rolled out nationally in year 3.

EQUIVALENT & SUBSTITUTE OFFERINGS

CATEGORY	DESCRIPTION	CHALLENGES / COMMENTS
EQUIVALENT OFFERINGS	There are a number of organisations which offer school workshops or one to one supports on one or more of the issues raised above. However, there are no organisations which address all of the issues through a variety of channels and in the appropriate language.	None that offers events, workshops and online community
SUBSTITUTE OFFERINGS	Anti-bullying workshops	Only one that deals specifically with girls
	Conferences / Events: iWish: Girls in STEM, and Zeminar	Budgetary constraints – interpreters and other supports
	Any alternative workshops for in-class delivery, including fitness & nutrition, study skills, Leadership, gender, sexuality, diversity, science/environment	Even workshops on completely different topics compete for school budgets. However, equality and mental health are hugely topical at present and fit with the SPHE programme set by the department. We have also received bookings which have been suggested to schools by the students which gives us a level of competitive advantage.
	OTHER: Girls Guides, Body-Positive Bloggers, church groups, outdoor activity, theatre and arts societies.	Potential to collaborate with these organisations to increase impact and create additional channels.
POTENTIAL ENTRANTS	There is increasing pressure on the department to develop a curriculum which is more skills than knowledge based and focuses on multiple intelligences (including emotional, interpersonal and intrapersonal intelligences). New entrants may come from established international organisations, or from well-funded corporates.	TSP needs to be informed and agile, so we can adapt to changes as they arise.

There is currently no **equivalent organisation which offers all that TSP provides**, namely the combination of workshops, events/projects and online community.

There are organisations which offer anti-bullying **workshops**, and only one which works specifically with girls.

There is no other **online organisation** which offers exclusively inspirational, educational and empowering messages.

There are organisations which offer **conferencing** (iWish: Girls in STEM, and Zeminar: general wellbeing for mixed groups, Dublin based)

The Shona Project has investigated possible collaborations with other entities working in this space in terms of projects, events, evaluations, etc. We consider our network to be one of our strengths and aim to create strategic relationships to maximise our impact.

MARKET – PRICING

The Shona Project Workshops are currently priced at €450 for up to 100 students or €600 to include an additional group on a given day. This compares favourably with other providers who charge an average of €6-€12 per student.

There is some disparity in pricing structures in this area with many cost structures currently in operation. Some fully funded organisations charge travel only, some charge a daily fee. High level guest speakers can charge up to €3.5K per visit. The average outlined above is based on analysis of those of a similar size, profile and structure to TSP.

Further research will be carried out to investigate the price for the online modules. Current estimates are at €50 per curriculum per year which is currently at the lower end of the market. This price will be revised upwards in year 2.

STAKEHOLDER ANALYSIS & VALUE PROPOSITION



Stakeholder Analysis

Our main target audiences are teenage girls, and 5th & 6th class girls.

Teenage girls are difficult to reach, and you need to go where they are, instead of hoping they will come to you. They also have very short attention spans and consume a huge amount of information each day. So, we need to be mindful of our audience in terms of language, content etc.

While our target group consists of teenage girls, there are a number of key stakeholders and customers with whom relationships must be made and maintained.

NAME	IMPACT	INFLUENCE	WHAT IS IMPORTANT TO THEM?	HOW DO THEY CONTRIBUTE?	HOW TO ENGAGE?
Girls	High	High	Feeling understood, getting advice, being inspired, entertained, distraction, role models	Engaging in programmes and creating a movement/ community	Online, in schools, through events, word of mouth
Schools (Teachers & School Mgmt.)	High	High	Student wellbeing, good reputation, decrease in bullying,	Key customers, book workshops, spread awareness, Evaluation, partner on new modules/ workshops	Direct marketing, Teacher conferences, social media, LinkedIn etc.
Funders & Corporate Partners	Low	High	CSR, positive partnerships, shared impact, brand awareness	Key funders, pro bono support, mentoring, network	Create strong network, conference, direct marketing
Media	Low	High	Content creation, positive story	Raising awareness	Networking, create PR campaign
Policy Makers	Low	Low	Reducing incidents of mental illness, increased equality and representation, reduced pressure on public services	Partner on initiatives, funding, advocacy	Grant and funding applications, consultation.
Parents	Low	High	Want their children to be happy, to fulfil their potential Want others to reinforce their messages	Become allies in terms of reinforcing the messages received, fundraising, building awareness, sponsorships etc.	“For Parents” section on the website, notes home after workshops, contact parents’ associations groups etc.

Value Proposition

VALUE PROPOSITION: GIRLS

We offer **GIRLS** who are experiencing a myriad of challenges which are detrimental to their self-esteem and confidence:

- An interactive online community which provides them with information, advice and a safe place to share their stories
- Bespoke school workshops in which we discuss their experiences as girls and how they are influenced, learning how to form better relationships and support each other, how to overcome challenges, how to set and achieve our goals, and how to identify positive female role models.
- Access to individual events and projects on the following themes; empowerment and identity, self-esteem, sport, STEM, leadership and social activism.

Our Unique Selling Proposition is:

- Reinforcement of the messaging and advice to the girls through ongoing engagement and not just a once-off interaction
- The language and approach we use to communicate with girls: - we talk with them, not at them, encouraging them to question the current messages they receive from society, and to challenge the status quo.

VALUE PROPOSITION: SCHOOLS & TEACHERS

We offer **SCHOOLS & TEACHERS** who are facing mental health crises in their classrooms:

- Bespoke, user friendly and easily accessible online and face-to-face curricula and workshops which fit with the current SPHE curriculum for primary and secondary schools.

VALUE PROPOSITION: FUNDERS & PARTNERS

We offer **FUNDERS & PARTNERS**, who want to raise brand awareness, and to increase the feel-good factor amongst their teams,

- The opportunity to partner with a well-respected organisation with clear values.
- The opportunity to contribute to the creation of social change
- Publicity and a “good news story” regarding the impact created.
- Increased levels of job satisfaction amongst their employees based on their contribution to social good.

VALUE PROPOSITION: PARENTS

We offer **PARENTS**, who want their children to be happy and to fulfil their potential, and who want others to reinforce their messages,

- The means to equip their daughters with empowering knowledge and beliefs
- A voice to whom their girls will listen
- Peace of mind in terms of their daughters’ well-being.
- Access to information on the issues being faced by their daughters.

CAPACITY & CAPABILITY ASSESSMENT

To deliver the 3 Year Goal and associated Strategic Objectives, the following resources are required:

RESOURCE	AREAS COVERED	TIME
CEO	<div>Workshop Development</div> <div>Workshop Delivery (to 2020 only)</div> <div>Content Generation – Online Modules</div> <div>Recruiting Schools – Sales & Marketing</div> <div>Managing all resources</div> <div>Research</div> <div>Programme Management</div> <div>Event Organisation</div> <div>Online Content Generation (to be transitioned to contract resource in 2019)</div> <div>Fundraising</div> <div>Managing Team</div> <div>Governance</div> <div>Strategy Implementation</div>	Full-time paid position
2 x Facilitators	Workshop Delivery	Contract position – Fee per workshop
Administrator	<div>Scheduling</div> <div>Printing / Preparation of workshop collateral</div> <div>Supporting events / projects</div> <div>Relationship management</div> <div>All other Administrative Functions</div>	1 x Full-time or 2 x Part-time paid positions from 2019
Web Developer	Building of Online Module(s)	Contract – annual budget from 2019
Content Creator	Generation of content for Online Platform	Contract – pay per contribution to 2020. Staff member from 2021

RESOURCE	AREAS COVERED	TIME
3rd Level Post-grad(s)	Impact & Validation support	Collaboration
Board	Support with: Governance Funding – Lead Generation Networking Promotion & attendance at events Strategy Review Recruitment Projects	Voluntary

IMPACT & VALIDATION

The Theory of Change is a tool used to support organisations in mapping out pre-conditions that need to happen in order to arrive at a desired impact. It outlines, in theory, what outputs, outcomes and impact will be generated through our activities. The Theory of Change is then used as in input when determining the 3 year goal and supporting strategic objectives.

The Shona Project's 3-pronged approach – Workshops, Events and Online Community – is designed to reinforce the messaging and learnings on an ongoing basis and so increase the likelihood of the outcomes and impact being achieved. Further reinforcement will be achieved through development and delivery of additional workshops and follow-up sessions.

THE EXPECTED OUTPUTS ARE THE FOLLOWING:

Between 2019 and 2021:

- 11,920 girls will have attended a TSP workshop.
- 8,624 primary school children will have completed the 5th & 6th class online module
- 3248 children at primary and/or secondary level will have completed online modules 2 & 3

In 2021:

- Deliver 3 conferences to 1000+ girls in Waterford, Cork and Galway.
- Deliver 2 additional projects per year.
- Have a consistent growth of traffic, engagement and followers on the online community.

The attendance, completion rates, number of conferences and projects are quantitative – as part of the strategy implementation, KPIs will be set and will be tracked. The baseline and targets for activity on the online community have yet to be defined as part of The Shona Project digital strategy. Once defined, KPIs can also be defined and tracked on a quarterly basis.

To date, Shona has reached over 100,000 visitors online and over 3000 students through their school workshops. All of this has been achieved with no paid staff and a very small budget.

SO FAR

150,000
VISITORS ONLINE

5,000
WORKSHOP PARTICIPANTS

The Expected **OUTCOMES**, as defined in the Theory of Change, will be measured via surveys and focus groups of girls and teachers a) before participation in workshops, b) on completion of workshops & conferences and c) 12 months after participation. It is proposed that a Social Return on Investment (SROI) be completed, in collaboration with a 3rd level institute and the relevant stakeholders. Best Practice recommends that indicators, both financial and non-financial, for the desired outcomes specified in the Theory of Change, are often best developed in consultation with stakeholders, and these indicators are used to devise survey questions. Additionally, participants will be questioned post workshop on their level of satisfaction with same. Focus groups and consultations with other stakeholders will also identify any unmet needs that might contribute to achievement of targeted outcomes.

Below are some examples of possible indicators for outcomes defined in the Theory of Change, but this table should only be finalised, having consulted with stakeholders and academic partners:

BENEFICIARIES	OUTCOME	POSSIBLE INDICATORS	POSSIBLE SOURCES OF DATA	POSSIBLE FINANCIAL PROXIES
GIRLS	A widened and more inclusive world view of what the role of women is.	Optimism about possibilities for themselves Estimated increased lifetime earnings	Surveys Research Data Focus Groups	Quantify link between optimism & economy Quantify impact of increased earnings due to changed expectations
	More healthy and positive relationships with social media	Amount of time spent on Social Media Types of content accessed on social media		To be defined in consultation with stakeholders & in collaboration with 3rd level Institute
	Increased levels of curiosity and an ability to critique and challenge the messages they receive from society.	Self-reported ability to challenge & critique		To be defined in consultation with stakeholders & in collaboration with 3rd level Institute
	To be empowered to play an active role in creating change, embracing opportunities and achieving full potential	Increase in number of girls actively involved in initiatives for change		To be defined in consultation with stakeholders & in collaboration with 3rd level Institute

BENEFICIARIES	OUTCOME	POSSIBLE INDICATORS	POSSIBLE SOURCES OF DATA	POSSIBLE FINANCIAL PROXIES
GIRLS	Recognising the importance of boundaries, values & individual moral compass, in terms of relationships, career and life choices.	Self-reported ability to recognise boundaries, values & individual moral compass	Surveys Research Data Focus Groups	Quantify link between wellbeing and economic uplift
	Decreased incidents of bullying for girls in schools and online	Reduction in number of participants being bullied / bullying		Quantify link to reduced likelihood of living in poverty / finishing secondary school, getting a degree
	Reduced mental health difficulties and more appreciation for their bodies (not as ornaments but as enablers)	Reduction in number of participants attending therapy Reduction in number of participants missing school due to mental health Increase in participation in sport Increased confidence in their bodies		To be defined in consultation with stakeholders & in collaboration with 3rd level Institute
	Healthier attitudes towards their sexuality, gender and sexual relationships.	Self-reported healthier attitudes		Quantify link between wellbeing and economic uplift
	Resilience to stress, challenges and negativity and greater ability to find and implement solutions.	Self-reported resilience		To be defined in consultation with stakeholders & in collaboration with 3rd level Institute
	Girls adapt their behaviour and beliefs in a way that counteracts the negative influences to which they are exposed	Self-reported adapted behaviour		To be defined in consultation with stakeholders & in collaboration with 3rd level Institute
	Less rivalry and stronger communities, networks and allegiances amongst girls and women.	Reported improved communities, networks & allegiances		To be defined in consultation with stakeholders & in collaboration with 3rd level Institute

BENEFICIARIES	OUTCOME	POSSIBLE INDICATORS	POSSIBLE SOURCES OF DATA	POSSIBLE FINANCIAL PROXIES
TEACHERS	More engaged students	Reported improvements by teachers	Surveys Research Data Focus Groups	To be defined in consultation with stakeholders & in collaboration with 3rd level Institute
	Less bullying in the classroom			
	More collaboration and support between students / Less rivalry			
	Improvements in all the planned outcomes for the girls			

The SROI process involves quantifying the number of beneficiaries affected by each indicator, the value of that outcome to each beneficiary and, correcting for the deadweight, displacement, attribution and drop off² for each indicator, estimating the overall value of each outcome.

To date, TSP has completed evaluations and has received very positive feedback from the educational, mental health and business communities as well as parents and the girls they have worked with.

TSP conducted evaluations of all their workshops in 2017, 92% of participants marked the workshop 5 out of 5. The feedback showed that participants appreciated the authenticity of the personal story, and the interactive and collaborative tone of the workshop.

TESTIMONIAL

‘As a TY co-ordinator I have experienced many workshops and presentations over the years and this was one of the most worthwhile activities that I have ever attended. I booked The Shona Project for our 2nd and 3rd year students and the one word I would use to describe it is ‘powerful’. Tammy’s personal story, the carefully chosen videos and the interactive activities really made an impact on our students and provoked a lot of discussion both with students and staff. I would highly recommend it for SPHE or as part of a school health and well-being initiative especially for Junior Cycle students and maybe TYs. Every student should get to experience The Shona Project.’

Katherine O’Sullivan

*Presentation Secondary School
Waterford*

² **Deadweight** = What would have happened without the activity. **Displacement** = How much of the outcome displaced other outcomes. **Attribution** = How much of the outcome was caused by others. **Drop-off** = Accounts for possible reductions in outcome in future years.

SO FAR

92%

OF PARTICIPANTS GAVE THE
WORKSHOP A RATING OF

5/5

The expected **IMPACT** is “An Ireland where women are strong, confident and curious, live happy & fulfilled lives and play an active role in all sectors of society and the economy”. The planned activities are, in theory, laying the groundwork for the development of the beneficiaries, namely the girls participating and engaging, into such women, but it will be 5 – 10 years before these girls become mature women and this impact comes to pass. The measurement of the impact will have to be planned for the future. It is planned to conduct a study in 10 years’ time, in collaboration with a major 3rd level institute, to survey participants to assess whether or not this impact has come to pass for them. (Exploratory talks have already commenced with two Irish 3rd level institutes.)

It is recognised and acknowledged that social enterprise impact can be difficult to measure. There are a number of validated tools for well-being that can be considered for use. There will, in all likelihood, be an element of self-assessment and some benchmarking against “norms” for concepts such as confidence, fulfilment and playing an active role, but this will be decided in collaboration with the 3rd level institute.

In terms of quantifying the financial impact, at a macro level, it is well recognised that greater representation of women at all levels of society has a positive financial impact. It is well documented, for example, that companies with gender diverse management teams and boards outperform those without and a 2017 study by the European Institute for Gender Equality found that “improvements to gender equality would generate up to 10.5 million additional jobs by 2050 and the EU employment rate would reach almost 80%” and that EU Gross Domestic Product (GDP) per capita could increase by up to nearly 10% by 2050. If involvement with The Shona Project increases the likelihood that participants play a more active role in society, in theory, they will contribute to this uplift. The level of that contribution can be quantified in the afore-mentioned future study.

BUDGET & FINANCING

Based on the projected numbers of workshops and online modules and target pricing outlined under Market Analysis above, the following are our projected income and outgoings over the next 3 years.

	2019		2020		2021	
INCOME						
Workshops F1	€14,850		€7,500		€7,500	
Workshops F2 & F3			€15,300		€29,700	
Modules	Pilot		€5,000		€15,000	
Sub Total	€14,850	€14,850	€27,800	€27,800	€52,000	€52,000
Philanthropy & Grants		€49,950		€83,000		€120,570
Corporate Partnerships		€49,950		€83,000		€120,570
Merchandise		€0				€7,000
TOTAL INCOME	€114,750		€193,800		€300,340	
COSTS						
CEO / Facilitator	€50,000		€52,000		€54,080	
Facilitator 2 & 3			€20,200		€40,800	
Admin	€25,000		€25,500		€26,010	
Premises / Office running costs / Insurance	€6,000		€14,500		€19,475	
Equipment	€3,000		€4,500		€12,000	
Marketing Collateral	€5,000		€20,000		€30,000	
Design & Implementation – Online Modules	€8,000		€30,000		€50,000	
Content Creation – pay per blog	€3,500		€4,350			
Content Creation – staff member					€33,225	
Travel	€8,250		€16,750		€24,750	
Professional Services	€6,000		€6,000		€10,000	
TOTAL COSTS	€114,750		€193,800		€300,340	
SURPLUS						
		€0		€0		€0

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The Survival Kit for Girls