



209, Competent House, F Block, Middle Circle, New Delhi – 110001
E-mail: stefan.hermann@generations.org Contact: +91 8826 091364
www.generations.org

GenDerations Mentoring in India's Schools

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GenDerations Mentoring in India's Schools

"It is easier to build strong children, than to repair broken adults." free after Frederick Douglass

GenDerations programs are designed to address many of the major problems that trouble modern societies around the world by applying the art of mentoring. Broadly speaking, GenDerations' programs empower men and women, girls and boys, to achieve a deeper understanding of themselves and their role as members of society.

Especially in a world, where scientists predict, that 70% of those employed in the year 2050 will do jobs, which are not even invented yet, our future depends on broadening our vision of education.

"My experience with the GenDerations program was full of new learnings. I feel that emotional literacy is going to be the most important skill for the future (and present), and Stefan is among the best teachers in the field!"

Urmila Samson, mother of 3 children, organizer of the Principal's round-table and volunteer with GenDerations Mentoring on 2 pilot programs in Pune, India

Multi-national corporations have reflected for years that because of the lack of emotional literacy higher management positions are often out of reach for people from Asia; this syndrome is often referred to as the "bamboo ceiling". For any entrepreneurial endeavors emotional awareness is equally important.



GenDerations offers:

- internationally acknowledged certificates of community service hours in a field of emotional maturing and inner stability.
- a 4 year curriculum of fostering emotional intelligence.
- evaluations from Switzerland and the US stating the benefits for mentors and mentees alike.

Scientific evaluations in the US and Switzerland confirm: GenDerations' programs successfully bridge generational and gender differences while building of values around community, communication and collaboration.

GenDerations, the Organization

GenDerations Mentoring International is a registered non-profit organization based in Switzerland, Germany and the USA with additional partner organizations in Southern Africa; now we are operating in India too with GenDerations Founder Stefan Hermann residing in Pune. First pilots have been conducted successfully at DPS RK Puram in Delhi and Kaveri's Kalamadi Schools in Pune. The programs employed by GenDerations are designed to guide young boys and girls in their transition from adolescence to adulthood. GenDerations uses well-trained volunteer mentors to guide young people in acquiring a secure sense of identity, a mature orientation toward their lives, and the ability to recognize and articulate their feelings in resolving their own personal and interpersonal conflicts. GenDerations is an umbrella organization for four separate programs: Boys to Men, Girls to Women and the respective mentor enhancement programs Man to Men, and Woman to Women.



The program is loosely designed after BoysToMen (BTM) Mentoring founded in 1997 in San Diego, USA. The original chapter in San Diego is not only still existing with both founders actively involved, but it is thriving by running programs in 20+ local schools. As GenDerations we are drawing



on 30 years of practical experience in the field of youth mentoring. The photo shows BoysToMen founders Craig McClain and Joe Sigurdson (in blue), GenDerations Founder Stefan Hermann and BTM USA chairman Michael Bonahan at the

BTM Summit in Tuscon, AZ in the fall of 2016.

GenDerations is politically independent, non-sectarian, culturally inclusive and financially transparent.

GenDerations Mission/Vision for India

Our mission in India is: every child in India has access to a mentor circle AND every child is a mentor.

On a macro-level we aspire to create vibrant communities where men and women show up for boys and girls, fulfilling their natural role as mentors. We provide youth mentoring programs for boys and girls, age 9 through 17 plus the respective mentor enhancement programs for adults under the premise: every boy and every girl on this planet deserves to have a mentor and is required to be a mentor.



Our global vision: mentoring is established in all countries around the planet as an integral part of the educational system. Mentoring is reintroduced and culturally integrated as a societal practice.

Who We Are

We are incorporated as a 501c3 charitable organization in New Delhi/India, Bern/ Switzerland, Munich/Germany and Santa Barbara/USA. In South Africa our work is carried out by partner organizations.

Our founder Stefan Hermann (born 1959 in Germany) is a social entrepreneur living in Santa Barbara/California and Pune/India. He is a guest docent at the University for Social Pedagogy in Lausanne/ Switzerland. Before his social engagement he was a top 100 world-ranked pro tennis player, a successful businessman, published author with his book “FUTURING”, and business coach for multi-national companies. Stefan started numerous successful BoysToMen and GenDerations chapters around the world. During the past 12 years Stefan has toured in India for personal advancement, often multiple times per year. For many years his wife, world-renowned yoga teacher Siddhi has been on the faculty of the International Yoga Festival in Rishikesh. He is a grandfather to Sidney (16, himself very involved with GenDerations), Lina (5), Finja (10 months) and Joshua (7 months) as well as a parent to 6 adult children.

We are unique in that our focus is on establishing a sustainable mentoring practice, enhanced by an initiatory experience for youth to intentionally mark their transition from childhood to adolescence and adulthood. Our initial training weekend “The Owl” is for 9-12 year olds.



In our gender specific adventure weekends (ROPA) for kids age 12-17, through carefully crafted activities, we introduce the youth to positive traits of manhood and womanhood: connection to feelings, accountability, responsibility, respect, integrity, and service to a cause greater than self. We bring out the connection between the head and the heart, what we call "truth-telling".

Our funding is generated from a broad base of sources. Mentor and youth trainings, fundraising through government and foundation grants, parents and institutions like schools as well as private donors. One of our core principles is: no one gets declined from participation for financial reasons.

Goals and Objectives of the program

- Link youth to a community-based group mentoring program.
- Inspire youth to make constructive life choices through positive adult role-modeling and positive peer associations.
- Build the self-esteem, self-awareness, and personal accountability of the participants.
- Improve overall student scholastic, personal and relationships performance.

We intend participation in this program to help youth develop their general social skills, improve their ability and willingness to work with peers, enhance their self-esteem, improve their ability to manage anger and conflict, improve academic performance, lower their frequency of absenteeism, and demonstrate an understanding of accountability and consequences for their personal decisions.



Youth-related Programs of GenDerations

Parent Introduction Workshop

shows parents in an experimental way the value of the GenDerations work and encourages them to have their child participate. The workshop will provide information on the relevance of the program and the benefits in a highly competitive educational environment.

Adult Mentor Training

takes adults of all ages, parents, grandparents, counselors, principals, corporate employees with CSR programs and other stakeholders through a re-introduction to their own teenage years. It powerfully prepares adults to the concept of “holding space” for kids in a non-judgmental way and to meet teenagers eye-to-eye.

Peer Mentor Training

prepares senior students for group mentoring sessions with junior students. A certificate of participation is granted upon completion of the training. The nature of the training is interactive, experiential, physical, engaging, informative, empowering, reflective and fun.

Group Mentoring (Truth-telling Circles)

creating circles of trained adult mentors, peer mentors and junior students to offer support for successes, challenges, and questions about life.

The Owl Weekend

packed with fun, games, adventure, mystery, and stories “the Owl” thrills youth to engage in self-reflection and being appreciated for speaking “my truth” and “just being me”. Through a series of exciting and challenging processes, boys and girls learn for themselves lessons that will serve them for a lifetime. Whether a kid is confident on his/her path or struggling, (s)he will find the GenDerations approach opens new opportunities.



There is some gender-specific council work focused on the needs which make each gender group special. In joining as one circle these specific needs can be exchanged and listened to. Volunteer Mentors create an environment of physical and emotional safety. Fathers and mothers and especially grandparents are welcome to join the Owl weekend.

Rites of Passage Adventure (ROPA) Experience

intentionally launching youth on the path toward a solid and positive adulthood through a rite of passage adventure experience and other programs that empower them to access their inner resources, giving them practical tools, inspiring them to use these in daily life, and providing feedback and support as needed.

Core Elements

Safety

insuring the safety of youth and mentors is one of our highest priorities. All mentors who will have contact with youth in our programs will have successfully completed a criminal background check (where applicable). All GenDerations activities are to be supervised by extensively trained and certified staff, who have also had background checks.

LAMB

This is an acronym for how we interact with youth. We believe that a teenager's need is to be **L**istened to, **A**ccepted for who they are, need to see adults **M**odeling healthy behavior (or be held accountable, when not), and needs to be **B**lessed for who they are and who they will become. What we don't do is **FRAP**: **F**ix, **R**escue, **A**dvice and **P**roject on.



Consistency

in all our programs and events, we strive to be consistent in attendance, scheduling, and message. Many participants of our programs have experienced inconsistency in their relations with adults, resulting in separation, fears and judgments. Our intent is to give a positive experience of the adults showing up for the youth consistently.

Integrity

doing what one says one will do, or having ones actions match ones words. A person's word is his bond, s/he owns her/his mistakes and makes amends, when necessary.

Accountability

being honest about how one is honoring her/his commitments and agreements. If agreements are not kept, admitting that, cleaning up after oneself and making new ones.

Speaking Truth

ownership of feelings and comments through "I" statements and doing one's best to be truthful about our lives.

Self-Reflection

the practice of mentors and youth becoming aware of their choices and the effect these have upon themselves and others.



Respect

respecting oneself and others, especially in regards to gender differences and diversity.

Elders

acknowledging the wisdom, traditions and experience of our elders to help explore the way through life.

Community

supporting and looking out for each other, whether it be another person, a family member, or someone in our broader community.

Ritual and Celebration

as a way to experience and honor all goodness.

Collaborative Efforts

we acknowledge the service provided by other like organizations, and embrace the opportunity to compliment our activities with theirs, networking with local organizations, and with other Centers using the GenDerations model of initiation and support.

Service

we believe mature adulthood includes having a purpose greater than oneself that benefits the broader community.



GenDerations: a school-based mentoring program for India

GenDerations Program Synopsis

Our Intent

We are witnessing schools and parents in modern times burdened with a magnitude of objectives and tasks close to impossible to fulfill. Our program supports schools and parents in covering the emotional developmental needs of children as they are “coming of age” and seek to define their identity as young adults. We train mentors as a support structure for teenagers, who in the difficult times of growing older are doomed to overstep, hurting themselves and others in the process or causing damage and harm. We provide a safe and supportive experience for youth to explore the challenges and successes in their teenage lives as they go through the maturation process toward adulthood. To facilitate this, we will offer our considerable collective experience to present a series of truth-telling circles with content relating to a young person's life experience. The photo shows the Adult Mentor Training at KHS Ganeshnagar including principal Mrs. Pallavi Naik.





Logistics

We are suggesting:

- A program reaching all 6th standard students of a school for the duration of 4 years until they completed 9th standard. Depending on the structure and needs of the school the program can be adapted.
- Older students are being trained to mentor younger students in group mentoring sessions, usually once a week.
- A 4 hour introduction of the GenDerations program to parents and other stakeholders addressing the relevance of this program.
- After an 1 hour long introduction session to 8th standard students by GenDerations staff, a peer nomination process will identify potential peer mentor candidates for about a 1:2½-4 ratio of 8th graders to 6th graders/mentees.
- Peer Mentors are trained in 16 hours of awareness building and responsibility fostering experimental exercises and council work sitting in circle: the Peer Mentor Training. Max. number of students per training: 24
- Parents, school staff and counselors are introduced to the program by GenDerations staff. The Adult Mentor Training is offered.
- Pre- and post-questionnaires for students and parents help evaluate the program. Currently we are looking for a Pune university to evaluate the program scientifically for the 4 year duration to assess the long term impact and the benefits for all involved.
- After conducting the Peer Mentor Training the new peer mentors meet with the 6th graders in weekly circles of 90 minutes.



These “truth-telling circles” are attended by a max of 20 students total per circle (generally about 6x8th graders and 14x6th graders) plus the adult volunteer mentors and certified GenDerations staff. Each circle shall not exceed 26 persons.

- The understanding of the duration for the program is for 4 years per school, so that a 6th grader would have the consistency of 2 years as a mentee and 2 years as a peer mentor.
- The program is to begin at the start of school semester unless otherwise agreed.
- Circles or “sessions” are to be held during school hours.
- The program requires for at least 1 school staff to be identified and acting as a champion for it’s success. The responsibilities of the “champion” are defined in an MoU.
- Each participating student is charged between INR 6000 and INR 9000 per year (depending on the demographics of the school) for a full year engagement, collected by the school. The fee can be pro-rated for a lesser duration due to a later launch of the program during the school year.

Our experience with this program is it functions best if conducted during school hours.



General Roles and Responsibilities

The school and GenDerations agree to work together in the true spirit of partnership, to ensure that there is a united visible, administrative, and managerial commitment to the program. A Memorandum of Understanding needs to be created to reflect the roles and responsibilities of both GenDerations and the school.

Our Expectations and Hopes

We sincerely hope, and expect, that through participation in this program, youth will work on their social skills, improve their ability to work with peers, enhance their self- esteem and conversational skills, show improvements in their ability to manage anger and conflict, improve their academic performance, lower their frequency of absenteeism, and demonstrate an understanding of accountability and consequences as a direct result of their personal decisions.

We are very excited about, and committed to, conducting a successful and rewarding program for all concerned. We hope to have a presence at your school throughout the school year, introducing new students to the program and creating ways to keep participants involved.

It is our expectation that some program participants will attend our Owl weekend and/or ROPA weekend adventure events, as well as other events sponsored by GenDerations, and bring what they learn back to their peers in appropriate ways. However, these activities are extra curricular and the fee charged does NOT include these events.



Next Steps

We suggest a meeting between GenDerations staff and school staff with the following as topic items:

- agreeing to a general memorandum of understanding that outlines the program, including roles and responsibilities, while not intending to be a contract;
- reviewing the program plan and content;
- agreeing on logistics, start and end date, frequency and time of circles and location and the tuition;
- discussing the role of parents, how this program will be presented to them, and what contact GenDerations will have with them;
- agreeing on security measures;
- discuss metrics and measurements to assess the effectiveness of the program.



Group Structure and General Curriculum

A Typical Circle Agenda – (90 minutes)

5-15 minutes - check-in with name; a current feeling; a challenge; a success. Help to encourage involvement and develop feelings vocabulary.

10-20 minutes - group agreement review; clarity process (if necessary)
Review of group agreements and recommitting.

The following includes a description of a typical circle agenda, a possible eleven-week curriculum, and the Group Agreements which guide group interaction.

30-45 minutes - topic discussion or following up on a check-in topic. A mentor introduces the topic by telling a story from her/his life. S/He models truth-telling and how to be vulnerable without feeling shameful. Then the students are invited to share their feelings and experiences on the topic.

5-10 minutes - check-out: name; a feeling; something gained from today's group. Creates participation, naming feelings, and sense of success.



Sample Curriculum

The following is a suggested outline covering the initial eleven weeks of a school semester; hereafter the students generally generate the topics of each circle themselves. It is our experience having a topic focus for each session helps us create a meaningful experience for the students. The following is a suggested outline. There also many be times when a child brings an issue that needs immediate attention, and because of the benefit to all, we will often alter the planned content to address that situation. In each session, where appropriate, the mentors will share their personal experience with the topic.

Week 1 Introduction - Trust

This first session is about introducing the purpose of the group. We tell the story of the lost tradition of Rites of Passage into adulthood, and how adults can support youth get some of the important tools s/he will need to become a mature person. The GenDerations staff introduces themselves, and describe why they are involved. We'll talk about the importance of trust in all relationships and how, in each session, we first "build a safe container" to hold the groups' truth-telling. We introduce the Group Agreements and get everyone's commitment to honor them.

Week 2 Topic: Integrity and Accountability

We define integrity as an internal feeling of being comfortable with ones actions. Being the person you want to be by living up to YOUR expectations of what it means to be a good man or women. We define accountability as living up to ones agreements with others. We lead a discussion on where in our lives are we living in integrity and accountability and where are we not. How does each feel and what are the consequences in terms of self-respect and in our relationships? In this session we'll introduce the Clarity Protocol - a process to reveal and clear up any "issues" between or about people inside or outside the group.



Week 3 Topic: Honesty

We begin with a discussion about different kinds of honesty – How we behave when seen by someone else, and what we do when no one is there to see. We talk about the importance of being true to self and values. We invite the youth to describe a time when they were honest, when they weren't. We bring the following kinds of questions: How does it feel to get away with being dishonest? What is the cost of lying? What harm is done? Is it better in the long run to tell the truth?

Week 4 Topic: Admiring people - who are your heroes?

This session begins with a discussion about the people we admire as our heroes, and those who are not good role models. We ask the youth to describe the qualities that attract them and which qualities they feel are not congruent with who they want to become. We ask them to name a person in their immediate lives who fit these qualities and who they admire. We'll try to create a composite of what an honorable person could be today that they would like to emulate.

Week 5 Topic: Owning Our Strengths

In this session, participants name at least one thing they are proud of about themselves – serious bragging is encouraged. The rest of the group affirms the “braggers.” We then discuss how we each have unique abilities and the importance of how we use them. We discuss the feeling of self-esteem and the power of supporting others and being supported.

Week 6 Topic: Belonging

This session is about being included or excluded, why it feels it's important, and the cost to individuals who are “left out.” A mentor tells a story about belonging that introduces ideas of feeling different or left out, gangs, clubs, or cliques. We drive a discussion about where the youth feel they belong, or fit in, and where or how they feel left out? We ask them to share their experience of feeling different?



Week 7 Topic: Anger

This session is about anger and the idea of anger management. We bring the questions: What does "getting mad" look like, feel like? What is the difference between being angry and rage? What are the little and big things that make you angry? We ask the youth to describe when they were really angry about something and what happened? We ask them to look at how well they managed the situation, if at all, and what were some of the consequences of their anger? We invite the group to decide what kinds of anger are okay or not, and is there a way to be angry in a good way?

Week 8 Topic: Bullying

In this meeting we want to define bullying from the perspective of both the victim and the perpetrator. The mentors share an experience of bullying or being bullied. We then ask the participants what their experience with bullying has been. We ask them to describe the effects of bullying on the bully, the victim, the school environment? We invite a discussion about why people bully others, and their ideas for successful ways to counter bullying? We raise the ideas of using humor to make fun of people of color, different sexual orientation, body image (fat/ short/ etc.) or women as acts of bullying.

Week 9 Topic: Goal Setting

This week we encourage the participants to share a dream for their future, or to create one. A mentor shares an experience of having a dream and seeing it through, maybe having to overcome negative self-talk or discouragement from others. We invite the young people to risk sharing a dream and the mentors give them acceptance, admiration, and encouragement. Make this fun by using a prop such as a rugby ball to toss to the next dream-weaver who is ready to go!



Week 10 Topic: Becoming a mature person

We discuss the Rite of Passage Adventure Weekend as it has been practiced in cultures around the world. We'll discuss the question about when you actually become a mature, responsible person. We'll ask them to decide if you become an adult because you get older, or if some other criteria must be met. We'll ask the question, "How do you know when you have crossed the line into adulthood?" This session would best be conducted in gender specific circles.

Week 11 Topic: Completion

On the topic of completion we'll talk about different kinds of endings in people's lives and how they were handled and the feelings that have come up. We'll explore aging, moving, relationship endings, losses to death, divorce, or friends moving away. The second half of the session will focus on their feelings about this group ending eventually. We'll discuss what they liked best, least, and if they'd like to continue the group. We'll make time for the closing survey if it's being used.



The Group Agreements

All participants, mentors and youth, must indicate they accept these agreements as a condition of group membership:

What is said in the group stays in the group - The only exception to this is mandatory reporting requirements. Everything else said will be kept within the members of the group. Participants will not share anything they hear in group, with friends, parents or school staff. This is the most important trust-building agreement.

Be honest - No one is ever forced to speak or participate. When participants do speak, they agree to tell the truth. All subjects and expression of feelings are welcome. By sharing our stories we learn we are not as alone as we may think.

Show Up - The power of this group is based in the commitments we make to each other. If someone chooses to skip group for any reason, they will attempt to contact one of the facilitators to "check out." We all do our best to face the challenges in our lives. But we don't have to do that alone. When participants show up for group they give themselves and others a gift.

Respect ourselves and others - Participants commit to listen when others are speaking, to trust others are telling the truth and to take their remarks seriously. All participants will avoid putting anyone down, including themselves. Students will also respect themselves by applying themselves academically. It is understood that passing all classes is necessary for participation in this group.



Additional Discussion Topics

During the course of the year, these topics might also be introduced:

- What is your dream? What are you doing to achieve that dream?
- What is going on at your house?
- Have you experienced divorce, father absence or parent neglect?
- Father-mother talk. Are your parents positive or negative role models?
- What help do you need? How can this group support you?
- What masks do you wear to hide what is really going on inside you?
- What are your greatest strengths? What are your weaknesses?
- Have you done anything because of peer pressure? How did that feel?
- What positive choices are you making? What poor choices are you making?
- Are you doing your best in school? If not, why, and what can you do better?
- What is the one thing you want to change or improve about yourself.



Evidenced-Based Practices For a GenDerations Site-Based Program

Collecting Program Measures

Data collection is an important part of all GenDerations programs for several reasons. As a responsible non-profit we adhere to evidence-based practices for our programs so we can show how our work changes lives. School administrators will likely not allow us into their schools if we can't show how it positively affects their students and their overall performance.

Once collected, we will use this data to expand our program into more schools, and to encourage funders to financially support GenDerations.

Some of the data-gathering methods we suggest using are:

1) Keep Attendance Records

At each group meeting, record who was present, and how many students from each grade level.

2) School Metrics Gathered Before & After

Each school keeps data on a students' attendance, grades, and disciplinary actions. These are the metrics the schools themselves use to gage progress, so it makes sense we would too. Every effort needs to be made to gather these statistics on the GenDerations group participants at the start of each group series, and at the end. At the start we can see how they performed the previous semester; at the end we can measure their progress.



To respect confidentiality, these statistics, when used for public reporting, will be kept anonymous. Participants may be referred to by number, and statistics will be compiled to give percentages of change in each metric category.

These statistics, together with the subjective data we collect with surveys and testimonials, can point to the effectiveness of the GenDerations program, as they have in other cities and countries using this model.

3) Before & After Questionnaires for students and parents

GenDerations will furnish questionnaires that can be completed by the student at the first session, and again at the last session. This survey will have subjective questions allowing the student to self-evaluate on a number of behavioral measures. In addition, the survey will collect demographic data, anonymously, that will aid GenDerations specific to up-dating the program, adapting culturally and funding.

4) Testimonials

Another subjective measure is what the youth themselves say about the program. At the end of each semester they can be asked for a sentence of two to describe what they got out of the experience, in their own words. While not objective data, these kinds of testimonials, when combined with other measures, help to describe the positive outcomes from group participation. We ask that these testimonials be identified in some way - either with initials or first name of the student.

We typically collect many short video clips of students, volunteers and parents talking about the program.



Sample Parental Letter

Dear Parent or Guardian,

Your child has been selected through a peer nomination process to participate in a internationally acclaimed program being offered at the school by GenDerations Mentoring, a youth mentoring organization active in India, Africa, Europe and the USA. A good reason to be proud of your child. Congrats!

The GenDerations program applies a group mentoring approach. Your child will have the opportunity to attend a weekly mentoring session of about 6 adult trained facilitators and 20 students, 8th and 6th graders. The group will discuss some of the common challenges facing teenagers moving toward adulthood. They will explore general themes such as integrity, peer pressure, accountability, respect, positive anger expression, healthy relationships, goal setting, as well as the current life issues the youth bring to the group. All aspects of this group experience are completely voluntary and there is no requirement for any child to actively participate.

Initially 8th graders will go through a 16 hour Peer Mentor Training to prepare them for their role in the circles. Adult mentors from GenDerations have been trained, and have extensive experience in running support group circles for youth..

"My experience with the GenDerations program was full of new learnings. I feel that emotional literacy is going to be the most important skill for the future (and present), and Stefan is among the best teachers in the field!" Urmila Samson, mother of 3 children, organizer of the Principal's roundtable and volunteer with GenDerations Mentoring on 2 pilot programs in Pune, India

At the end of the program, each student will get a certificate from GenDerations mentioning the number of community service hours, which eventually holds credibility in getting admissions to B-schools and foreign universities. Peer mentors will receive a separate certificate acknowledging their additional service and their community involvement.

The school administration will thrive to have your child's academic performance NOT be negatively affected. As a matter of fact, scientific studies of our program prove that your child's grades will likely improve out of participating in the program.

Parent feedback from our previous pilot programs at DPS RK Puram in Delhi and at KHS Kalmadi Schools in Pune shows that parents as well as their children are very fond of our programs.



“The peer training not only brought me closer to my own family, but it gave me positivity and rejuvenated me.” Aryan Kushagra Singh, student, DPS RK Puram.

Each participating student is charged between INR 6000 - INR 9000 per year.

Some student and parent feedbacks:

- 96% of students said BTM/GenD has helped them care about peoples’ feelings.
- 78% of students said that BTM/GenD has helped them go to school more often.
- 90% of students said BTM/GenD helped them to do better in school.
- 100% of parents strongly agree BTM/GenD is a good thing for their child.
- 91% of parents agree their child is happier since participation in BTM/GenD.
- 90% of parents agree their child seems more mature since BTM/GenD.

If you would like your child to participate, please sign the consent form on the next page and have your child return it to the school as soon as possible along with a payment for the years tuition. If you have any questions, please contact the school administration.

To learn more about GenDerations please visit www.genDerations.org



GenDerations Mentoring a school-based mentoring program Parent/Guardian Consent Form

Your permission is needed for your child _____ to participate in the **GenDerations** program being offered at the school.

The group's facilitators will keep all information shared in the group confidential, except where there is either ethical or legal responsibility to limit confidentiality. For example, the following information, if shared, will result in parent notification:

1. Information about hurting or intending to hurt him/herself or another person.
2. Information about child abuse of any kind.

By signing this form, I give my informed consent for my child to participate in the GenDerations group. I understand that:

1. the group will provide an opportunity for my child to learn and practice positive behaviors, make new friends, and
2. anything group members share during the group will be kept confidential by the group leaders and other children, except the above mentioned issues.
3. I grant GenDerations the right to use, reproduce, assign, and/or distribute photographs, comments, videotapes, sound recordings and other social media methods for use in any materials GenDerations creates and uses for any appropriate and legal purpose.



Enclosed with this form I am providing payment of INR _____ for a one year tuition for my child. This program is designed to keep 8th graders for 2 years and 6 graders for 4 years in the program. You may opt out of having your child participate for more than the first year. If you want your child to continue after the first year, the tuition will be consistent at INR _____ per year.

Parent/Guardian _____

Date _____

Parent/Guardian _____

Date _____



Sample Memorandum of Understanding

GenDerations Mentoring Memorandum of Understanding

WHEREAS, GenDerations Mentoring and _____

(Name of School)

have agreed to enter into a collaboration to provide a program of facilitated, support group services for youth. This Memorandum of Understanding describes the actions each party will contribute to this collaboration.

NOW, THEREFORE, following roles and responsibilities:

1. The staff of GenDerations will provide:

- a short introduction to the interested parents and other stakeholders about GenDerations.
- Inviting those interested to a half day workshop on GenDerations Mentoring.
- Trained adult facilitators.
- The GenDerations Peer Mentor Training
- During the school semester, weekly circles led by GenDerations facilitators of 90 minute duration. See attached curriculum outline.
- Pre and post assessment tools, in cooperation with the school and possibly a university, for each student involved in the program.
- The option for students to attend additional GenDerations programs like the Owl Weekend and the Adventure Weekend (ROPA)



2. The school will provide:

- Access to 160 6th graders and 8th grader peer mentor candidates in the ratio 2½ -4:1 for each of 4 years at a charge of INR _____ per year/student.
- At least one dedicated person, school staff or counselor, also called a “Champion”, who supports the program unconditionally and is committed to the success of the program.
- Access to a meeting room on school site.
- A meal/snack for GenDerations staff and volunteers after each circle
- Pre and post program assessment, in cooperation with GenDerations, for each student involved in the program.
- Access to background information about student participants, as necessary, through a school staff member.

General Goals of the Collaboration

- Link youth to a community-based group mentoring program.
- Inspire youth to make constructive life choices through positive adult role- modeling and positive peer associations.
- Build the self-esteem, self-awareness, and personal accountability of the participants.
- Improve overall student scholastic, personal and relationships performance.



Expected Outcomes

We expect participation in this program will help youth to develop their general social skills, improve their ability and willingness to work with peers, enhance their self- esteem, improve their ability to manage anger and conflict, improve academic performance, lower their frequency of absenteeism, and demonstrate an understanding of accountability and consequences for their personal decisions.

This Memorandum of Understanding will be in effect from _____ -
to_____.

For the school: _____

Date: _____

For GenDerations: _____

Date: _____



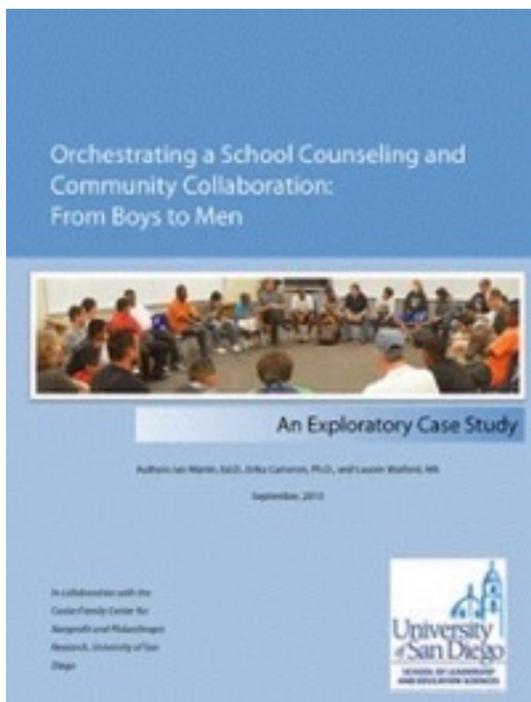
Evaluations

University of San Diego

Case Study of BoysToMen (BTM)/ GenDerations (GenD)

Because at-risk youth are more likely to experience failure in school or drop out, schools continue to look for effective interventions for school-related problems affecting at-risk youth. Proponents of mentoring programs hypothesize that mentoring programs could be part of the answer to these problems; however, little research has been conducted evaluating the effectiveness of mentoring programs collaborating with schools.

The BTM/GenD and middle school collaboration offers a great opportunity to investigate the relationship between mentoring and school counseling





Significance and Rationale

The children in the program are particularly at risk of missing school, low school achievement, being held back, acting out behaviorally, dropping out of school; and adversely affected by poverty, violence and substance abuse.

Impact on Participants

BoysToMen/GenDerations positively influences student behavior –

There are less high level infractions at school, kids are happier, have a more positive outlook on life, have improved self- esteem, and engage in less risk-taking behavior. BTM/GenD participants show improved grades, increased attendance, and higher school engagement.

Conclusion

The case study findings indicated that program participants were able to improve academic performance, behavior, and relationships with adults.

These results, taken into context with the challenges associated with this population, **should spark a sense of hope and urgency** in implementing similar programming in other high-need schools.

Based upon these findings and factors, we highly recommend investing in the further development, research and evaluation of the GenDerations organization.



Study Results

Students

- 96% of students said BTM/GenD has helped them care about peoples' feelings.
- 78% of students said that BTM/GenD has helped them go to school more often.
- 90% of students said BTM/GenD helped them to do better in school.
- 95% of students said BTM/GenD makes them feel better about themselves
- 91% of students said BTM/GenD has positively changed how they view the future

Parents

- 100% of parents strongly agree BTM/GenD is a good thing for their child.
- 91% of parents agree their child is happier since participation in BTM/GenD.
- 90% of parents agree their child seems more mature since BTM/GenD.
- 81% of parents agree their child cares more for others since BTM/GenD.
- 90% of parents agree their child's self-esteem improved since BTM/GenD.



University of Zurich



Evaluation of BoysToMen Berne “Open Program”

This is a one-year, third-party, independent study by the Institute of Educational Science, sponsored by the National Board for Integration of the Country of Switzerland, costing \$42,000. The report was 42 pages in length.

Summary of Conclusions

The attached research study shows that BoysToMen/GenDerations is a unique program not otherwise available in Switzerland. Our current research confirms the basic, underlying assumptions of this project: that our youth do not generally find adequate adult mentorship, with whom they can discuss matters specific to their needs and issues that arise in their social environments.

The mentor participants generally have shown tremendous excitement and enthusiasm for the BoysToMen/GenDerations programs. Their positive evaluations are based on a number of factors. One factor is the personal growth resulting from the challenge of liberating oneself from the ingrained socialization and role stereotypes associated with gender.



BoysToMen/GenDerations offers a platform from which mentors can support their process of self-development by confronting the crisis points in their personal biographies. BoysToMen/GenDerations offers its volunteer mentors opportunities to find meaning in their lives, and to make progress in the definition of their own identities.

The large majority of the youth involved report fondly on their experiences. They especially value the openness and dedication of the mentors. Most youth are highly impressed by the willingness of successful adult mentors to show themselves in a very personal fashion. The evaluation of the adventure weekend results in very positive statements. The very tangible display of archetypes provide them an opportunity explore their inner aggression, to surface long lost emotions, and to find themselves authentically.

We would, therefore, highly recommend the continued funding of this project as nowhere in Switzerland is such a program otherwise found, where youth are provided with the opportunity to engage in meaningful relationships with adults, who dedicate themselves to this task of supporting and encouraging their growth.



Gender Equality Office, Kanton Zurich

To whom it may concern,

On the 2nd of February, 2013 I had the pleasure and opportunity to attend a GenDerations workshop on the topic of gender equality at Glarisegg Castle, near Lake Constance facilitated by Stefan Hermann and Doris Mumenthaler. I was very impressed by the sensitivity, equanimity and consciousness of the men and women that will be facilitators of the GenDerations program.

Their ability to recognize and reflect upon their own behavior patterns, their own gender-related reactions, and the respectful way in which they dealt with each other and people in general left a very positive impression on me.

I definitely would encourage support of this project. Remember, I was rather skeptical from the onset.

I would be happy to offer more in-depth feedback upon request.

Best wishes,

Helena Trachsel, Managing Director

Office for Gender Equality of the Kanton Zurich

Neumuhlequai 10, Postfach, 8090 Zurich

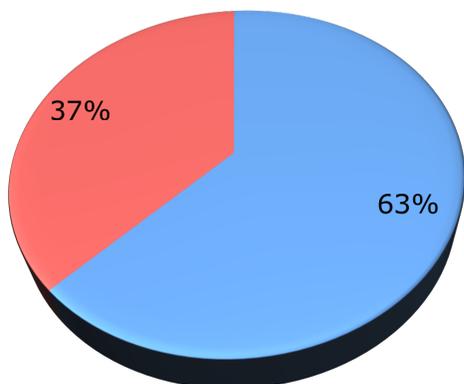


Quotes from the students and adult volunteers

- "A new way of looking at life." student, Kalmadi High School Ganeshnagar Pune.
- "The GenDerations Peer Mentor Training has helped me become a better person. I learned how to better deal with my problems, and how to contribute to others dealing with their problems." Shreyas Kishore, student, DPS RK Puram.
- "Made me realize I am a emotional person." student, Kalmadi High School Aundh Pune.
- "Best 4 days of my life." student, Kalmadi High School Aundh Pune.
- "Increased my confidence." Student Kalmadi High School Aundh Pune.
- "GenDerations has changed my mindset a lot: I learned about a part of myself, which was hidden to me. A real breakthrough in my life." Kautiya Kamal Burahohain, student DPS RK Puram.
- "Stefan's work has taken a burden off of me. No one ever asked me about my problems in childhood. I feel lighter and have more power." Devesh Kumar, 21 years old, Staff DPS RK Puram.
- "The Mentoring program has changed my perspective towards life and has left an indelible impact on my soul. Through such minute and interactive activities, very important issues were dealt with the utmost care, patience and love. Thank you Stefan for this amazing experience." Vishesh Singh 19 years old, Staff DPS RK Puram.
- "I would grade this mentoring program at a A+ in all respects. I am not aware that anything like this program exists is India." Raju Dhar, Adult Staff DPS RK Puram.

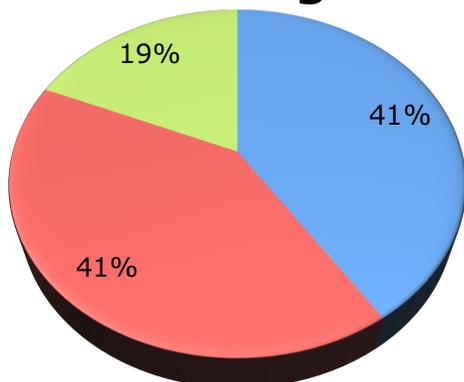
Student's feedback from GenD pilot program in KHS Ganeshnagar
 Date - January- March, 2017

GenD helpful to me



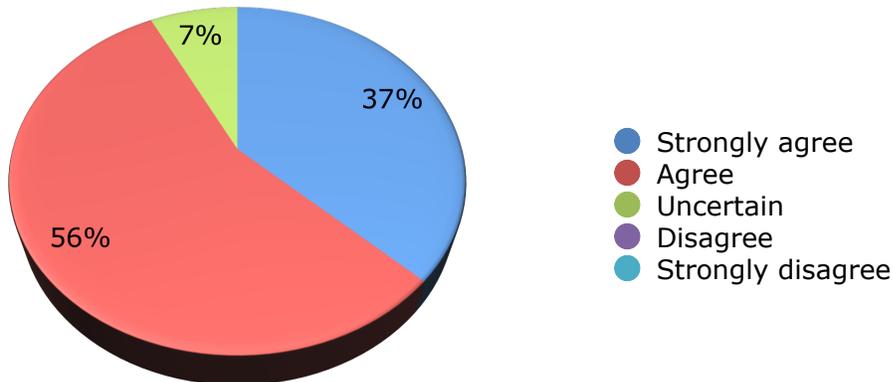
- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

Less angry and ability to deal with anger

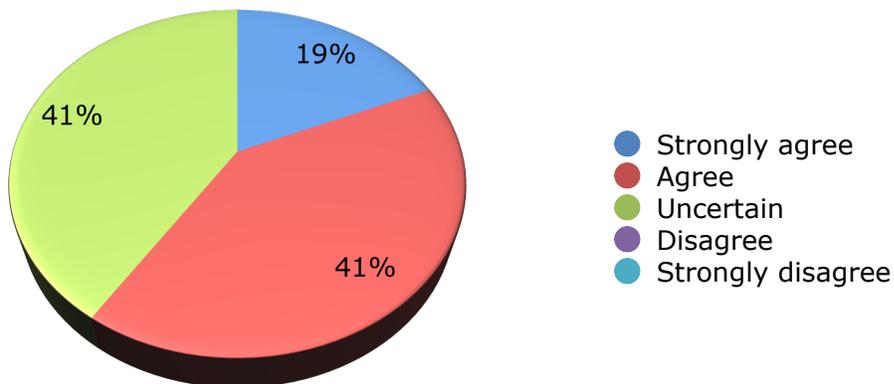


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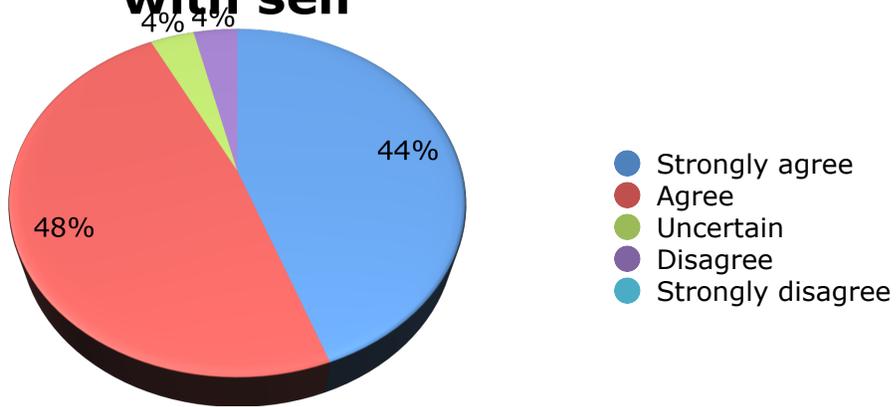
Aware of how others feel



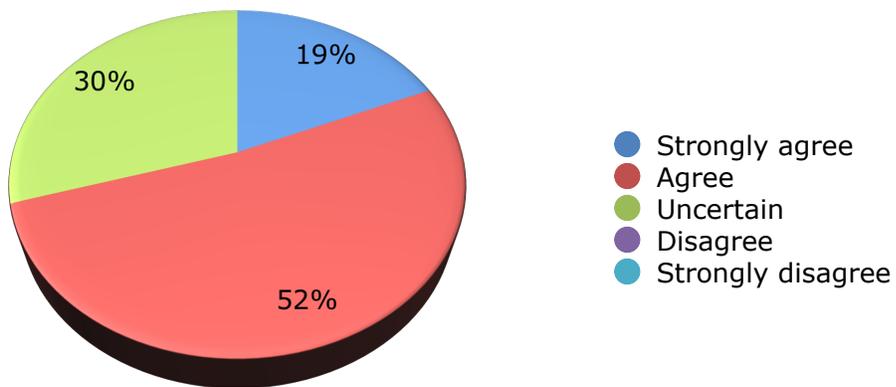
Less stressed



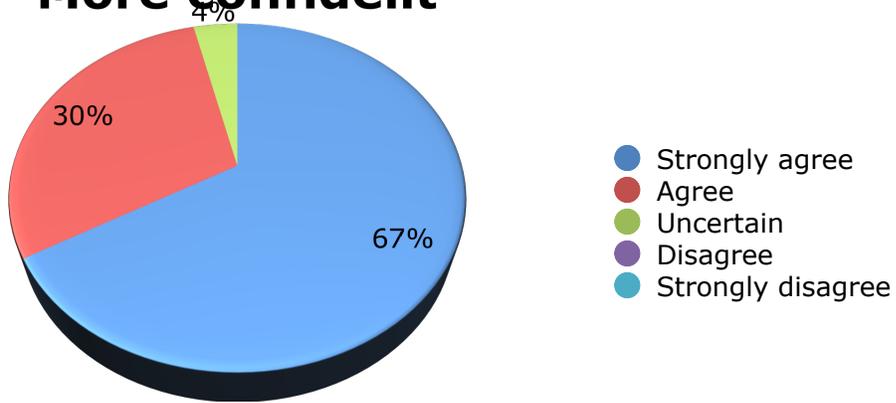
More honest with self



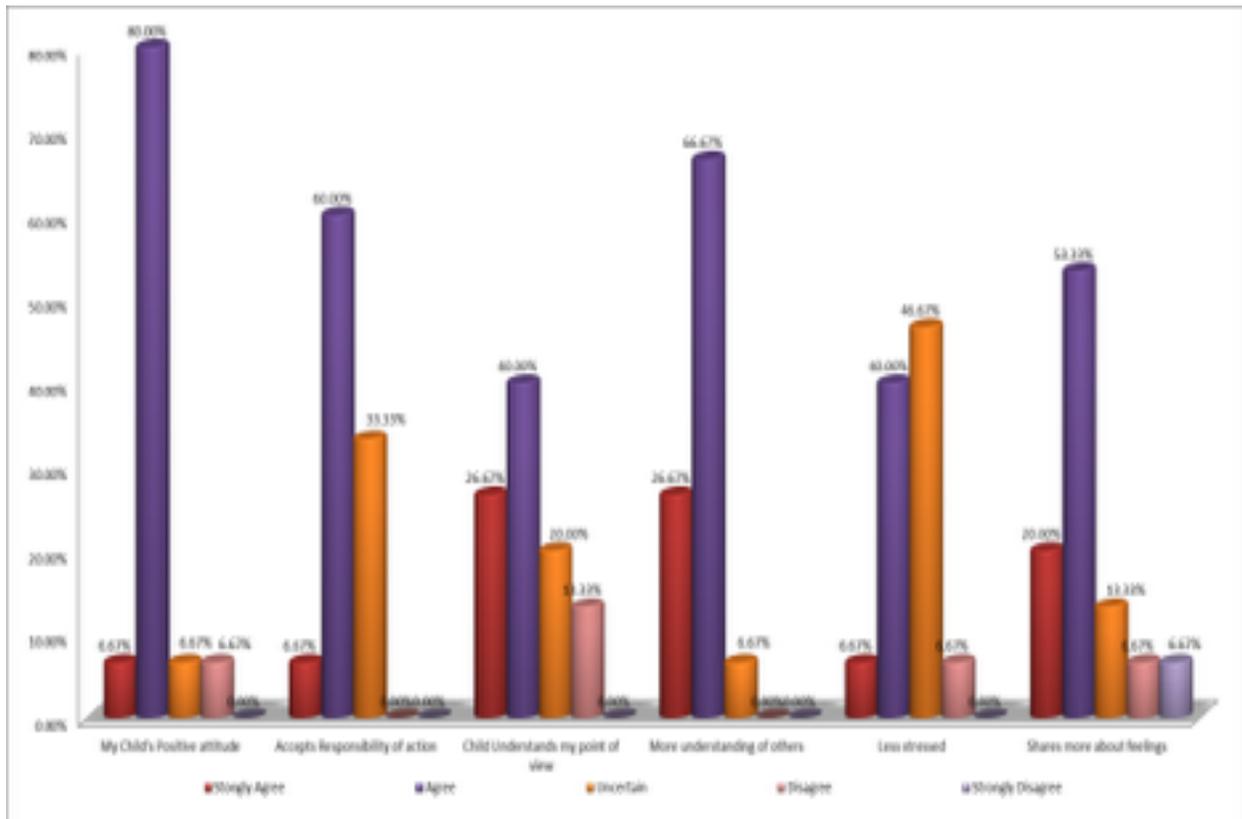
More honest with others



More confident



Parent's feedback from GenD pilot program in KHS Ganeshnagar
 Date - January- March, 2017





Notes

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