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Doorways II: Community counselor training manual on school-related gender-based violence prevention and response

Washington DC: USAID, 2009. 203 p.

Title other languages:

Doorways II : Manuel de formation du conseiller en développement communautaire. La prévention et la réaction face à la violence basée sur le genre en milieu scolaire

Abriendo Puertas II: Manual de capacitación para consejeros comunitarios. Prevención y respuesta a la violencia de género relacionada a la escuela

Doorways II: Community counselor training manual on school-related gender-based violence prevention and response (in Arabic)

Doorways II: Community counselor training manual on school-related gender-based violence prevention and response (in Russian)

Organizations:

United States Agency for International Development, USAID

Description:

The Doorways program is a series of manuals targeting three key audiences: teachers, students and community members. These three groups can create a critical mass in schools that will bring about transformative, lasting change. Working at the community level is central to making schools safe, and the Doorways program can be integrated into any comprehensive national or local plan to reduce gender violence. There are three manuals in the Doorways program: Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response was designed for students to improve their resiliency and self-efficacy and to help them prevent and respond to SR GBV. Doorways II: Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response was designed to train community members to help prevent and respond to SR GBV by instructing them in basic listening skills and response procedures. Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response was designed to train teachers to help prevent and respond to SR GBV by reinforcing teaching practices and attitudes that promote a safe learning environment for all students.

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