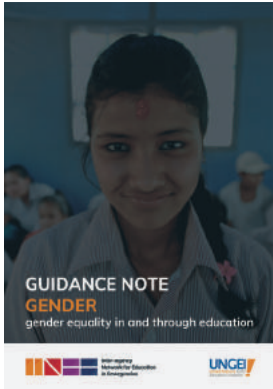
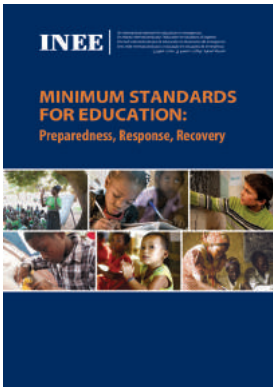


1.4 Background standards and guidelines

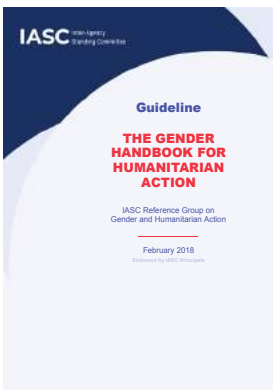
The EiE-GenKit provides practical guidance and strategies for action that build on and complement the foundational principles and standards described in the following resources:



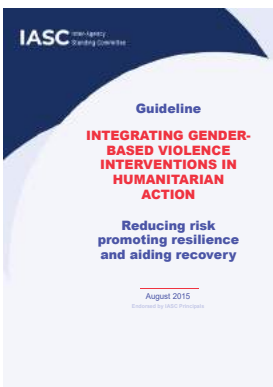
[INEE Guidance Note on Gender](#): An update to the 2010 Gender Pocket Guide, this document offers guidance on delivering education in a gender-responsive manner for anyone involved in providing EiE as part of an emergency preparedness, response, or recovery situation. The EiE-GenKit offers practical tools for implementing this guidance.



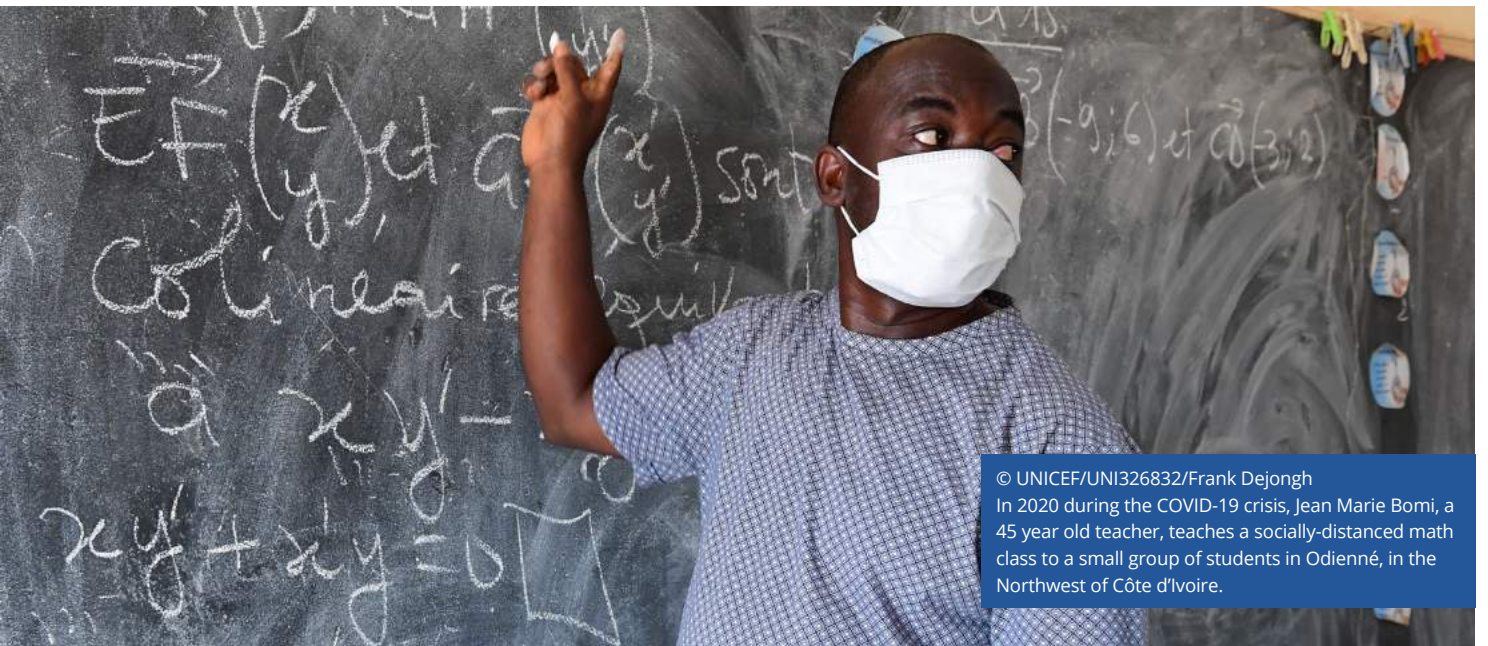
[INEE Minimum Standards for Education: Preparedness, Response, Recovery](#): This handbook (abbreviated to the INEE Minimum Standards, or INEE MS) provides a comprehensive framework for quality education in emergency preparedness, response, and recovery. It covers five core domains of education programming: (1) community participation, analysis, and coordination; (2) access and learning environment; (3) teaching and learning; (4) teachers and other education personnel; and (5) education policy. The INEE MS Core Domains are a central and guiding set of standards throughout the EiE-GenKit and are referenced in each tool.



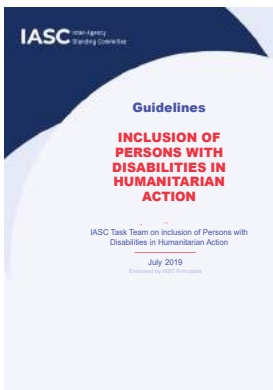
[IASC Gender Handbook for Humanitarian Action](#): This handbook sets out the rationale for integrating gender equality into humanitarian action and provides practical guidance for doing so across sectors. The content of the EiE-GenKit builds on key principles and recommendations from the handbook's chapter on education.



[IASC Guidelines for Integrating Gender-Based Violence Interventions into Humanitarian Action](#): These guidelines assist humanitarian actors and communities affected by emergencies to coordinate, plan, implement, monitor, and evaluate actions for the prevention and mitigation of GBV. It contains 13 sector-specific thematic area guides (TAGs). The education TAG provides guidance for education actors that we build on throughout the EiE-GenKit.



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 In 2020 during the COVID-19 crisis, Jean Marie Bomi, a 45 year old teacher, teaches a socially-distanced math class to a small group of students in Odienné, in the Northwest of Côte d'Ivoire.



IASC Guidelines: Inclusion of Persons with Disabilities in Humanitarian Action: The guidelines set out essential actions that humanitarian actors must take in order to effectively identify and respond to the needs and rights of persons with disabilities who are most at risk of being left behind in humanitarian settings. There is a specific chapter on education and its key considerations are reflected throughout the EiE-GenKit.



Guidance for Developing Gender Responsive Education Sector Plans: This guidance helps countries put in place gender-responsive policies, plans, and learning environments. Tools include background information and a series of practical exercises on how to conduct gender-sensitive quantitative and qualitative data collection, analysis and interpretation, and on using the findings to enhance the sector planning process. The EiE-GenKit builds on the gender framework and principles contained in this document.



Global Guidance on Addressing School-Related Gender-based Violence: This provides information on addressing SRGBV, targeting governments, policy-makers, teachers, practitioners, and civil society. It introduces methodologies, tools, and resources that have shown positive results in preventing and responding to SRGBV. The EiE-GenKit incorporates these approaches throughout the tools and guidance.