The INEE Minimum Standards’ Linkages to the Sphere Minimum Standards

Coordination and collaboration between education and other humanitarian sectors is essential to ensure an effective response that addresses the rights and needs of all learners. This document highlights the relationships between the INEE Minimum Standards for Education: Preparedness, Response, Recovery and the Sphere Minimum Standards in Humanitarian Response in order to provide a cohesive outline of an integrated, multi-sectoral response.

### COMMUNITY PARTICIPATION

<table>
<thead>
<tr>
<th>INEE Community Participation Standard 1: Participation</th>
<th>Sphere Core Standard 1: People-centered Humanitarian Response</th>
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</thead>
<tbody>
<tr>
<td>Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring, and evaluation of education responses.</td>
<td>People's capacity and strategies to survive with dignity are integral to the design and approach of humanitarian response.</td>
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### ANALYSIS

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<thead>
<tr>
<th>INEE Analysis Standard 1: Assessment</th>
<th>Sphere Core Standard 3: Assessment</th>
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<tbody>
<tr>
<td>Timely education assessments of the emergency situation are conducted in a holistic, transparent, and participatory manner.</td>
<td>The priority needs of the disaster-affected population are identified through a systematic assessment of the context, risks to life with dignity, and the capacity of the affected people and relevant authorities to respond.</td>
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<tr>
<th>INEE Analysis Standard 2: Response Strategies</th>
<th>Sphere Core Standard 4: Design and Response</th>
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<tbody>
<tr>
<td>Inclusive education response strategies include a clear description of the context, barriers to the right to education, and strategies to overcome those barriers.</td>
<td>The humanitarian response meets the assessed needs of the disaster-affected population in relation to context, the risks faced, and the capacity of the affected people and the state to cope and recover.</td>
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<tr>
<th>INEE Analysis Standard 3: Monitoring</th>
<th>Sphere Core Standard 5: Performance, Transparency, and Learning</th>
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<tbody>
<tr>
<td>Regular monitoring of education response activities and the evolving learning needs of the affected population are carried out.</td>
<td>The performance of humanitarian agencies is continually examined and communicated to stakeholders; projects are adapted in response to performance.</td>
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<th>INEE Analysis Standard 4: Evaluation</th>
<th>Sphere Core Standard 5: Performance, Transparency, and Learning</th>
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<td>Systematic and impartial evaluations improve education response activities and enhance accountability.</td>
<td>The performance of humanitarian agencies is continually examined and communicated to stakeholders; projects are adapted in response to performance.</td>
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### ACCESS AND LEARNING ENVIRONMENT

**SPHERE Minimum Standards in:**
- Health Action may be cross-referenced to promote a range of education opportunities for community members.
- Food Security and Nutrition may be cross-referenced to address the nutritional and short-term hunger needs of learners.
- Shelter, Settlement and Non-Food Items is essential for public buildings and services, including schools.
- Water Supply, Sanitation, and Hygiene Promotion are critical to ensuring that a lack of access to these services at schools does not present a barrier to education.

#### INEE Access and Learning Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

**Key Actions:**
- A range of formal and non-formal education opportunities are progressively provided to the affected populations to fulfill their education needs.
- Through training and sensitisation, communities become increasingly involved in ensuring the rights of all members to a quality and relevant education.
- Learners have the opportunity to safely enter or re-enter the formal education system as soon as possible after any disruption caused by the emergency.

#### Sphere Shelter and Settlement Standard 1: Strategic Planning

Shelter and settlement strategies contribute to the security, safety, health, and well-being of both displaced and non-displaced affected populations and promote recovery and reconstruction where possible.

**Indicators Include:**
- Shelter and settlement solutions to meet the essential needs of all the disaster-affected population are agreed with the population themselves and relevant authorities in coordination with all responding agencies (see guidance note 1).
- All temporary shelter and settlement solutions are safe and adequate and will remain so until more durable solutions are achieved (see guidance notes 2-10).

#### Sphere Shelter and Settlement Standard 2: Settlement Planning

The planning of return, host, or temporary communal settlements enables the safe and secure use of accommodation and essential services by the affected population.

**Indicators Include:**
- Through agreed planning processes, all shelter-assisted populations are consulted on and agree to the location of their shelter or covered area and access to essential services (see guidance note 1).
- All settlement plans demonstrate that risk and vulnerabilities in the use of shelters, covered areas, and essential services have been identified and mitigated (see guidance notes 1-9).

#### INEE Access and Learning Standard 2: Protection and Well-Being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers, and other education personnel.

**Key Actions:**
- The nutritional and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.
- Students and staff follow proper food handling and personal hygiene procedures at home and at school.
- Education provides for the psychosocial support and healing of all learners.

#### Sphere Essential Health Services – Mental Health Standard 1: Mental Health

People have access to health services that prevent or reduce mental health problems and associated impaired functioning.

**Indicators Include:**
- All health facilities have trained staff and systems for the management of mental health problems (see guidance notes 1-3 and 5).

#### Sphere Food Security Standard 1: General Food Security

People have a right to humanitarian food assistance that ensures their survival and upholds their dignity, and as far as possible prevents the erosion of their assets and builds resilience.

**Indicators Include:**
- All disaster-affected people in need of food security responses receive assistance that meets their primary needs, prevents erosion of their assets, gives them choice, and promotes their dignity (see guidance notes 4, 5, 7, and 8).

#### Sphere Management of Acute Malnutrition and Micronutrient Deficiencies Standard 3: Micronutrient Deficiencies

Severe acute malnutrition is addressed.

**Indicators Include:**
- Micronutrient interventions accompany public health interventions to reduce common diseases associated with emergencies such as measles (Vitamin A) and diarrhoea (Zinc) *(see guidance notes 1 and 3)*.

**Sphere Food Security – Food Transfers Standard 1: General Nutrition Requirements**

Ensure the nutritional needs of the disaster-affected population, including those most at risk, are met.

Indicators Include:
- There is adequate access to a range of foods, including a staple (cereal or tuber), pulses (or animal products), and fat sources, that together meet nutritional requirements *(see guidance notes 2-5)*.

**Sphere Food Security – Food Transfers Standard 3: Food Quality and Safety**

Food distributed is of appropriate quality and is fit for human consumption.

Indicators Include:
- All recipients receive food that is ‘fit for purpose’: for safety, food should not pose a risk to health; for quality, food should match quality specifications and be nutritious *(see guidance notes 1-5)*.

**Sphere Food Security – Food Transfers Standard 6: Food Use**

Food is stored, prepared and consumed in a safe and appropriate manner at both household and community levels.

Indicators Include:
- No cases of health hazards from food distributed.
- Raise beneficiaries’ awareness of good food hygiene *(see guidance notes 1-2)*.
- All relevant staff must be trained on food handling and hazards from improper practices *(see guidance note 1)*.
- Full household access to adequate and safe food preparation materials and equipment *(see guidance notes 3-4)*.
- Full presence of carers for all individuals with special assistance needs *(see guidance note 5)*.

**Sphere Hygiene Promotion Standard 1: Programme Design and Implementation**

Affected men, women and children of all ages are aware of key public health risks and are mobilized to adopt measures to prevent the deterioration in hygienic conditions and to use and maintain the facilities provided.

Indicators Include:
- All user groups can describe and demonstrate what they have done to prevent the deterioration of hygiene conditions *(see guidance note 1)*.
- All facilities provided are appropriately used and regularly maintained.
- All people wash their hands after defecation, after cleaning a child’s bottom, and before eating and preparing food *(see guidance note 6)*.
- Representatives from all user groups are involved in planning, training, implementation, monitoring, and evaluation of the hygiene promotion work *(see guidance notes 1-6 and Core Standard 1, guidance notes 1-6, on page 56-57)*.
- Care-takers of young children and infants are provided with the means for safe disposal of children’s feces *(see Excreta disposal standard 1 on page 106 and guidance note 6)*.

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<thead>
<tr>
<th>Access and Learning Standard 3: Facilities and Services</th>
<th>Sphere Shelter and Settlement Standard 1: Strategic Planning</th>
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<td>Education facilities promote the safety and well-being of learners, teachers, and other</td>
<td>Shelter and settlement strategies contribute to the security, safety, health, and well-being of both displaced and non-displaced affected populations and promote recovery and reconstruction where possible.</td>
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education personnel and are linked to health, nutrition, psychosocial and protection services.

Key Actions:
- The physical structure used for the learning site is appropriate for the situation and includes adequate space for classes and administration, recreation, and sanitation facilities.
- Communities participate in the construction and maintenance of the learning environment.
- Class space and seating arrangements are in line with an agreed ratio of space per learner and teacher, as well as grade level, in order to promote participatory methodologies and learner-centred approaches.
- Adequate sanitation facilities are provided, taking account of age, gender and special education needs and considerations, including access for persons with disabilities. Separate, safe, well-lit facilities are available for girls and boys.
- Basic health and hygiene are promoted in the learning environment.
- Adequate quantities of safe drinking water and water for personal hygiene are available at the learning site.

Indicators Include:
- Shelter and settlement solutions to meet the essential needs of all the disaster-affected population are agreed with the population themselves and relevant authorities in coordination with all responding agencies (see guidance note 1).
- All temporary shelter and settlement solutions are safe and adequate and will remain so until more durable solutions are achieved (see guidance notes 2-10).

Sphere Shelter and Settlement Standard 2: Settlement Planning
The planning of return, host, or temporary communal settlements enables the safe and secure use of accommodation and essential services by the affected population.

Indicators Include:
- Through agreed planning processes, all shelter-assisted populations are consulted on and agree to the location of their shelter or covered area and access to essential services (see guidance note 1).
- All settlement plans demonstrate that risk and vulnerabilities in the use of shelters, covered areas, and essential services have been identified and mitigated (see guidance notes 1-9).

Sphere Shelter and Settlement Standard 3: Covered Living Space
People have sufficient covered living space providing thermal comfort, fresh air, and protection from the climate, ensuring their privacy, safety, and health, and enabling essential household and livelihood activities to be undertaken.

Indicators Include:
- All affected individuals have an initial minimum covered floor area of 3.5m squared per person (see guidance notes 1-2).
- All shelter solutions and materials meet agreed technical and performance standards and are culturally acceptable (see guidance notes 3-10).

Shelter and Settlement Standard 4: Construction
Local safe building practices, materials, expertise and capacities are use where appropriate, maximising the involvement of the affected population and local livelihood opportunities.

Indicators Include:
- All construction is in accordance with agreed safe building practices and standards (see guidance notes 2-7).
- Construction activities demonstrate the involvement of the affected population and the maximizing of local livelihood opportunities (see guidance notes 1-2, 8).

Sphere Non-Food Items Standard 1: Individual, General Household and Shelter Support Items
The affected population has sufficient individual, general household, and shelter support items to ensure their health, dignity, safety, and well-being.

Indicators Include:
- The assessed non-food item needs of the entire disaster-affected population have been met (see guidance notes 1-7).

Sphere Water Supply Standard 1: Access and Water Quantity
All people have safe and equitable access to a sufficient quantity of water for drinking, cooking and personal and domestic hygiene. Public water points are sufficiently close to households to enable use of the minimum water requirement.

Indicators Include:
- Average water use for drinking, cooking and personal hygiene in any household is at least 15 litres per person per day (see guidance notes 1-7).
• The maximum distance from any household to the nearest water point is 500 metres \(\text{(see guidance notes 1, 2, 5 and 6)}.\)
• Queueing time at a water source is no more than 30 minutes \(\text{(see guidance note 6)}.\)

**Sphere Excreta Disposal Standard 2: Appropriate and Adequate Toilet Facilities**
People have adequate, appropriate, and acceptable toilet facilities sufficiently close to their dwellings to allow rapid, safe and secure access at all times, day and night.

Indicators Include:
• Toilets can be used safely by all sections of the population, including children, older people, pregnant women, and persons with disabilities \(\text{(see guidance notes 1-2)}.\)
• They are situated in such a way as to minimise security threats to users, especially women and girls, throughout the day and night.
• They provide a degree of privacy in line with the norms of the users \(\text{(see guidance note 3)}.\)
• They are sufficiently easy to use and keep clean and do not present a health hazard to the environment \(\text{(see guidance notes 4-11)}.\)

**TEACHING AND LEARNING**
**SPHERE Minimum Standards in Health**
Action may be cross-referenced to promote information sharing on HIV/AIDS and other critical health-related information in the curricula.

**INEE Standard 1: Curricula**
Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Key Actions:
• The curricula and methods of instruction respond to the current needs of learners and promote future learning opportunities \(\text{(see guidance note 8)}.\)

**Sphere Essential Health Services – Control of Communicable Diseases Standard 1: Communicable Disease Prevention**
People have access to information and services that are designed to prevent the communicable diseases that contribute most significantly to excess morbidity and mortality.

Indicators Include:
• Incidence of major communicable diseases relevant to the context are stable and not increasing \(\text{(see guidance note 1)}.\)

**Sphere Essential Health Services – Sexual and Reproductive Health Standard 2: HIV and AIDS**
People have access to the minimum set of HIV prevention, treatment, care and support services during disasters.

Indicators Include:
• People most at risk of exposure to HIV are targeted with a HIV prevention programme \(\text{(see guidance note 1)}.\)