### Scenario 2 - Protracted conflict – fictitious country of Baga

##### (Group work on the joint use of Sphere and LEGS)

##### Background

You are working in the country of Baga which has been going through an internal conflict for over ten years. Domistana remains one of the most insecure and unstable regions of the country. As a result, there is little infrastructure there, and many government institutions and social services have shut down. Following clashes between warring factions and as a consequence of continued sieges and attacks to the towns, a large number of displaced persons have been in almost constant flight. During outbursts of violence, people are forced to leave their homes in search of safe shelter in the surrounding areas, either staying with friends or relatives in nearby villages, or in collective displacement locations. Some return home as soon as the clashes stop, while many stay away for a longer period of time. As a result, children are not able to continue their studies with any regularity, and many displaced children drop out of school upon returning from displacement.

##### Barriers to Education:

##### Shelter and Health

Living for long stretches in densely populated IDP camps or overcrowded households with poor sanitation facilities during times of displacement can inevitably lead to unsanitary conditions, and health problems. Health workers note outbreaks of cholera, malaria, while other water-borne or vector-borne diseases are not uncommon in such conditions. Many children die from these diseases, or return home from being displaced too ill and weakened to return to school.

##### WASH

The Infrastructure of the schools in Buca, a city in Domistana is inadequate; many schools are overcrowded, are either completely lacking or do not have enough latrines or sanitation stations, and latrines are most often gender-neutral. There is currently an incredibly sharp dropout rate amongst girls in the region once they have reached the age of puberty.

##### Food

The continually displaced community does not have the ability to produce/ provide enough food for themselves, although an NGO is providing supplemental food rations in a school.

##### Protection

Some children are also forcibly recruited by militias.

**References in the Sphere Handbook and INEE Handbook for the case study discussion**

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|  | **Related Elements of the Sphere handbook** | **Sphere pages** |
| Humanitarian Charter and Code of Conduct (Principles 5, 6, 7, 9) | 20-24 |
| Protection Principles 1 and 3 | 33 ; 38 |
| Control of Communicable Diseases Standard 1: Communicable Disease Prevention | 312 |
| Hygiene promotion standard 1: Hygiene Promotion Implementation | 91 |
| Sphere excreta disposal standard 2 on appropriate and adequate toilet facilities. | 107 |
| Food Transfers Standard 1: General Nutrition Requirements | 180 |
|  | **Related Elements of the Companion handbook INEE** | **INEE pages** |
|  | Teaching and Learning Standard 1: Curricula | 77 |
| Access and Learning Environment Standard 3: Facilities and Services (Guidance Note 5 & 6) | 68 |
| Access and Learning Environment Standard 3: Facilities and Services (Guidance Note 7) | 68 |
| Access and Learning Environment Standard 2: Protection and Well-being | 61 |

### Information for the debriefing (Notes for the facilitator. Can also be distributed to the groups at the end of the exercise)

##### Key issues and outcomes

Solutions to the issues presented in the case study can be found by using the Sphere and INEE Handbook in a complementary manner.

Children in school could receive educational training on proper hygiene and how to prevent communicable diseases, through the development of curricula which are appropriate to the particular context and needs of learners. Such an educational program may reduce risk of disease and death in the community.

The school infrastructure could be improved by providing adequate and appropriate latrine and hygiene stations, segregated by gender. Sanitation facilities could also be made available within or close to the learning environment, and should maintain privacy in line with the norms of the society of Buca, dignity, and safety. In addition, sanitary materials and culturally appropriate clothing, if necessary, should be provided to female learners so that they can participate fully in learning. Children should be involved in the design of the facilities and the progress should be regularly monitored to ensure that the response is adequate.

Students could also be given a supplemental wet food ration at school to close the gap between existing food capacity and their nutritional needs of the children.

Finally, to protect the children from forced recruitment, the community could be mobilized to provide escorts and the safety and self-protection messages could be included in the curriculum to reduce these risks.

##### Lessons learned

The Sphere Standards are strengthened when implemented in conjunction with the INEE Minimum Standards.

In the given health example, by instructing children in school on proper hygiene and how to best prevent communicable diseases, INEE *MS Teaching and Learning Standard 1* is met, as well as Sphere *Control of Communicable Diseases Standard 1: Communicable Disease Prevention and* Sphere *Hygiene promotion standard 1: Hygiene Promotion Implementation*

The WASH example demonstrates how achieving the INEE MS *Access and Learning Environment Standard 3: Facilities and Services (Guidance Note 5 & 6)* in improving sanitation infrastructure at the school also helps achieve the right to life with dignity of people affected as promoted in the Sphere Humanitarian Charter, Sphere Protection principle 1: Avoid exposing people to further harm as a result of your actions and Sphere excreta disposal standard 2 on appropriate and adequate toilet facilities *.*

In addition, the food security example shows how implementing school-based health and nutrition services (INEE MS *Access and Learning Environment Standard 3: Facilities and Services Guidance Note 7)* also helps achieve Sphere *Food Transfers Standard 1: General Nutrition Requirements.*

Finally, Sphere Protection Principle 3: Protect people from physical and psychological harm arising from violence and coercion is being achieved for the children of the school through the use of INEE Access and Learning Environment Standard 2: Protection and well-being.