### Exercise sheet on mainstreaming versus programming

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| --- | --- | --- |
|  | HIV/AIDS programming | HIV/AIDS mainstreaming |
| Support an HIV/AIDS home-based care project |  |  |
| Ensure staff are adequately supported when dealing with a traumatic work situation |  |  |
| Develop an organisational code of conduct that includes references to exploitative or coercive sexual conduct |  |  |
| Make school or work timetables flexible to enable to take care of sick family members |  |  |
| Organise World AIDS Day events |  |  |
| In construction projects, make sure latrines and water supplies are not located in isolated areas |  |  |
| Fund provision for school fees for AIDS orphans |  |  |
| Give talks on your organisations’ HIV/AIDS work |  |  |
| Fund HIV/AIDS testing and counselling within a local health clinic |  |  |
| Ensure women as well as men control programme decisions |  |  |
| Develop contingency plans to cope with increased levels of absenteeism and loss of skills in a workplace |  |  |
| Distribute extra hygiene utensils to households with chronically ill persons |  |  |
| Distribute extra food rations to households with chronically ill persons |  |  |
| Provide facilitated access to water to carers of chronically ill persons |  |  |
| Arrange time for a meeting so that caretakers of chronically ill persons can attend |  |  |
| Install water pumps that are adapted for people with reduced strength |  |  |
| Fight HIV/AIDS-related discrimination in schools |  |  |
| Support your staff working in difficult areas to avoid destructive/at risk behaviour |  |  |
| Organise HIV/AIDS talks to sensitise beneficiaries at distribution points |  |  |

### Answer sheet on mainstreaming versus programming

|  |  |  |
| --- | --- | --- |
|  | HIV/AIDS programming | HIV/AIDS mainstreaming |
| Support an HIV/AIDS home-based care project |  |  |
| Ensure staff are adequately supported when dealing with a traumatic work situation |  |  |
| Develop an organisational code of conduct that includes references to exploitative or coercive sexual conduct |  |  |
| Make school or work timetables flexible to enable to take care of sick family members |  |  |
| Organise World AIDS Day events |  |  |
| In construction projects, make sure latrines and water supplies are not located in isolated areas |  |  |
| Fund provision for school fees for AIDS orphans |  |  |
| Give talks on your organisations’ HIV/AIDS work |  |  |
| Fund HIV/AIDS testing and counselling within a local health clinic |  |  |
| Ensure women as well as men control programme decisions |  |  |
| Develop contingency plans to cope with increased levels of absenteeism and loss of skills in a workplace |  |  |
| Distribute extra hygiene utensils to households with chronically ill persons |  |  |
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| Provide facilitated access to water to carers of chronically ill persons |  |  |
| Arrange time for a meeting so that caretakers of chronically ill persons can attend |  |  |
| Install water pumps that are adapted for people with reduced strength |  |  |
| Fight HIV/AIDS-related discrimination in schools |  |  |
| Support your staff working in difficult areas to avoid destructive/at risk behaviour |  |  |
| Organise HIV/AIDS talks to sensitise beneficiaries at distribution points |  |  |

### Specific references to the cross-cutting themes for Sphere and its four companions

##### Sphere Project Handbook

* 8 cross-cutting themes (p.14)
* Protection Principles (p.25)
* Core Standards, guidance notes (p.50)
* Technical chapters, guidance notes (p.80, p.140, p.240, p.288)

##### CPMS Handbook

The cross-cutting issues are integrated throughout the handbook.

* Children: Main theme of the initiative’s handbook
* Psychosocial: Standard 10 (p.97)
* Protection: Principles and approaches (p.27)
* Risk reduction: Timeframe (p.16), DRR (p.23), Standard 7

##### INEE Handbook

The cross-cutting issues are integrated throughout the handbook. Eleven are listed in the final map (handbook back cover).

* Children: Main target group
* Gender: INEE Pocket Guide to Gender ‘Gender Equality in and through Education’
* Psychosocial: Foundational Standard-Access and learning environment/Standard 2: Protection and well-being
* Risk reduction: LRRD (p.3)

##### LEGS Handbook

* 4 Cross-cutting issues (p.14): Gender and social equity, HIV/AIDS, Security and protection, Environment
* Risk reduction: DRRM as a global framework, LRRD (p.6)
* Vulnerable social groups, including children, the elderly, and disabled people (p.14, p.244)

##### MERS Handbook

* Cross-cutting issues (p.10): Gender, Children, Older people, Disabled people, Environment
* Risk reduction: LRRD (p.14)