

INSTITUTE OF ADULT EDUCATION (IAE)



Students Welfare Policy

INSTITUTE OF ADULT EDUCATION
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PREFACE

The situational analysis in the previous years showed that the IAE lacks its own Student's Welfare Policy. In this regard the Dean of Student's Office (DOSO) has developed this important and useful document for the benefit of the IAE students and community at large.

The well-being of any institution depends on the environment in which its people live in harmony by sharing experience and work together to resolve their problems.

IAE students' welfare services are handled by the Dean of Students Office in collaboration with the Institute of Adult Education Students Organization (IAESO). The Dean of Students Office oversees students' general conduct and welfare. Students affairs and services that are handled on daily basis include but not limited to the following: guidance and counseling; sports, games and recreational activities; students' disciplinary matters; accommodation; students' government affairs; worship services; health services; orientation programmes; catering services; students' loans/financial aid; and students funeral services.

It is therefore, my sincere hope that this policy will guide the Institute management and students in all IAE campuses and ODL centres and the community at large on how best to handle student's welfare needs. I am grateful to all who have contributed to the realization of this policy. We welcome the continued support and participation of all who will continue to make the policy objectives are realized for sustained students social and academic lives.

Koatunzi
.....

Dr. N. Katunzi

Chairperson, IAE Council

ACKNOWLEDGEMENTS

Preparation of the Student's Welfare Policy is a result of the efforts from different experts within the Institute. The IAE Management profoundly acknowledges them for the valuable devotion of their time and energy.

It is not possible to mention all individuals and therefore we extend profound acknowledgements to the IAE experts, Management, academic committees and governing council for their engagement at different levels of development of this important document.



.....
Dr. Michael W. Ng'umbi
RECTOR

ABBREVIATIONS AND ACRONYMS

IAE:	Institute of Adult Education
IAESO:	Institute of Adult Education Students Organization
NHIF:	National Health Insurance Fund
HESLB:	Higher Education Students Loans Board
SWOC:	Strengths, Weakness, Opportunities, Challenges
DOSO:	Dean of Student's Office
NACTE:	National Council for Technical Education
ACES:	Adult and Continuing Education Studies
SHIMIVUTA:	Shirikisho la Michezo ya Vyuo vya Elimu ya Juu Tanzania
ODL:	Open and Distance Learning
DD-ARC:	Deputy Director-Academic Research and Consultancy

EXECUTIVE SUMMARY

The IAE Student's Welfare Policy is prepared in order to meet physical, academic, social and spiritual affairs of students. It is designed to be consistent with other higher learning institutions policies and government directives that regulate health related matters. The aim of this policy is to improve the welfare of students at the institute such as:

- a) Health care services,
- b) Services for students with special needs,
- c) Sports, games and recreation activities,
- d) Funeral services,
- e) Guidance and counselling services,
- f) Worship services,
- g) Disciplinary matters, and
- h) Catering services.

The policy consists of preliminary pages such as copyright statement, preface, abbreviation, executive summary and the table of content. The policy is also divided into five chapters.

Chapter one comprises background information, IAE vision and mission, rationale for IAE students welfare policy, goals and objectives of IAE students welfare policy and the definitions of key terms; whereas Chapter two covers strengths, weakness, opportunities, and challenges (SWOC) analysis.

Chapter three is all about major areas, policy statements, policy issues and strategies; and Chapter four details the description of operational procedures, and finally Chapter five consists of governance of the IAE student's welfare policy. The chapter explains the role of various stakeholders in IAE to implement the policy.

It is expected that this policy will solve various students' affairs challenges and it will be in force for implementation after being approved by the Governing IAE Council.

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First Edition

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1.0 INTRODUCTION

1.1 Introduction

This chapter consists of background information, IAE vision and mission, core functions, policy rationale and objectives.

1.2 Background

The Institute of Adult Education (IAE) is a public service institution which traces its history back before independence when it operated as a section under the department of Extra-mural Studies of Makerere University College, Kampala in Uganda.

In 1963 after independence, the Institute became the department of the University College of Dar es Salaam. The year 1975 marked a turning point in the Institute's historical development. Thus through parliamentary Act No. 12 of 1975, the Institute of Adult Education was granted an autonomous status. The Institute is fully accredited by the National Council for Technical Education (NACTE). It is currently offering Certificates, Ordinary Diploma and Bachelor degree in Adult and Continuing Education, Community Development and Distance Education.

Student affairs services play a great role in making academic environment conducive for students to excel. Since its inception IAE has always endeavored to provide quality support services to its students. However, much needs to be done to address various challenges that hinder fully deliverance of timely and quality support services to students. This Students Welfare Policy shall take into account all these challenges. The policy will guide the provision of students' affairs at the Institute to facilitate the pursuit of education and holistic development of all students' welfare.

As students constitute the most important body of stakeholders of the Institution, due to their diverse backgrounds and needs, the Institute

therefore expresses great concern to support their welfare services in their academic endeavours to enhance personal, social, cultural and cognitive development and hence realize the predominant Government's development Policy, of Industrial revolution whose IAE acts as the breeding place.

The existing IAE policies are mainly focusing on academic and administrative issues. The need of Students Affair Policy is to provide a bridge between academic and administrative matters and social lives of students in particular and the whole IAE community in general.

1.3 IAE Vision

Vision of the IAE is "To be a leading world institution that creates a continuously learning society".

1.4 IAE Mission

Mission of the IAE is "To continuously design, develop and deliver accessible quality life-long education programs through blended learning for sustainable social economic development of Tanzania, Africa and the rest of the world".

1.5 The Core Functions of Institute Of Adult Education

- a) To offer certificates, diploma and degree in adult education and related fields.
- b) To organize mass education through national campaigns, workshops and seminars on various cross cutting issues such as health, civic education, environment and gender.
- c) To offer programmes on academic and professional courses by both conversional and open and distance learning modes.
- d) To produce publications such as journals, post literacy readers, facilitation manuals, study materials, and newsletters for the general public.

- e) To train adult educators and community development workers on participatory development approaches.
- f) To offer consultancy services in various fields of adult education to both government and non-government organizations.
- g) To provide printing services to publishers, institutions and other agencies.
- h) To conduct research on adult and non-formal education and community development issues.

1.6 Rationale of Students Welfare Policy

The Institute of Adult Education management faces many challenges when dealing with students affairs because there is no a student welfare policy which can help to guide the administration. This policy is therefore expected to offset challenges that hinder fully deliverance of timely and quality support services to students such as:

- a) Inadequate health care services,
- b) Inadequate services for students with special needs,
- c) Inadequate sports, games and recreation services,
- d) Lack of clear policy to handle students' bereavement,
- e) Lack of appropriate guidance and counselling services, and
- f) Unsatisfactory catering services.

1.7 The Goals of the Students Welfare Policy

The goal of the IAE student's welfare policy is to contribute to the realization of the Institute's vision and mission.

1.8 Objectives of Students Welfare Policy

1.8.1 General objective of the policy

The general objective of this policy is to ensure that all IAE students have access to appropriate academic and welfare services.

1.8.2 Specific policy objectives

Specific objectives of this policy shall be to:

- a) Improve students health care services
- b) Provide services to students with special needs
- c) Collaborate with all Institute organs to continuously enhance the educational, physical, social, emotional and spiritual well-being of students.
- d) Provide satisfactory students funeral services
- e) Strengthen guidance and counseling services
- f) Improve catering services
- g) Ensure public health and environmental sanitation
- h) Strengthen sports and games activities
- i) Ensure proper handling of students' complaints and disciplinary issues in a manner that will enhance harmony at the Institute.

1.9 Definition of Key Terms

In this policy unless the context otherwise requires; the following terms shall have these meaning:

1.9.1 Welfare

Welfare refers to general health, happiness, well-being or prosperity and safety of a person. It is the availability of resources and presence of conditions required for reasonably comfortable healthy and secure living.

1.9.2 Student affairs

“Student affairs” means issues related to students’ personal life and all matters of personal concern as the student pursues studies. It consists of any advisory body or committee, counselling unit, management team, or any administrative organ at the Institute to enhance students’ academic and personal experiences.

1.9.3 Students by-laws

This means IAE student regulations, rules and instructions duly made by the Institute to deal with the student disciplinary cases.

2.0 STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES (SWOC) ANALYSIS

2.1 Introduction

In order to develop this welfare policy it was important to conduct SWOC analysis regarding delivery of welfare and support services at the IAE. The following are strengths, weakness, opportunities and challenges analysis.

2.2 Strengths

- a) Existence of Institute of Adult Education Student Organization (IAESO),
- b) Existence of the Ministry of Health in the framework of the students organization,
- c) Availability of First Aid Services for students at the Institute,
- d) Good collaboration between students and staff in handling emergencies,
- e) Allocation of funds for handling student's affairs issues,
- f) Presence of IAESO constitution,
- g) Presence of qualified and experienced health services personnel,
- h) Presence of students by-law, and
- i) Availability of catering services at the college.

2.3 Weaknesses

- a) Unsatisfactory provision of funeral services,
- b) Unsatisfactory health care services,
- c) Unavailability of services for students with special needs,
- d) Absence of guidance and counselling personnel,
- e) Lack of student hostels,

- f) Unsatisfactory provision of services for sports and games,
- g) Lack of institute owned transport dedicated for sick students, and
- h) Inadequate financial resources to cater for various students welfare services.

2.4 Opportunities

- a) Availability of peer institutions of higher learning which have endeavoured to address same challenges in student welfare services,
- b) Existence of National Insurance Fund (NHIF) and other recognized health insurance companies,
- c) The existence of National Health Policy 2003,
- d) The existence of National Higher Education Policy of 1999,
- e) The presence of Higher Education Students Loan Board (HESLB),
- f) Presence of Hospitals and Health centres near the IAE, and
- g) Availability of internet services for both students and workers at IAE.

2.5 Challenges

- a) Limited financial support from Higher Education Students Loan Board (HESLB),
- b) Unsatisfactory treatment for sick students especially those who lack NHIF cards,
- c) Lack of clear policy on how to handle students bereavement,
- d) Lack of guidance and counselling office and qualified personnel, and
- e) Improper handling of students complains and disciplinary matters because of lack of student disciplinary committee.

3.0. MAJOR AREAS, POLICY ISSUES, POLICY STATEMENTS, STRATEGIES AND OPERATIONAL PROCEDURES

3.1 Environmental Health, Water and Sanitation

This part covers such issues like policy issues, policy statements, strategies and operational procedures as presented and explained hereunder.

3.1.1 Situational analysis

The well-being of IAE community depends on environmental health, water and sanitation. The clean environment, food and water is paramount for IAE staff and students. Since students spend much of their day within the institute's environments as they pursue their studies, friendly environmental health is important. Cleanliness at the institute environment is generally good with some area requiring improvement. The institute has put in place dust bins to all key areas but in some areas these dust bins are missing. The water supply in the institute is satisfactory although there are minor cases of water supply challenge reported by IAESO government especially in cafeteria and toilets. IAE has no established system of public health standards and regular inspection of public places for sanitation and safety. IAE requires having such standards and maintaining a surveillance system.

3.1.2 Policy issues

- a) Shortage and irregular supply of water in the Institute especially in the toilets and cafeteria;
- b) Dissatisfactory cleanliness in the kitchen; and
- c) Irregular inspection of public places for sanitation and safety.

3.1.3 Policy statements

- a) The IAE will ensure regular supply of clean water in the cafeteria and toilets;
- b) The IAE will maintain the cleanliness of the kitchen by visiting the kitchen frequently; and
- c) The IAE will regularly inspect all the public places for sanitation and safety.

3.1.4 Strategies

- a) To provide funds for water supply facilities in the areas having those challenges of water supply challenges;
- b) To check the cleanliness in the kitchen frequently and regularly; and
- c) To form a team which will inspect all the public places for sanitation and safety.

3.1.5 Operational procedures

- d) The IAE will set fund for water supply facilities in the institute;
- e) The Institute management will appoint a person who will check the cleanliness of the kitchen regularly; and
- f) The Institute management will form a team which will inspect all the public places for sanitation and safety.

3.2 Students Funeral Services

3.2.1 Situational analysis

Death is one of the characteristics of human beings. A human being is born, grows and finally dies. The death of a student may occur at any time during the course of study. When the death of a student occurs, the IAE management and Dean of Students' Office

will participate fully in funeral activities. The Dean of Student's Office is responsible to ensure that all funeral arrangements and transportation of the body remains are done accordingly. However, there is no clear policy which guides the Dean of Students' Office and IAE management on how to handle these funeral activities. This situation causes a lot of complains after the bereavement services.

3.2.2 Policy issues

The absence of clearly stated student's relief policy which gives guidance on how to handle students funeral activities.

3.2.3 Policy statements

- a) If a student passes away, the deceased student body will be transported to his or her place of domicile within Tanzania as may be proposed by the family members. The IAE may take the responsibility of transporting the body to the place of domicile; and
- b) The Institute will create student welfare fund which will help to cover the funeral activities costs. The fund will be used if the death of a student happens during the course of study.

3.2.4 Strategies

- a) To create a funeral fund and inform the students on how the fund will be funded and expended ; and
- b) To identify the amount which each student will contribute for funeral services.

3.2.5 Operational procedures

- a) The IAE may create a fund which will be used for funeral activities. In this funeral fund each student studying at the IAE shall contribute 5000 annually;

- b) Such students' annual contribution will be included in students joining instructions and will be paid in the IAE account; and
- c) When a student passes away during the course of study the welfare fund will be used to cover the costs of:
 - (i) Preserving the body at mortuary,
 - (ii) Buying coffin and associated services,
 - (iii) Transporting the deceased's body to his or her place of domicile,
 - (iv) Supporting staff and students' representatives to attend the burial ceremony, and
 - (v) Food and drinks.

3.3 Students Healthcare Services

3.3.1 Situational analysis

The development of any community depends on the health of the people. The IAE gives priorities to the health of students during the course of study. The National Health Policy of Tanzania has introduced cost sharing in health services for the purpose of sustaining the health care of Tanzanians. This led to the establishment of National Health Insurance Fund (NHIF). Many students who are studying in IAE especially the in service students are members of NHIF. However, there are some few students who study in IAE who have not joined the NHIF.

The IAE provides the first aid services for sick students. This first aid services is provided by the professional nurse. When student's sickness becomes serious, he or she can be taken to the nearby hospital. The IAE can provide transport for the sick student, and the sick student can be treated using the NHIF insurance. Sometimes the IAE management gets challenges on how to take care of students' health who are not NHIF members.

3.3.2 Policy issues

- a) Some students lack NHIF cards and the IAE management faces challenges on how to assist them when they fall sick;
- b) Irregular transport for taking the sick students to the hospital; and
- c) Lack of medical facilities for first aid services.

3.3.3 Policy statements

- a) The IAE management may make possession of NHIF cards compulsory to all students. All students who lack NHIF cards shall pay the amount of money as determined by NHIF in the IAE account and the IAE should submit the money to the NHIF office for the preparation of the cards. Finally the IAE management shall distribute the NHIF cards to students;
- b) The IAE will provide transport facilities for taking the sick students to hospitals during the study hours; and
- c) The IAE will provide medical facilities for the first aid services.

3.3.4 Strategies

- a) To sensitize the students on the importance of joining the NHIF;
- b) To set a regular transport and driver for taking sick students to the hospital; and
- c) To allocate enough budget for first aid medical facilities.

3.3.5 Operational procedures

- a) The IAE may include the money which is to be paid for NHIF in the students' joining instructions;
- b) The office of the Deputy Rector - Planning, Finance and Administration will set regular transport and driver for taking sick students to the hospital; and

- c) The IAE management will set enough budget for the first aid medical facilities.

3.4 Services for Students with Special Needs

3.4.1 Situational analysis

The IAE in the previous time has enrolled a number of students with special needs. The number of physically challenged students is increasing year after year in IAE hence there is a need to state clearly on how these students can be handled. The students with special needs are facing difficulties during the class sessions and examinations.

3.4.2 Policy issue

Lack of support and provision of appropriate services to students with special needs.

3.4.3 Policy statement

The IAE will support and provide appropriate services to students with special needs.

3.4.4 Strategies

- a) To support and provide appropriate services to students with special needs;
- b) To create a friendly infrastructure so as to assist the physically challenged students;
- c) To give priority to students with special needs during exams room allocation or sitting allocation; and
- d) To plan a fund for appropriate needs of physically challenged students.

3.4.5 Operational procedures

- a) The IAE will identify the requirements for students with special needs;
- b) The IAE management will provide important support to students with special needs; and
- c) Priority will be given to students with special needs in exams rooms and sitting allocation.

3.5 Strengthening Guidance and Counselling Services

3.5.1 Situational analysis

Higher learning is a difficult task which sometimes lead to frustrations. Spiritual, career, psychological, academic and other kinds of guidance and counselling services are paramount in IAE. Currently IAE lacks a counselling unit and professional counsellors. The first aid unit in IAE is currently acting as a counselling unit but the IAE has to improve this section by employing professional counsellors and separate first aid unit and counselling unit.

3.5.2 Policy issues

- a) Absence of guidance and counselling unit; and
- b) Lack of guidance and counselling professionals.

3.5.3 Policy statements

- a) The IAE will establish the guidance and counselling unit under the Dean of Students office in order to improve guidance and counselling services;
- b) The Institute will employ professional guidance and counsellors; and
- c) The Institute will allocate all students to different academic advisors.

3.5.4 Strategies

- a) To plan where to establish the guidance and counselling office in IAE buildings; and
- b) To inform other responsible government organs on the plan of IAE to employ the professional counsellors.

3.5.5 Operational procedures

- a) The management of the Institute through its regular meeting can discuss the agenda of establishing guidance and counselling unit; and
- b) The IAE Rector can inform the relevant government ministry on the plan to employ professional guidance and counsellors.

3.6 Sports and Games Activities

3.6.1 Situational analysis

The role of games and sports can never be ignored by anyone as it is really the matter of importance. People can be involved in sports activities for their personal as well as professional growth. It is good for both men and women to build fine physique. It makes people mentally alert, physically active and strong. Good health and peaceful mind are two most important benefits of the sports. Students are youth of the country and they can be more benefited by the sports activities. They can be more disciplined, healthy, active, and punctual and can easily cope with any difficult situation in their personal and professional life. Being involved in sports regularly helps an individual to easily overcome anxiety, tension and nervousness.

Sports and games improve the physiological functions of the body organs and thus positively regulates the whole body functioning. Sporting activities help in maintaining the body health and thus keeps the mind peaceful, sharp and active with improved concentration.

Sports and games boost the body and mind power and energy levels. They give everyone a nice break from the monotonous life. Sports have a bright professional career so youths interested in it, do not need to worry and they only need to continue with their sport of interest with full dedication. It teaches everyone to work in team by developing a sense of cooperation and building team-spirit. More inclination towards sports makes both, a person and a nation, financially healthy and strong. So, it should be promoted by the parents, teachers and the government.

The IAE promotes sports and games through inter classes competitions. The Institute is also a member of sports and games associations like SHIMIVUTA whereby it participates in each annual SHIMIVUTA competitions. The Institute management every year provides sports and games facilities. Although the Institute promotes sports and games every year, there are some challenges which face sports and games activities such as lack of sports tutor, playing grounds and facilities.

3.6.2 Policy issues

- a) Lack of sports and games tutor;
- b) Lack of playing grounds;
- c) Lack of priority for sports and games;
- d) Inadequate funds for sports and games activities; and
- e) ODL students are not involved in sports and games activities and contribution.

3.6.3 Policy statements

- a) In order to improve sports and games activities the IAE will employ the sports and games tutor;
- b) The Institute will plan to have playing grounds;
- c) The IAE will give sports and games priority;

- d) The Institute will create the source of funds for sports and games activities; and
- e) The ODL students shall be involved in sports and games activities and contributions.

3.6.4 Strategies

- a) To employ the sports and games tutor;
- b) To hire playing grounds from the neighbour institutions;
- c) To give priority to sports and games activities;
- d) To allocate enough funds to support sports and games activities; and
- e) To involve ODL students in sports and games activities and contribution.

3.6.5 Operational procedures

- a) The IAE will submit the request for employment of sports and games tutor;
- b) The IAE will negotiate with the neighbours institutions so as to get the playing grounds;
- c) The Institute will support and set time for sports and games activities;
- d) The Institute will prepare the annual budget according to the need of sports and games; and
- e) The IAE will involve the ODL students in sports and games and contribution.

3.7 Improvement of Catering Services

3.7.1 Situational analysis

Foods and drinks are vital for IAE students' health during the course of their study. Both IAE students and staff buy foods and drinks prepared in the cafeteria. In IAE the catering services for students and staff are served by private service providers for food and drinks. The Institute is not directly involved in providing cafeteria services but has a role of monitoring the quality of services offered by the service providers.

The unhygienic food and drinks are the major source of diseases. There is a need of strengthening surveillance to ensure that the infrastructure, food and drinks are of the highest hygienic standard at the IAE. In a number of occasions, students have complained to the management about the sanitary standard of foods and drinks and the serving environment. Also there are notable concerns about uncontrolled influx of anonymous food sellers to students.

3.7.2 Policy issues

- a) Irregular supply of water in cafeteria;
- b) Lack of sanitary standards for food, drinks and serving environment; and
- c) Uncontrolled influx of anonymous food sellers to students.

3.7.3 Policy statements

- a) The IAE management will ensure the constant supply of clean water in cafeteria;
- b) The Institute will set the sanitary standards for food, drinks and serving environment; and
- c) The Institute will register other food and drinks sellers after satisfying the required health and sanitary standards requirements.

3.7.4 Strategies

- a) To allocate the budget which will be used to maintain water supply system in the cafeteria;
- b) To form a team which will visit the cafeteria on monthly basis to ascertain the performance of service providers; and
- c) To prohibit the unregistered food and drinks vendors who sell the cooked or raw foods in the Institute environment.

3.7.5 Operational procedures

- a) The Institute management will allocate funds for maintaining water supply system in the cafeteria;
- b) The Institute management can form a team which will visit the cafeteria to see the performance of service providers. The team which will be formed must include the representative from the Dean of Student's Office, student organization, academic and administrative staff; and
- c) The Institute may use the security officers to prohibit the unregistered food and drinks sellers to enter the Institutes compounds.

3.8 Accommodation (Hostel) Services

3.8.1 Situational analysis

A hostel is a shelter for students who come from far off places. Students live in hostel and learn the value of discipline and co-operation. The atmosphere of a hostel is conducive to study. Generally hostels are situated close to the college. The hostel life is a disciplined life. Life in a hostel is helpful to the students. It teaches them a sense of responsibility in matters of taking care of books, clothes and health. Students do all the works with their own hands. Thus they become self-dependent. They try to adjust themselves with all kinds of situations.

The students in hostel feel that they are not alone. The superintendent of the hostel acts as the father of a family. The students adhere to a new routine life. They do not get any scope to neglect their study. They are free from the worries of their home. They devote themselves sincerely to their studies. A hostel is like a family of students with the superintendent as the head. Students develop a sense of friendship and fellow feeling. They read, play, dine and sit together. In hostel, students exchange books and notes. A student, thus, does not need to buy all the books. Furthermore, reading in company is more helpful to them than reading alone.

The IAE does not provide the accommodation services to students at all. The students who are studying in the Institute stay off-campus. Students who are studying off campus have reported many challenges to IAE management several times. Some of those challenges are such as poor housing, lack of privacy, inconsiderate neighbours, high rent for undeserving houses, and legal difficulties with some landlords, theft, and failure to attend classes because of long distance from the hostel to the Institute.

3.8.2 Policy issues

- a) Absence of students hostels in IAE; and
- b) Unconducive accommodation rented by students from the neighbours.

3.8.3 Policy statements

- a) The IAE will plan to have students hostels for better and conducive students' life during the course of study; and
- b) The Institute will enable the students to identify reasonable hostels from the neighbourhood and post the information on the notice board for students to view and decide. However, the contract agreement is between the students and the landlords.

3.8.4 Strategies

- a) To collaborate with educational stakeholders to find the source of funds for construction of students hostels;
- b) To submit a request to the government for some buildings which were used by the government before it shifted to Dodoma. The buildings can be used by our students for accommodation; and
- c) To help students identify the secure and conducive hostels in the neighbourhoods.

3.8.5. Operational procedures

- a) The Institute may submit a request to the government on the need of students hostels; and
- b) The Institute in collaboration with students' organisation will conduct survey and identify secure and conducive hostels for rent and inform the students.

3.9 Disciplinary Matters

3.9.1 Situational analysis

Discipline is typically integral to the success of a college student. Some students enter the college with well-developed self-discipline that was nurtured in the home, through school or work places. Others enter the Institute with limited self-discipline and have to learn the hard way that they need to rapidly develop disciplinary strategies to get good grades and balance life demands.

At the beginning of each academic year, during the orientation, the newly registered IAE students are informed on the code of behaviour established in IAE. All students are expected to abide with all the indicated rules and principles outlined in the student's by-laws. The students who fail to obey the rules outlined in the students by laws are punished according to the regulations. However in IAE

procedures of handling the students' discipline are not very clear due to lack of disciplinary committee.

3.9.2 Policy issues

- a) Lack of disciplinary committee; and
- b) Most students do not read the students' by-laws hence break them unknowingly.

3.9.3 Policy statements

- a) The IAE will form a Permanent Student's Disciplinary Committee to help solve disciplinary matters accordingly; and
- b) The Institute will frequently remind students on the content of student's by-laws and examination regulations.

3.9.4 Strategies

- a) To form the Disciplinary Committee which will handle the students' disciplinary matters; and
- b) To sensitize the students to read the examination regulations and students by-laws.

3.9.5 Operational procedures

- a) The IAE management may form disciplinary committee, members of which are as stated in the students by-laws; and
- b) The Dean of Students and Registrar may sensitize the students to read the examination regulations and students by-laws.

4.0. GOVERNANCE OF THE IAE STUDENT'S WELFARE POLICY

4.1 Introduction

Successful realizations of Students Welfare Policy require consistent and active participation of all stakeholders in IAE. Responsibilities and actions require collaboration and effective linkages at all levels. The implementations of this policy involve different stakeholders ranging from the Dean of Students Office to other organs in the Institute. The following table shows the responsibilities of stakeholders in implementation of IAE Students Welfare Policy

4.2 The Role of IAE Stakeholders in Implementation of Students Welfare Policy

S/N	Responsible organ (S)	Responsibilities
1.	IAE Council	(a) Approves the policy. (b) Oversee the implementation of the policy by the management.
2.	Rector	(a) Overall coordinator of implementation of Students Welfare Policy. (b) Establish Students Affairs Committee.
3.	Deputy Rector- Planning Finance and Administration (DR-PFA)	(a) Assists Rector to coordinate the implementation of students welfare policy (b) Set a regular transport for taking sick students to hospital (c) Establish guidance and counselling section under the Dean of Students Office.

4.	Dean of Students	<p>(a) Reports all students affairs to Students Affairs Committee; Deputy Rector - Planning Finance and Administration and finally to Rector.</p> <p>(b) Organizes conferences, seminars and workshops related to students' affairs.</p> <p>(c) Sensitize students to join NHIF.</p>
5.	Chief Accountant	Coordinates issues related to finance.
6.	Quality Assurance	Monitor and evaluate all students' affairs within the Institute.
7.	Students Affairs Committee	<p>(a) Receives and discusses students' affairs reports from the Dean of Students Office.</p> <p>(b) Recommends various measures to Rector on how to improve students' affairs.</p>
8.	Planning and Estate Department	<p>(a) Solves all issues related to scarcity of water in toilets and cafeteria.</p> <p>(b) Coordinate the partition of first aid room.</p> <p>(c) Increase number of chairs and tables in cafeteria.</p>

5.0 MONITORING AND EVALUATION

5.1 Introduction

This chapter covers monitoring and evaluation of this policy. It also details the time when it will become operation, and when and how it will be reviewed.

5.2 Monitoring

A well-functioning monitoring system is a crucial part of any good students' welfare policy. It provides opportunities for stakeholder feedback, especially beneficiaries, to provide input into and perceptions of our work. Contribute to organizational learning and knowledge sharing by reflecting upon and since it enhances sharing experiences and lessons so that we can gain the full benefit from what we do and how we do it.

5.3 Evaluation

The IAE Student Welfare Policy will be evaluated regularly. The IAE community including students, and staff will be asked to comment on the effectiveness of the policy implementation and this feedback will be utilized to modify the process. Guidelines and procedures to assist with the evaluation will be set.

5.4 Inception

Inception is important in any policy as it serves to provide the start or renewal date for continuation of the policy. This policy will be in force after being approved by the IAE governing council.

5.5 Review of the Policy

The IAE students' welfare policy is to be reviewed after three years, or whenever necessary to ensure that policy is in place to allow all students achieve their full potential. The review will be done by the IAE in relation to the changes that arise in the society.

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