

COLLEGE OF BUSINESS EDUCATION



HIV AND AIDS POLICY

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ARV	Antiretroviral
CBE	College of Business Education
HIV	Human Immunodeficiency Virus
STI	Sexually Transmitted Infection
VCT	Voluntary Counselling and Testing

CHAPTER ONE

INTRODUCTION

1.1 Background

The College of Business Education (CBE) was established by an Act of Parliament No. 31 of 1965 that has hitherto been amended twice through an amendment Act No. 17 of 1968 and No. 38 of 1974 respectively. While Act No. 31 of 1965 established the College titled CBE, which was at the time headed by a director directly supervised by the governing body, it also prescribed the role of the governing body as well as the operational aspects of CBE. The two subsequent amendment Acts No. 17 of 1968 as well as No. 38 of 1974 defined more explicitly the functions of the College. The two Acts tied the College to teaching middle – level managerial personnel in the area of Business Administration (sub clause 4a and b) and promotion of business education (sub clause 4c). They provided more oversight of the parent ministry as well as more details in the schedule. In the last ten years CBE has substantially expanded its activities to meet the increased demand for Business Administration and Education in Tanzania. However, the most substantive College expansion coincided with the beginning of implementation of the First Five year College Strategic Corporate Plan (1999/2000 – 2004/05) that was approved by the Governing Body in 1999.

1.2 Vision and Mission

1.2.1 Vision

To be a dynamic, well-equipped, world-class centre of excellence in competence based education through training, research and consultancy services in business and related disciplines.

1.2.2 Mission

To provide high quality demand-driven competence based education through training research and consultancy services in business and related disciplines.

1.3 The Functions of the College

The main functions of the College of Business Education are:-

- (i) To provide facilities for study and training in the principles, procedures and techniques of Procurement and Supply Management, Business Administration, Accountancy, Marketing Management, Legal and Industrial Metrology, Information and Communication Technology, E-Commerce and any other related disciplines as the College may from time to time decide.
- (ii) To conduct quality and practice-oriented programmes in the disciplines specified in (i) above and conduct examinations for, and grant awards at Basic Certificate, Ordinary Diploma, Professional degrees and Postgraduate levels.
- (iii) To conduct quality and efficiency-oriented short and special courses in the disciplines specified in (i) above.
- (iv) To engage in applied research in the disciplines specified in (i) and use the results to improve teaching, learning and to offer quality public services.
- (v) To provide consultancy in counseling, arbitration and business advisory services.

- (vi) To engage in income generation activities that are within the mission of the College.
- (vii) To engage in any other educational activities which in the opinion of the Governing Body, is necessary, expedient or conducive for the promotion of business education in the United Republic of Tanzania.

1.4 Core Values

The College embraces the following core values:

(a) Academic Freedom

The College is independent and cherishes and defends free inquiry and scholarly responsibility.

(b) Advancing and Sharing Knowledge and Skills

The College supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.

(c) Excellence

The College, through its students, staff and alumni, strives for excellence and trains students to the highest standards.

(d) Integrity

The College acts with integrity, fulfilling promises and ensuring open respectful relationships among its stakeholders. CBE abides by ethical code of conduct and respect for laws.

(e) Mutual Respect and Equity

The College values and respects all members of its communities each of whom individually and collectively makes a contribution to create, strengthen and enrich teaching and learning environment.

(f) Societal Orientation

The College embodies the highest standards of service and stewardship of resources and works within the wider community to enhance good societal satisfaction.

1.5 Rationale for HIV and AIDS Policy

The HIV and AIDS pandemic in Tanzania, as elsewhere in Sub-Saharan Africa, is among the leading causes of morbidity and mortality. This has led to diverse consequences, including loss of productive human resources; increased health costs to care for the sick; increase in the number of orphans and widows; decreased life expectancy; macro and micro economic impact; psychosocial and social-cultural impacts. Because of these devastating impacts, all national and international development agenda consider HIV and AIDS as a cross cutting issue that needs to be addressed in order to be able to achieve desired development goals. Higher learning institutions are expected to play a leading role in innovating workable intervention for this pandemic as well as serving a role model in implementing good practice for HIV and AIDS management and prevention.

Higher learning institutions in Tanzania have made efforts to develop strategies for prevention of HIV and AIDS including having in place committees dedicated to dealing with HIV and AIDS issues. CBE has in place a HIV and AIDS committee which is responsible for coordinating various activities for HIV and AIDS control and prevention. However, these various efforts that are being pursued are hampered by lack of comprehensive guidelines to facilitate their implementation. Hence, the rationale to prepare HIV and AIDS policy is to provide a framework for implementing HIV and AIDS interventions for CBE community.

1.6 Overall Objective of HIV and AIDS Policy

The overall objective of this policy is to provide a framework for handling HIV and AIDS epidemic at the College.

1.7 Specific Objectives of HIV and AIDS Policy

The specific objectives of the policy are:-

- i) To sustain an increased awareness of HIV and AIDS through information, education and communication for behaviour change.
- ii) To sensitize and encourage staff and students to check and disclose their HIV sero status.
- iii) To provide a framework for implementing HIV and AIDS interventions at CBE, including supporting staff and students living with HIV and AIDS.

CHAPTER TWO

SWOC ANALYSIS

The College has a number of strengths and also is subject to a number of opportunities. It also faces a number of challenges, and has observed some weaknesses, as listed below.

2.1 Strengths

- a) HIV and AIDS awareness among the CBE staff and students.
- b) Allocation of funds for HIV and AIDS seminars, workshops and conferences.
- c) Availability of students' health clubs and staff HIV and AIDS committees.
- d) Availability of health insurance fund to staff and students.
- e) Availability of National Policy on HIV and AIDS of 2011.
- f) Availability of HIV and AIDS orientation programs to new staff and students.

2.2 Weaknesses

- a) Insufficient research, publications and consultancy on HIV and AIDS.
- b) Lack of guidelines on HIV and AIDS at the College.
- c) Ineffective students' health clubs and staff HIV and AIDS committees.
- d) Insufficient of HIV and AIDS protective gears.
- e) Lack of support to staff and students living or infected with HIV and AIDS.

2.3 Opportunities

- a) Availability of funds from donors and other partners.
- b) Availability of partners in combating HIV and AIDS pandemic.
- c) Availability of government support on HIV and AIDS campaign.
- d) Availability of medical staff at the College.

2.4 Challenges

- a) Concentrated and diverse population of staff and students in one place.
- b) Possibility of having new HIV infections each year when enrolling new students.
- c) CBE is at the city centre.

CHAPTER THREE
MAJOR AREAS, ISSUES, POLICY STATEMENTS, STRATEGIES AND
OPERATIONAL PROCEDURES

3.1 HIV and AIDS Education

3.1.1 Situation Analysis

Evidence shows that a higher proportion of members of the CBE community have only basic knowledge on HIV and AIDS. In addition, reports from government and stakeholders indicate that there are new HIV and AIDS infections. Therefore, provision of more and effective HIV and AIDS education to higher learning institutions is inevitable.

3.1.2 Policy Issues

- (i) Lack of regular HIV and AIDS education sessions.

3.1.3 Policy Statements

- (i) The College shall endeavour to provide HIV and AIDS education to staff and students regularly.

3.1.4 Strategies

- (i) To provide HIV and AIDS education through meetings, seminars, workshop, and conferences.
- (ii) To ensure availability of up to date and relevant HIV and AIDS educational materials.

3.1.5 Operational Procedures

- (i) The College shall organize meetings, seminars, workshops, and conferences to impart knowledge and skills on HIV and AIDS education to staff and students.
- (ii) The College shall acquire relevant HIV and AIDS educational materials and make the same available to staff and students.
- (iii) The College shall allocate funds to enable smooth provision of HIV and AIDS education to staff and students.

(iv) The College shall work with other stakeholders to combat stigma.

3.2 Students' Health Clubs and Staff HIV and AIDS committees

3.2.1 Situational Analysis

As part of its efforts to combat the HIV and AIDS pandemic, the College established students' health clubs and staff HIV and AIDS committees. It has been observed, however, that these clubs and committees have not been effective to achieve their desired goals.

3.2.2 Policy Issues

- (i) Ineffective students' health clubs and staff HIV and AIDS committees.
- (ii) Lack of operational guidelines for students' health clubs and staff HIV and AIDS committees.

3.2.3 Policy Statements

- (i) The College shall endeavour to strengthen the existing students' health clubs and staff HIV and AIDS committees to make them effective.
- (ii) The College shall establish operational guidelines for students' health clubs and staff HIV and AIDS committees.

3.2.4 Strategies

- (i) Review the functions of students' health clubs, and staff HIV and AIDS committees.
- (ii) Review the composition of students' health clubs, and staff HIV and AIDS committees.
- (iii) To put in place operational guidelines for students' health clubs, and staff HIV and AIDS committees.

3.2.5 Operational Procedures

- (i) To appoint a team to review the functions of students' health clubs, and staff HIV and AIDS committees.
- (ii) To appoint a team to review the composition of students' health clubs, and staff HIV and AIDS committees.
- (iii) To appoint a team to prepare guidelines for students' health clubs, and staff HIV and AIDS committees.

3.3 Supporting People Living with HIV and AIDS

3.3.1 Situation Analysis

The College does not provide any support to staff and students living with HIV and AIDS because there are no guidelines to cater for the same. Likewise, there is no study that has been conducted to determine HIV sero status of CBE members, and it is assumed that a significant number of them are not aware of their HIV sero status. To date there are no records of CBE members who have disclosed their HIV sero status. Thus, there is a need to put in place guidelines for supporting people living with HIV and AIDS in case they disclose their HIV sero status.

3.3.2 Policy Issues

- (i) Reluctance to check and disclose HIV sero status among staff and students.
- (ii) Lack of support to people living with HIV and AIDS.

3.3.3 Policy Statements

- (i) The College shall sensitize and encourage staff and students to check, and disclose their HIV sero status.
- (ii) The College shall ensure availability of support to staff and students living with HIV and AIDS.

3.3.4 Strategies

- (i) The College shall organize regular Voluntary Counselling and Testing (VCT) for staff and students.
- (ii) The College shall guarantee conducive and friendly environment to encourage staff and students disclose their HIV sero status.
- (iii) The College shall provide support to staff and students living with HIV and AIDS.

3.3.5 Operational Procedures

- (i) The College shall undertake regular Voluntary Counselling and Testing (VCT) for staff and students.
- (ii) The College shall strengthen a counselling unit to better serve staff and students living with HIV and AIDS.
- (iii) The College shall empower a counselling unit for staff to better serve staff and students living with HIV and AIDS.
- (iv) The College shall allocate funds for supporting staff and students living with HIV and AIDS.
- (v) The College shall establish guidelines for supporting staff and students living with HIV and AIDS.

CHAPTER FOUR
GOVERNANCE OF THE POLICY

4.1 Governance of the HIV and AIDS Policy

The governance of the HIV and AIDS Policy may require the following:-

- i) Identifying areas for extending policy implementation.
- ii) Strengthening of HIV and AIDS committee(s) and students health clubs.
- iii) Establishing a framework for coordinating, monitoring and evaluating the implementation of the policy.
- iv) Allocating funds in its budget for the implementation of the policy.

4.2 Roles of Stakeholders within the College

To oversee the implementation of the HIV and AIDS policy will include the Governing Body, Human Resources Management and Administration Committee, Rector, Office of Deputy Rector – Planning, Finance and Administration, Directorate of Human Resources and Administration, and Directorate of Finance, HIV and AIDS Committee, staff and students.

4.2.1 Administration of the HIV and AIDS Policy

The office of Deputy Rector Planning, Finance and Administration shall be responsible for administering HIV and AIDS Committee activities.

CHAPTER FIVE

MONITORING AND EVALUATION

5.1 Monitoring and Evaluation

Collection and analysis of information aimed at improving effectiveness of the HIV and AIDS policy that is monitoring; and comparison of actual against planned impact of the policy, that is, evaluation will involve different stakeholders playing their role in the realization of desired objectives. The College shall establish a mechanism for monitoring and evaluation of the implementation of HIV and AIDS policy. Key personnel in Monitoring and Evaluation of HIV and AIDS policy are as indicated in below:

Monitoring and Evaluation shall involve:-

- i) Establishment of mechanisms of accountability for monitoring and evaluating the implementation of the HIV and AIDS policy.
- ii) Establishment of a framework that will provide the basis for monitoring and evaluating the policy implementation at all College levels.
- iii) Establishment of a sound institutional framework for translating the goals, objectives and strategies into actual programmes at all levels, that is, Units/Sections, Departments, Directorates, and campuses. This means that the implementation will be effected through the existing institutional set up.

Table 5.1 Key Players of Monitoring and Evaluation of the HIV and AIDS Policy

SN	Key Players	Key Activities
1	Governing Body	- Approving the policy and overseeing the implementation of the policy by management.
2	Human Resources Management and Administration Committee	- Recommending for approval the HIV and AIDS policy to the Governing Body. - Receiving and deliberating on HIV and AIDS implementation reports.
3	Rector	- Overall coordination of the implementation of HIV and AIDS policy.
4	Deputy Rector – Planning, Finance and Administration	- Coordinating the implementation of the HIV and AIDS policy.
5	Director of Human Resources and Administration	- Administering the implementation of various HIV and AIDS activities. - Preparing the annual budget for HIV and AIDS matters. - Allocating personnel for conducting seminars, workshops and conferences for students.
6	Director of Finance	- Coordinating issues related to finance.
7	Director of Student Affairs and Services	- Allocating personnel for conducting seminars, workshops and conferences for students.
8	Public Relations Officer	- Spokesperson on matters related to HIV and AIDS after liaising with the Rector.

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