



# CONFUCIUS INSTITUTE

AT UNIVERSITY OF CAPE COAST

加纳海岸角大学孔子学院

ANNUAL  
REPORT  
2017

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Confucius Institute of University of Cape Coast  
(CIUCC)

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## PREFACE

The Confucius Institute at University of Cape Coast was formally launched on the 2nd of June, 2016, however the initial discussions to establish the institute through the collaborative efforts of University of Cape Coast and Hunan City University of China dates back to 2008. The proposal for the establishment of the institute was first submitted in 2009.

The content of CIUCC 2017 Annual Report depicts the first fruits of the establishment of CIUCC. Within one year after its formal establishment, CIUCC has chocked a number of successes. There is a Chinese saying that “complete sincerity can affect even metal and stone”. Within a short period of time, CIUCC has achieved a lot with remarkable results because of the capable leadership and strong support from China Hanban, University of Cape Coast and Hunan City University as well as the efforts of all the hardworking staff of CIUCC. The aim of this report is to showcase what we have done this year, from institutional setup to its future development plan, from Chinese instruction to cultural activities, and from cultural exchanges to collaboration. The report highlights our achievements in the areas of Chinese language and cultural training, collaborations and other special programmes.

Throwing more light on the bilateral exchange, President Xi Jinping pointed out that “Confucius Institute is the window and bridge for language exchange between China and other countries”. And Vice Premier Liu Yandong also stressed that “we must give full play to the strength of both China and foreign countries and create a brand of cultural exchange that is inclusive, harmonious and symbiotic, and make new contributions to creating a community of shared future for mankind”. It is our hope that our achievements should set the tone for even grater achievements and thereby fulfil our goal of fostering cultural exchanges between China and Ghana.

Prof. Hu Liangcai - China Director

Prof. Ishmael Mensah - Ghana Director

## ACKNOWLEDGEMENTS

First of all, we would like to extend my sincere appreciation to all those who contributed in different ways to the success of our programmes and activities at the Confucius Institute at University of Cape Coast, Ghana.

Our foremost gratitude goes to Ms. Sun Baohong, Chinese Ambassordor to Ghana, Hon. Kwamena Dunken, Central Regional Minister, Prof. Joseph Ghartey Ampiah, Vice Chancellor of University of Cape Coast, Prof. George K. T. Oduro, Pro-vice Chancelor- UCC, Prof. D. D. Kuupole, former vice chancellor of University of Cape Coast, President of Hunan City University, Prof. Li Jianqi, Prof. K. Opoku Agyemang, first and former Ghana Director of CIUCC, Hon. Thomas Yaw Adjei-Baffoe, Mr. Kwame Tenadu, the Dean of Language Department at CCTU, Board members of CIUCC; Prof. Edu Buandoh, Prof. Rosemond Boohene, Prof. Afful, Prof. Zhou Guiping, Prof. Yuan Zhicheng, Executives of CI workers, and all the training centers, whose strong support, encouragement and decisive actions help our Confucius Institute to successfully sail through many hardships and challenges.

We equally express our warmest thanks to Prof. Dora Edu Boandoh, the provost of College of Humanities and Legal Studies- UCC, Prof. J. B. A. Afful, Dean of Faculty of Arts, and Dr. Alex J. Wilson, Center for African and International Studies. We are also deeply indebted to all the teaching and non-teaching staff of Confucius Institute for their hard work that helped the CIUCC to operate smoothly. Finally, we deeply appreciate the contribution to our Confucius Institute made in various ways by various stakeholders from both China and Ghana.



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CHAPTER  
**ONE**

MESSAGES FROM  
CHAIRPERSON

## MESSAGES



**PROFESSOR LI JIANQI**  
China Chairman of CIUCC Board and  
President of Hunan City University

The Confucius Institute at University of Cape Coast, co-established by Hunan City University and University of Cape Coast, provide opportunities for students to learn Chinese language and culture at University of Cape Coast, Ghana. With the increasingly close economic exchanges between China and Ghana, University of Cape Coast will surely become the vanguard and bridgehead in the cultural exchanges between the two countries. As a Chinese partner university, Hunan City University will continue to support the development of the Confucius Institute at University of Cape Coast. We warmly welcome Ghanaian people, all the teachers and students at University of Cape Coast to come to Hunan City University for further studies and contribute to the friendly relations between China and Ghana.



**PROF. JOSEPH GHARTEY  
AMPIAH**  
Ghana Chairman of CIUCC Board and Vice  
Chancellor of University of Cape Coast

Since the establishment of the Confucius Institute at University of Cape Coast, the Chinese instruction has thrived and the cultural activities carried out have been colorful. Only over a year, more than 2,000 students have registered for Chinese learning in the Confucius Institute at University of Cape Coast. University of Cape Coast is also about to open a BA Chinese programme with Confucius Institute. University of Cape Coast will fully support the development of the Confucius Institute and strive to build the Confucius Institute at University of Cape Coast into a model Confucius Institute within the shortest possible time. I am confident of the development prospects of the Confucius Institute at University of Cape Coast.

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CHAPTER  
**TWO**

INTRODUCTION TO CIUCC

## INTRODUCTION OF CIUCC



The Confucius Institute at University of Cape Coast, is the second Confucius Institute established in Ghana by Hanban (Confucius Institute Headquarters). Hunan City University is the Chinese partner university. Within one year after its establishment, CIUCC has achieved remarkable results because of the good leadership and the strong support of Hanban, University of Cape Coast and Hunan City University as well as the effort of the entire staff. CIUCC currently has 20 full-time teachers and

administrators from both China and Ghana. It has already set up 9 Chinese training centers outside campus, two of which are cooperative training programmes with Chinese enterprises in Ghana. It has also opened 14 Chinese language and cultural courses with 2000 registered students. CIUCC has already carried out more than 10 large-scale cultural promotion activities and engaging with different-level local governmental organizations on a number of occasions.

The teaching facilities of Confucius Institute have gradually been improved from the scratch. Now CIUCC has 2 offices, 2 classrooms, 1 language lab, and a library with more than 3000 books. Additionally, a website with unique characteristics has been created. In addition, there are social media platforms like WeChat, Facebook, LinkedIn, and WhatsApp. The Confucius Institute Development Plan and the Annual Work Plan have been successfully carried out as well as budgeted programs, such as the Ambassador Award Ceremony, the large-scale orientation lecture of students recruitment for Confucius Institute, the large-scale cultural lecture, the Spring Festival celebration activities, the CI Anniversary Celebration Ceremony (Minister and ambassador attended and delivered speeches), Confucius Institute Day Celebration, as well as Chinese Club activities, Chinese Traditional Clothing Showing and Food Culture Experience, Chinese Tea Culture Experience Activities. We have also organized a successful China Tour (for 14 outstanding Confucius students) to participate in a Summer Camp at Hunan City University.

What's more, the annual and distinctive "China-Africa Urban Development Forum" preparation work had been held from November 19 to 21 at CIUCC. The Forum will publish the Conference Proceedings with the title of "China-Africa Urban Development Studies". After the Forum, we will establish "Institute of China-Africa Urban Development". The CIUCC educational officials' delegation including Deputy Regional Minister, Deputy Immigration Commander visited China on October 29, and the Second Board Meeting of CIUCC had been held in HCU on November 4, 2017.

In the coming years, we will continue our efforts in applying for Model Confucius Institute in the implementation of "Confucius China Studies Program", setting up of Chinese major, setting up of the "Head Teacher Position", number of local Chinese teachers, scale of training for local Chinese teachers, research and development on local Chinese teaching materials, outcomes of academic researches, etc.

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**THREE**

BOARD OF ADVISORS OF CIUCC



# BOARD OF ADVISORS OF CIUCC

## 3.1 Main Responsibilities of the CIUCC Board of Advisors

The Board of Advisors is the highest decision-making body of the Confucius Institute. The responsibilities of the Board are:

1. To ensure that the policies and decisions of the Confucius Institute Headquarters are incorporated in the Affairs of CIUCC.
2. To review the Institute's Development Plan, Annual Work Plan and Year-End Summary Report.
3. To review the Institute's Project Implementation Plan.
4. To review the annual financial budget and final accounts of the Institute.
5. To decide the Institute's discipline construction, teaching staff construction, teaching and scientific research, administrative management and other major issues.
6. To decide the Institute's exchange programmes, cooperation, research and development and other important matters.
7. To appoint and dismiss Directors and vice Directors of the Institute.

## 3.2 Financial responsibilities of CIUCC Board

### The Advisory Board of CIUCC shall:

1. Cause all payments to be made on the basis of supporting vouchers and other documents which ensure that services or goods have been received and that payments have not been made illegally
2. Designate officers who may receive money, incur obligations and make payments on behalf of CI.
3. Maintain an internal financial control which shall provide for effective current examination and/or review of financial transactions in order to ensure:
  - The regularity of the receipt, custody and disposal of all funds and other financial resources of the Institution.
  - The economic use of the resources of CI.



### 3.3 Profile of Board Members

There are seven members of the Board of Confucius Institute at University of Cape Coast. The following is a brief introduction of the members of the Board:



China Chairman of the Board: The President of Hunan City University,  
**PROFESSOR LI JIANQI**



Ghana Chairman of the Board: the Vice Chancellor of University of Cape Coast,  
**PROFESSOR JOSEPH GHARTEY AMPIAH**



Board Member: the Provost for the College of Humanities and Legal Studies ,  
**ASSOCIATE PROFESSOR DORA FRANCISCA EDU-BUANDO**



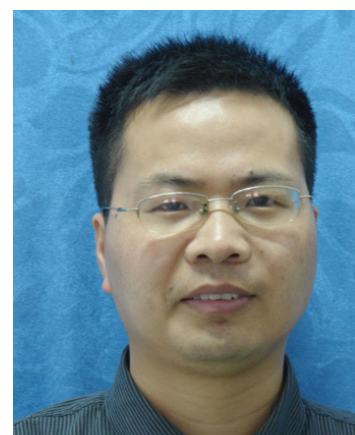
Board Member: the Dean of Centre of International Education,  
**ASSOCIATE PROFESSOR ROSEMOND BOOHENE**



Board Member: the Director of International Exchange Division of Hunan City University,  
**ASSOCIATE PROFESSOR ZHOU GUIPING**



Board Member: the Dean of Faculty of Arts,  
**ASSOCIATE PROFESSOR JOSEPH BENJAMIN ARCHIBALD AFFUL**



Board Member: the Head of Organization Department of Hunan City University ,  
**PROFESSOR YUAN ZHICHENG**

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CHAPTER  
**FOUR**

STAFF OF CIUCC

## STAFF OF CIUCC

Under the good leadership and strong support of Hanban, University of Cape Coast and Hunan City University, CIUCC has achieved remarkable results. During the first year of Confucius Institute, full-time teaching and management staff has increased from two people in the beginning to twenty people currently, including who are paid by Hanban 11 people (one Chinese director, two Chinese teachers, seven volunteer teachers, a local teacher), and who are paid by UCC 9 people (one Ghana director, five management staff, three national personnel). We have accepted three national service persons to work for a year at the Confucius Institute. We also selected 30 outstanding students to form a student volunteer work team to assist in the organization and promotion of CI teaching and cultural activities.



### PROF. HU LIANGCAI

( Full Professor)

The China-Director of the Confucius Institute at University of Cape Coast was directly appointed by Hanban in September of 2016. He has been full professor since 2009 and has had a 33 year teaching experience, during which, for more than ten years, he was simultaneously the director of the International Exchange Department of Hunan City University. He was also director of Academic Journal. He was the Party Secretary of the College of Telecommunication and Electronic Engineering of the University before becoming the China Director of CIUCC. He got his degree in the Science of Education at Harding University, USA and was a Visiting Professor at University of Western Sydney. He was also the 18th and 19th Interpreter and Translator- General of World Cup Badminton Tournament by International Badminton Federation. He has more than 40 academic articles in Chinese and International scholarly Journals.



### ASSOCIATE PROFESSOR

#### ISHMAEL MENSAH

Prof. Ishmael Mensah is an Associate Professor of tourism and hospitality management at the University of Cape Coast. He holds a Ph.D. Tourism degree from the same university and is a Certified Hospitality Educator (CHE) by the American Hotel and Lodging Association as well as a Member of the Institute of Hospitality (MIH). Prof. Mensah also holds post-graduate certificates in Hospitality Administration as well as Event Planning & Tradeshow Management from Georgia State University where he was a fellow under the Ghana Tourism Capacity Development Initiative. He has published widely in high-ranking academic journals in the areas of environmental management in hotels, special events management, service quality and community-based tourism development. Prof. Mensah is very passionate about the delivery of quality service and has consulted for a number of public and private organizations on the topic. He has also served on a number of national and local committees including the Central Region Tourism Awards Committee.

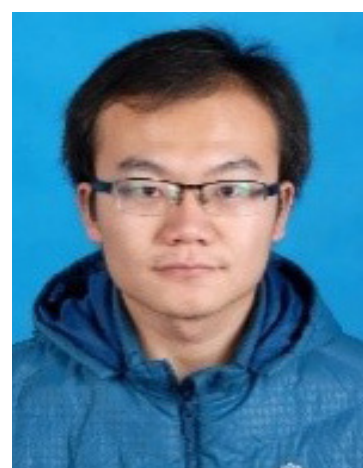
## CHINESE STAFF



**Zeng Weijun**  
Government-sponsored  
lecturer



**Guo Jing**  
Government-sponsored  
lecturer



**Huang Qin Hai**  
Volunteer teacher



**Ren Zhe**  
Volunteer teacher



**Ma Dandan**  
Volunteer teacher



**Lei Qiongyan**  
Volunteer teacher



**Wang Wendan**  
Volunteer teacher



**Hou Shiyang**  
Volunteer teacher



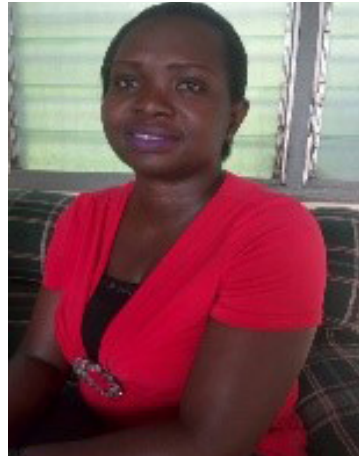
**Sui Yan**  
Volunteer teacher



## GHANAIAN STAFF



**James Opoku- Darko**  
Local Lecturer



**Judith Owusu Peprah**  
Principal Administrative  
Assistant



**Robert Mawumor-Lewis**  
Senior Administrative  
Assistant



**James Annan**  
National Service Person



**Divine Atinyo**  
National Service Person



**Iddriss Musah Iddriss**  
National Service Person



**Veronica Donkoh**  
Senior Messenger  
and Cleaner



**Nana Oforiwa Otu**  
Clerk



**Eric Baidoo**  
Senior Messenger  
and Cleaner

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CHAPTER  
**FIVE**

**SYSTEM CONSTRUCTION AND  
DEVELOPMENT PLANNING OF  
CIUCC**

## SYSTEM CONSTRUCTION AND DEVELOPMENT PLANNING OF CIUCC

### 5.1 Rules and Regulations OF Confucius Institute at University of Cape Coast (CIUCC), May 20, 2016

#### INTRODUCTION

The establishment of Confucius Institute at University of Cape Coast is to promote friendly relations and cooperation between China and Ghana. Confucius Institute is committed to the development of educational and cultural activities, to further strengthen the cooperation and cultural exchanges between China and Ghana in order to enhance the understanding of Ghanaian people about China, and to deepen the friendship between Chinese and Ghanaians.

As a relatively new Institute, the Confucius Institute of UCC requires rules and regulations in order to ensure its efficient operation. Therefore, the responsibilities of the staff, teachers as well as rules and regulations regarding scientific research, administration, financial management and student management have been formulated. The rules and regulations are not only based on the policies of Confucius Institute Headquarters, but also in combination policies of the University of Cape Coast.

#### Responsibilities of Chinese and Ghanaian Directors of CIUCC

1. To formulate the development plan, annual work plan, work summary, budget and final accounts of the Institute.
2. To formulate rules and regulations as well as responsibilities of personnel.
3. To establish and improve the management of all kinds of documents including archives and assets register.
4. To design all kinds of curricular, students recruitment plan and organize teaching assessment, teaching evaluation and teachers training.
5. To develop marketing plans.
6. To develop Chinese language and culture promotion activities.
7. To investigate local language policy and demand for Chinese language training.
8. To exchange and cooperate with local government, schools, enterprises, associations, media among others.
9. To report timely to Hanban, submit a report on activities every six months, according to the requirements of Hanban.
10. To participate in the Confucius Institute Board meetings.
11. To make arrangements forward media coverage, publicity and news report on activities.
12. China Director is responsible for the management and coordination of the relevant issues in Hunan City University and China, whereas the Ghana Director is responsible for the management and coordination of the relevant issues in UCC and in Ghana.

### **Responsibilities of CI Teachers**

1. To comply with the regulations of CIUCC and pertinent regulations of Confucius Institute Headquarters.
2. To comply with the laws of Ghana, respect local customs and strive to establish a good image of teachers of Confucius Institute.
3. To comply with the relevant provisions of Confucius Institute management and carry on duty under the leadership of CI Directors.
4. To remain committed to CI work, actively accept the teaching work of Confucius Institute, and complete assigned teaching tasks on time.
5. To actively participate in all kinds of teaching activities of Confucius Institute. Teachers should ensure continuous improvement in the quality of their teaching.
6. To abide by the professional ethics of teachers, establish strict teaching style and conscientiously carry out teaching syllabus, curriculum teaching plans, and carefully prepare and conduct every class.
7. To be punctual, avoid absenteeism and avoid changing class schedules without permission or situate another teacher as substitute. Teachers who are unable to attend classes should seek permission from CI Directors 24 hours in advance.
8. In accordance with the requirements of Confucius Institute, Teachers are to actively participate in and organize Chinese language, cultural promotion activities and other related activity.
9. To submit, collate and sort all kinds of documents and files on teaching and cultural activities in a timely manner. To be responsible for the creation and management of teaching documents and be responsible for students' registration, entering students' exams results, achievements, rewards, punishments, enrollment tabulation, and keep custody of school enrollment forms of students

### **Responsibilities of the Administrative Secretaries**

1. To comply with the constitution and by-laws of Confucius Institute issued by CI Headquarters and regulations of the University of Cape Coast.
2. To assist the Directors to undertake programmes and activities of Confucius Institute.
3. To be in charge of the office, library, computer room, multimedia Lab, fixed property and undertake other administrative duties.
4. To manage all kinds of documents, files, pictures, and other important documents and events regularly, and ensure they are safe guarded. Administrators will be responsible for dealing with letters and visitors.
5. To keep records of library books and reference materials, purchase new books and reference materials according to the needs of the institute and register the books and materials purchased and donated in a timely manner.
6. To assist the directors and teachers with their teaching plans, teaching evaluation, and teaching evaluation of teachers
7. Perform other tasks assigned by Directors



## **Responsibilities of Volunteer Teachers**

1. To comply with the constitution and by-laws of Confucius Institute issued by CI Headquarters and related regulations of Confucius Institute Headquarters.
2. To comply with the laws of Ghana, respect local customs and establish a good image for volunteer teachers of Confucius Institute.
3. To abide by foreign relation regulations.
4. To promote the Chinese culture and the spirit of hard work and dedication, in accordance with the agreement with Hanban and fulfill responsibilities and obligations.
5. To resist from participating in any political activities in Ghana and not engage in any activities.
6. To accept and abide by CI management rules and regulations, and obey instructions from CI Directors.
7. To accept teaching tasks at the Institute and complete assigned teaching tasks on time.
8. To actively participate in various cultural activities organized by the Institute and complete tasks on time.
9. To report to office on time, desist from absenteeism and abide by rules and regulations.
10. Maintain a good team spirit and continuously improve upon the quality of teaching.
11. To maintain contact with Hanban and the Chinese Embassy in the host country, and regularly report on teaching and living conditions.
12. To comply with teaching rules and regulations, abide by teaching arrangements and respect the management of working institutions, leaders, teachers and students.
13. To avoid night out and maintain decent and healthy lifestyles.
14. To report unexpected events to the CI directors promptly.

## **Financial Management System**

These Regulations shall govern the financial administration of CIUCC.

CIUCC shall establish detailed financial rules and procedures to ensure effective financial administration.

### **Regulation 1: Applicability and Authority**

1. The Confucius Institute Headquarters, manages all funds through its system, CIUCC should do the financial budget and final accounts in the system.
2. In accordance with the requirements of Confucius Institute Headquarters, financial statistics, budget, final accounts and accounting statements will be thoroughly assessed and audited..
3. Any purchase application and cheque for bank cash of all the invoices and receipts should be signed by China Director with the consent of Ghana Director, if not, it will not be accepted by Headquarters.
4. The Budget and Final Accounts must be finally approved and signed by the Chairman (Ghana and China Chairman) of CIUCC Board of advisors.
5. The CIUCC Board of Advisory shall retain the right to pay all non-procedural claims against Chinese and foreign directors.

### **Regulation 2: Financial Period**

The financial period shall consist of one year (January-December). The Directors shall keep under review the financial period. Headquarters regulates the due (deadline) to the following:

1. Submit program budget of next year before Sept, 15
2. Arrange Advanced Allocation of funds by Headquarters to CI
3. CI Submit final budget of last year before Jan, 15 of the next year.
4. Headquarters examines and approves budget before Mar, 15
5. Headquarters Allocate funds to CI before Apr, 1

### **Regulation 3: Financial Budget and Final Settlement Programs**

1. The proposed budget program for each financial period shall be cooperatively prepared by Ghana and China Directors and finally submitted by Chinese Director of CIUCC with the consent of the Ghana Director. Directors shall abide by the relevant financial rules of the Confucius Institute Headquarters, implement the financial system of the Institute, prudently manage all funds, and keep a detailed accounts.
2. Tuition and other income or any donation towards CI programs shall be used for the construction and development of Confucius Institutes and included in the revenue. The proposed yearly program financial budget shall cover income and expenditures for the financial period.
3. The financial report shall , concrete objectives, expected results and key performance indicators for the financial period. It shall be accompanied by such information and explanatory statements, including a statement on the main changes in comparison with the budget of the previous financial period and such further statements as the Directors may deem necessary and useful.
4. On pre-appropriated funds from Headquarters: based on the analysis of the budget account for each CI and on the inspection assessments of supervisory delegations, the amount of pre-appropriated funds will be confirmed by November or December. The final decision on the amount of the pre-allocated funds shall take into consideration a number of factors, including current year programme implementation and funds allocation etc.
5. The proposed program budget and final accounts must be signed by Chairman of the Board before submission to Headquarters

### **Regulation 4: The Advisory Board of CIUCC shall:**

1. Cause all payments to be made on the basis of supporting vouchers and other documents which ensure that the services or goods have been received and that payments have not illegally been made.
2. Designate the officers who may receive moneys, incur obligations and make payments on behalf of CI.
3. Maintain an internal financial control system which shall provide effective examination and/or review of financial transactions in order to ensure:
  - (i) Regularity of the receipt, custody and disposal of all funds and other financial resources of the institution.
  - (ii) use of the resources of CI.

### **Regulation 5 Additional Financial Regulations**

1. Establish a strict system of exchange of USD into the local currency, which is particularly important for CIUCC, In of this
  - (i) There should be clear record of currency exchanges.
  - (ii) Two accounts should be operated simultaneously and should be in consistency of bank account income and expenditure records.
2. All expenditures must be signed by China and Ghana Directors. The annual audit report and the final report of the Confucius Institute are very important documents and must be well kept.
3. In order to ensure the success of all the programmes organized by CIUCC, funds should be provided in-advance. Directors can also buy on credit to guarantee the success of programmes.

After the program, the debtor must pay back the funds by following strict and clear reimbursement procedures.

4. China and Ghana have respectively agreed to have one person who will be responsible for preparing the accounts of the Confucius Institute by strictly abiding by the regulations for the administration of Confucius Institute Headquarters funds and strictly carry out monthly summary reports on the financial activities at the Confucius Institute. Besides the summary to be input into the system, monthly financial reports should be provided including expenditure details of signed invoices, receipts and budget application reports. The accounts personnel at UCC need to understand and be familiar with the operation of the financial system. In addition, annual financial budgets and final accounts should be provided. Chinese funds from CI Headquarters must be used timely, reasonably, and efficiently according to the annual work plan and budgets.

5. There should be financial audit from a third party appointed by the Board.

6. Headquarters has the right to audit the income and expenditure and income of CIUCC at any time.

7. The US dollars bank account of CIUCC is on basic requirements of Headquarters( China).

8. Imprest should be enough and timely for the running of all the programs.

#### **CIUCC Office Working Rules**

1. Staff should not be late or leave before close of work, they cannot be absent without permission and should strictly abide by the rules of work.

2. Staff should be responsible and devoted to their duties, and strive to complete tasks assigned to them.

3. Any conversation during working hours which is unrelated to work should be avoided. They should not engage in any other activities that interfere with the order of the work.

4. Staff should support and care for each other to ensure a cooperative harmonious atmosphere and try to establish good interpersonal relationships.

5. Staff should provide a warm reception for visitors and should be courteous.

6. Staff should take good care of properties of the institute and eliminate waste.

7. Staff should maintain clean working environment.

8. Staff should be conscious about security and safeguard the institute's properties against fire and theft.

9. Staff should ensure they don't use CI resources for private purposes.

#### **Recruiting and Management of Part-time Teachers**

In order to prevent shortage of CI teachers, and ensure effective learning process, part-time teachers will be employed. To strengthen the management of part-time teachers and ensure the quality of teaching, these measures are formulated.

1. Part-time teachers should have the required qualifications in Chinese language, history or other professional qualification.

2. Part-time teachers should speak standard Mandarin.

3. Part-time teachers must have a passion for Chinese teaching with a strong sense of responsibility and good teaching skills.

4. Part-time teachers' workload should not be more than 8 hours a week unless under specific circumstances.

5. Confucius Institute will organize trial teaching to test the teaching ability of candidates, those who will

do the best will be required to fill a registration form and report to CI directors for final approval.

6. If approved, Part-time teachers will have a probation period of one month, after the probation, formal employment procedures will be followed for those who will be qualified.

### **Provisions on the Administration of Property and Materials**

1. Personnel who will be responsible for the institute's property will be appointed by CI directors. No one should arbitrarily use or lend CI property or assets to others. The labels and numbers on property or assets cannot be altered.
2. An offsets register should be kept and regularly .
3. Any loss of property should be reported with clear details. Any property damaged beyond should be reported.
4. The administrator should carefully check and verify all assets before they are lent out and such assets should be recovered in a timely manner
5. At the end of each semester, an inventory report on all properties and assets should be made and submitted to Directors and Board of CIUCC.

### **Provisions on the Management of Library Books and Materials**

1. To establish a collection of books and materials.
2. The library should be opened promptly to readers.
3. Lending procedures should be standardized with a complete catalogue on the books.
4. Attention should be given to the completeness of all sets of books and materials. Strengthen fire prevention, anti-theft, moisture-proof, dustproof, mothproof, and anti-damage, etc.
5. Consciously accept supervision by Confucius Institute Headquarters and submit annual summary report on registration of books and materials of library (including purchase of books, lending, shortage, and the total amount of books).
6. Pay attention to teaching and research trends, keeping up with the latest trends and information on books and materials, provide advisory service for teachers and students of Confucius Institute.

## **5.2 CIUCC Development Plan (2016—2021)**

Under the support of China National Office for Teaching Chinese as a Foreign Language (Confucius Institute Headquarters, “Han ban” )and the joint efforts of Hunan City University and University of Cape Coast of Ghana, was officially inaugurated on June 2, 2016, to address the urgent need of Ghanaians of Ghana to learn Chinese and understand the Chinese culture. Since Hunan City University and University of Cape Coast in Ghana signed a cooperation agreement in 2008, the two institutions will embark on education exchanges and cooperation for many years. The mission of the Confucius Institute of University Cape Coast is to promote both the Chinese language and culture in the Central Region, whilst also cultivating flourishing education and cultural connections between the people of Ghana and China.

### **5.2.1. Key Targets and Expectations and Development goals:**

The key target of CIUCC are:

- Joint B.A in Chinese language and culture programme to be mounted at UCC
- Proficiency Course in Chinese Language (elective credits course) with a target of 500 students each year
- Outreach Chinese classes at UCC campus for more than 400 students, 200 students for each semester.

- One-on-One Tutoring program in Chinese Language Proficiency (HSK) training
- Youth Chinese Test (YCT) Training, Online Teaching Recourses training project
- Chinese culture training programs such as Taiji, calligraphy, wujingxi, and Chinese traditional songs.
- UCC Summer Study Abroad at Hunan City University Chinese Language Teaching Symposium
- Local Chinese Teachers Training program, Community-based Chinese training courses for Adults
- Chinese Language training centers in primary schools, Technical universities and other educational institutions around Cape Coast.
- Set up a solid foundation to build CIUCC into a Model Confucius Institute.
- Increase the number of students from 700 to 1200 and even up to 4,000 students by the year 2021.
- Increase the number of Chinese Hanban teachers to 10 in 2017 to 40-50 by the year 2021
- Develop more than 30 Chinese language training centers
- Increase the Chinese language teaching into the schooling system and to construct some of them into CONFUCIUS CLASSROOMS.
- Prepare over 200 UCC and local students for YCT and HSK every year and set up Online Cloud-based Curriculum.

### **5.2.2. Cultural Exchange Activities:**

Cultural activities organized by CIUCC are: Chinese New Year Celebration , Chinese Tea and food, Chinese Tea and food Culture experience Dragon Boat Festival celebration “Confucius Institute Day”, Moon Festival Celebration, San Xun, Taiji Group Competition, Chinese calligraphy and painting, San Xun performance exhibitions and lectures Hanban Performance Tour, Other performances include Dance, Instrumental Music, Opera, Martial Arts, Chinese Culture Display, and Chinese culture activities in and around Cape Coast every year.

### **5.2.3. Academic Study programs**

1. The Confucius Institute Headquarters has developed the “Confucius China Study Plan” with the aim of promoting deep understanding of Chinese culture among students who work on China-related projects at UCC. CIUCC will facilitate applications from UCC students and faculty to the following programs under the “Confucius China Study Plan. Publication funding to publish or translate China-related academic works, Sino-foreign Research Ph.D. Fellowship, which sponsors Ph.D. students from a foreign university to pursue one or two years of study in a Chinese university, a full scholarship for foreign students to pursue a Ph.D. at a Chinese university, Young Leaders Program, which sponsors undergraduate seniors or M.A. students to study in China for a period of 2 weeks to 6 months, and International Conference Grant Program. Also, Confucius Institute Scholarships programme sponsors foreign students, scholars and Chinese-language teachers to study for a Bachelors Degree or Masters Degree in Teaching Chinese to Speakers of Other Languages or study in such majors as Chinese Language and Literature, Chinese History and Chinese Philosophy and academic Symposia and Conferences in china.
2. Setting up the BA Chinese Language and Culture to develop the curriculum and syllabus and begin to recruit Chinese language major students, carry out Chinese language undergraduate course education, undertake marketing research and enrollment propaganda work.
3. Provide classrooms and facilities suitable for teaching activities. Before December 2018, UCC should

arrange a building complex for Confucius Institute equipped with three offices, two classrooms, a research section, a conference room, a library, a reading room, a paper printing room, as well as special classrooms. In addition, set up a language laboratory, a Chinese Experience Center, faculty lounge and three special classrooms.

4. To gradually establish a professional team of about twenty (20) qualified teachers, a full-time director, four to five (4-5) professional teachers, five to six (5-6) volunteer teachers, and three to four (3-4) local teachers. In particular, to increase the training of local teachers.
5. To explore new teaching methods actively. To establish ten (10) teaching centers in schools in and around UCC.
6. In accordance with local needs and conditions, actively carry out cultural exchange activities with and strive to undertake two to three (2-3) influential brand projects.
7. Determine the direction of development of CIUCC: embark on Chinese language teaching as the main task, provide multi-level and multi-class Chinese teaching, strive to become a Chinese teaching center of excellence in Ghana as well as a local teacher training center, teacher quality certification authority, Chinese examination and certification center, and a Chinese cultural communication research center in Ghana.
8. To further strengthen exchanges and cooperation between Chinese and Ghanaian institutions, CIUCC will also continue to support teachers' selection, training, placement and evaluation.
9. Actively seek funding from Chinese funded enterprises and institutions, increase income and reduce expenditure, and continuously improve the conditions under which schools operate and provide scholarships to poor students and support local communities through Chinese funded projects.
10. Strengthen the internal management and system construction, and constantly improve teaching quality.

#### **5.2.4 Promote the Implementation of the Confucius Institute Headquarters Projects**

Scholarship programme of CIUCC: selection, evaluation and year by year, in 2017, after one school year, the number of Chinese language training students who won the scholarship were more than 10, Chinese International Education Masters who won the scholarship will be (were between) 3-5, laying the foundation for cultivating local teachers, management of the annual scholarship, so as to be open, fair and justice. Strive(Striving) to increase the number Chinese examination project:(.)Regulate the establishment of the test centers so that Confucius Institute becomes the center of the Chinese Proficiency Test (HSK), Elementary and middle school students' Chinese examination (YCT) and business Chinese test (BCT), in particular, to encourage students to participate in each level of HSK examination, 50% increasing year by year, to 2015, the number of students add(would qualify) to participate in the examination reaches 20% of total enrolled students(.) Summer (winter) camp add (committee would) Select add (about) 15-20 students to go to China to participate in summer (winter) camp activities each year, add(in order to) let them to(delete) understand and experience Chinese culture then came back to Ghana carry out propaganda activities. "Three tours" activities: Strive to hold literary art tour organized by Confucius Institute Headquarter once a year, actively contribute to the college students art troupe of Hunan City



University comes to Ghana to perform, host a famous speech tour and a textbook exhibition. Organize education delegation to visit china regularly. Teaching materials promotion, research and development project, if the conditions are ripe, cooperate with Confucius Institute Headquarter to develop local teaching materials suitable for local language and culture.

## YEARLY DEVELOPMENT SCALE OF CIUCC

<b>Year No.</b>	<b>Teachers Number</b>	<b>Students Number</b>	<b>Training Centers</b>	<b>HSK Number</b>	<b>Scholarship Numbers</b>	<b>Candidate No. (Chinese Bridge )</b>
<b>2016</b>	2	300				
<b>2017</b>	11	1000	8	3	3	4
<b>2018</b>	16	1500	12	20	6	10
<b>2019</b>	21	2000	16	100	20	20
<b>2010</b>	30	3000	22	200	30	30
<b>2011</b>	40	4000	25	300	40	40

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CHAPTER  
**SIX**

CHINESE TRAINING PROGRAMME



## CHINESE TRAINING PROGRAMME

### 6.1 2017 Teaching Overview

The Confucius Institute at University of Cape Coast officially started operation in September 2016 and has been running for a year and a half by the end of 2017. In 2017, through the joint efforts of all Chinese teachers and foreign staff, the Institute made great strides in the teaching programmes. There was an increase in the number of teachers, students, the types of courses. In addition, teachings objectives varied, and teaching management was gradually standardized and improved.

Currently, there are 10 Chinese teachers in CIUCC. In 2017, there were 14 courses and 83 classes with a total of 788 registered students. The number of unregistered students were 1304, making a total of 2092 students. One student got Confucius Scholarship, and one won the Chinese government scholarship. The total number of lectures in 2017 were 3702, with the average credit hours of 370 per person throughout the year and the weekly credit hours of 13.

CIUCC has encountered many problems and overcome many difficulties with its teaching programmes by constantly adapting to the new environment and devising strategies. The following is a specific description of the institute's teaching instruction:

### 6.2 The Teaching Situation in the Earlier Stage

Confucius Institute at University of Cape Coast officially started teaching Chinese language and culture in early October 2016. In the second half of 2016, Confucius Institute mainly taught at University of Cape Coast. The targets were undergraduates. The courses taught were non-scoring courses. There were two (2) teachers, Zeng Weijun and Mr. JAMES OPOKU-DARKO. two courses were mounted with 8 classes of 151 registered students for the courses. However, 48 people took the exams 43 passed the exams and were awarded certificates. This was the first semester of teaching by the Confucius Institute.



Training Center of Qingjian International Co., Ltd

In 2017, Confucius Institute at UCC continued to conduct its teaching activities while actively exploring new training centers. From February 2017 to December 2017, CIUCC successfully conducted teaching and cultural activities in 10 institutions including schools, government departments and Chinese-funded enterprises.



**Training Center of UPSHS**

Through negotiations, five training centers have signed teaching cooperation agreements with CIUCC. These include UPSHS, CCTU, and Perez University College (Perez-UC), Qingjian International Co. Ltd. Senda International Trade Co., Ltd. With the exception of Perez University College which has not started Chinese teaching, the remaining four training centers have established teaching activities whereby Chinese courses are offered every semester.



**Training Center of CCTU**

In the first semester of 2017, CIUCC used the Easter holidays, weekends and summer holidays to conduct more intensive teaching activities at the University primary school and has achieved good results.



**Training Center of UPS**



At the same time, Confucius Institute also conducted Chinese teaching activities in two government institutions, namely, the Ghana Immigration Service and the Ghana Police Services. A Chinese club was also established in two Senior High Schools including Mfantshipim High School and Shama High School in the Western Region of Ghana.

### 6.3 Teachers and Students of CIUCC

Currently, there are ten Chinese teachers in CIUCC. They are: Ms. Zeng Weijun and Ms. Guo Jing who are Chinese government sponsored teachers, Mr. James Opoku-Darko, a local teacher, and seven volunteer teachers, namely, Huang Qin Hai, Sui Yan, Lei Qiongyan, Ren Zhe, Ma Dandan, Wang Wendan, Hou Shiyang. In addition, Wang Wen Dan teaches Chinese Calligraphy, Ms. Zeng Weijun and Mr. Sui Yan teach Taiji, Ma Dandan teaches handicrafts and Lei Qiongyan teaches Chinese songs and dance.

The students in the Confucius Institute are from different levels, namely, university, secondary and primary schools as well as government officials and employees, but the majority are university students. Non-credit and credit courses are offered by CIUCC. The only difference is elective course (LAR:120) with a registered student population of 244. Most courses of the Confucius Institute are non-credit courses with a total of 82 classes and 1,848 students.

Most courses of the Confucius Institute are non-scoring courses and are not included in the school's curriculum. Students only learn Chinese on their own volition, mostly in their leisure time.

### 6.4 The Courses offered by Confucius Institute

With the increasing number of teachers and students, the Confucius Institute at University of Cape Coast in 2017 offered a variety of courses to enhance the Chinese proficiency of students.



**Chinese elective course (LAR120) at University of Cape Coast**



**Chinese Language and Culture Training at Qingjian International Co., Ltd**

There are different levels of Chinese proficiency namely, primary Chinese, intermediate Chinese and advanced Chinese. The Chinese course offered by CIUCC is mainly primary Chinese. It is designed for learners with no prior knowledge of Chinese. The study time is one semester and the level is HSK1. This year CIUCC did not offer intermediate Chinese and advanced Chinese courses.



**Chinese Outreach Programme for UPS Students**



**Chinese Outreach Programme for UPSHS Students**

In terms of content courses offered by CIUCC can be divided into HSK course, Chinese business course and Chinese tourism course. The HSK course for HSK exams is opened to beginners who have taken courses in Chinese for at least a semester. After two semesters of HSK course, learners should be able to reach HSK Level 3. In the first semester of 2017, CIUCC mounted a Chinese business course for the community and a Chinese tourism course at the department of hospitality and tourism management, UCC.



**Introduction Course to Chinese Culture**



**Chinese Calligraphy**



According to the actual situation of CIUCC's curriculum, we divided the courses offered in 2017 into 14 classes in 3 major categories: language, culture and training. Language Courses: Chinese Elective Course (LAR 120,2017), Primary Chinese Courses (Universities, High Schools and Primary Schools), HSK Courses, Tourism Chinese (2017), Business Chinese (2017) and so on. Cultural classes include: Tai Chi, calligraphy, Chinese song and dance, handcraft, Introduction to Chinese culture (2017) and so on. Training courses are: HSK test training, business staff training, summer camp training (2017), "Chinese Bridge" competition training (2017) and so on.



**Paper Cutting**



**Tai Chi Class**

## 6.5 The Teaching Situation of Each Semester in Confucius Institute

### 1. The first Semester of 2017

In the first semester of 2017, Confucius Institute offered credit-based Chinese elective course (LAR: 120) and non-credit courses such as Primary Chinese, HSK, Business Chinese and Tourism Chinese, calligraphy, Taichi, dance and handcraft Course, and HSK exam training, “Chinese Bridge” training, enterprise staff training, summer camp training courses. The training centers are in University of Cape Coast (UCC), University Practice Senior High School (UPSHS), University Primary School (UPS), Qingjian Co., Ltd. and other four institutions.

During the semester, there was a total of 9 teachers, 13 courses, 57 classes, 1567 students out of which 476 took exams, the number of candidates who passed the exams were 414. The Chinese Liberal Course (LAR:120, Introduction to Chinese Language) is a 3-credit hour elective course offered by University of Cape Coast for freshmen (fresh Students). The registered students were 244 out of which 242 took the exams with 233 passing exams.

Since at the beginning of the semester, the class placement plan did not get approved by the university, more than 200 students were in a large classroom with no multimedia and no air conditioning was used as the venue for the lecture. As a result, it was not easy for both teachers and students. The Confucius Institute signed a teaching cooperation agreement with UPSHS at the University of Cape Coast in February 2017 to conduct Chinese teaching activities from May to June 2017. Between May and August 2017, Confucius Institute also conducted children’s Chinese language classes and Chinese club activities at University Primary School. In the first semester of 2017, Confucius Institute also sent a local teacher to the Ghana Immigration Service of Central Region and the Ghana Police Service of Central Region to conduct a business Chinese course for government officials.

The Confucius Institute also signed an agreement with Qingjian Co., Ltd. in July 2017 to offer training. Since August 2017, the Confucius Institute has sent two Chinese teachers to the capital city of Accra once every two weeks for training in a localized management training course. Apart from teaching Chinese language and culture during the normal teaching hours, Chinese teachers in the first semester of 2017 also conducted extra-curricular instruction and summer tutorials according to the needs of learners, for a total of 78 participants.

Since six volunteer teachers came to the Confucius Institute at the end of March 2017, they have been teaching for two month. See Annex 1 for teaching data.

### 2. The second semester of 2017

In the second semester of 2017, Confucius Institute offered courses on the outreach programme such as language courses including primary Chinese and HSK courses, cultural courses such as Calligraphy, Taichi, Dance, Handcraft and Chinese culture as well as HSK exam training, corporate employees Training and other training courses. The teaching centers included UCC, CCTU, UPSHS, Qingjian Co., Ltd. and Senda International Trade Co., Ltd. There was a total of 10 teachers, 9 courses and 36 classes with 312 students, comprising 312 test-takers out of which 303 passed exams. The University of Cape Coast (UCC) has opened 16 primary Chinese classes and 3 HSK classes. In order to train “Chinese Bridge” contestants in advance, the “Chinese Bridge” training course and “Introduction to Chinese Culture” course have been mounted. In September 2017, Cape Coast Technical University (CCTU) signed an

agreement with Confucius Institute to start teaching Chinese language course at the school. The course commenced in October and ended in early December. Also, in October 2017, Confucius Institute and Senda International Trade Co., Ltd. signed an agreement to conduct teaching activities from November to December. Another staff training course is still scheduled to be conducted once every two weeks at Qingjian Co. Ltd.

## 6.6 Achievements of Confucius Institute at University of Cape Coast

In view of the facts that Confucius Institute was established barely a year ago, students have not have enough time to learn Chinese, as such the and overall Chinese level is not good enough. Therefore, it is difficult for them to pass the HSK examinations for scholarship assessment. Details of HSK exams to taken by students are as follows:

### 1. HSK3 level exam

In March 2017, only two students from Confucius Institute took the HSK Level 3 and HSKK (Elementary) examinations at the Confucius Institute at University of Ghana. A student did not pass the two exams, the HSK3 grade of another student was 175 points, only five points higher than the pass mark. The candidate however passed the HSKK (Elementary) Oral Test with a score of 76.

### 2. “Chinese Bridge” competition

In the first half of 2017, Confucius Institute organized students to participate in the preliminaries of the Chinese Bridge competition in Ghana. Four students took part in the preliminary round in March. They were Annan James, Christopher Amoasi, Agyekum Benjamin Nketia, Mercy Oppong. One student, Annan James (Zhang Jiming), qualified for finals in a rematch in April and won a the prize.





### 3. Bonus

In the first half of 2017, 2 students from UCC won scholarships to study in China. The first student Winmal Laetitia (Emma), won a Confucius Institute Scholarship. She was a Burkinobe exchange student studying English at the UCC English Department who had Zeng Weijun as her mentor. She passed the HSKK (Elementary) oral exam with high scores on the HSK3. She applied for a one-semester Confucius Institute fellowship scholarship to study Traditional Chinese Medicine of Shanghai University in September 2017 . The second was Bashiru Dimah Mustapha (Mu Qing) who was a Chinese government scholarship recipient with Huang Qin Hai as his mentor. He was admitted to Lanzhou Jiaotong University in China and went there to study Water and Sanitation in September 2017.



Tai Chi Competition for the Ambassador Scholarship



## 6.7 Teaching Instruction Management of Confucius Institute

Confucius Institute teaching instruction management mainly includes teacher management, student management, daily teaching management and teaching inspection.

With the increasing number of teachers and students of the Confucius Institute, it has become more and more difficult for the institute to manage its teachers and students. Problems relating to teacher management include:

1. Local teachers' oral Chinese is good, but their literacy skills and Chinese writing level are not good enough. They can not teach Chinese characters well in the classroom, which affects the overall teaching level. Their ability to write lesson plans, course outlines, teaching plans and summary in Chinese etc., affects their efficiency in teaching.
2. Volunteer teachers lack teaching experience. Also, their sense of responsibility and teaching management capabilities have to be improved. Also, because they do not understand the culture of the destination country it tends to affect cross-cultural communication, resulting in conflicts with local people. Student management issues include student registration management, absent from classes, examinations and assessment.

In order to ensure normal and orderly conduct of teaching in Confucius Institute and to better complete the teaching tasks, Confucius Institute mainly adopted the following teaching management measures:

### **1. Hold regular meetings to discuss the problems with teaching and offer solutions.**

The Confucius Institute convenes a meeting every two weeks or once a month to discuss teaching work and solve various teaching problems such as enrollment, placement, teaching progress, training centers, curriculum design and examinations. The minutes of such meetings are recorded and archived. If there is an emergency during the teaching process the person in charge of the Confucius Institute and the person in charge of teaching should promptly handle the matter through the WeChat working group of the Confucius Institute.

### **2. To enhance a sense of responsibility and strengthen student status management.**

As teaching in Ghana is different from the regular teaching in primary and secondary schools in China, Chinese courses are not integrated into the curriculum system as such teachers have to put in a lot of efforts towards student registration and classes. Class management and other activities require a strong sense of responsibility on the part of teachers. At the beginning of the semester, teachers are required to register students as well. After class, teachers are required to sort out their own class student registration, complete student information, and archive them at the end of the semester .

### **3. Strengthen supervision and standardize daily teaching management**

Confucius Institute requires teachers to do class teaching preparation, keep attendance and absence records and promptly mark and record marks for homework; There are one or two class tests each semester, a final exam will be held at the end of the semester and student achievement will be evaluated.

In order to standardize all kinds of teaching records and materials, teachers should create a unified registration form, time and attendance table, performance evaluation form, examination papers and other templates in order to ensure that teachers use a unified template for teaching records.

### **4. Strengthen teacher management**

For local teachers, Confucius Institute should conduct assessment and provide guidance and management of their teaching and administrative work. For newly arrived volunteer teachers, Confucius Institute

should hold pre-service training courses for them on their roles and responsibilities, cross-cultural communications and other requirements for staying and working in Ghana, so that they can adopt to the new working environment. Volunteer teachers should undertake end of year teaching evaluation.

## **5. Teaching inspection, assessment and feedback at the end of each semester**

On June 20, 2017 and December 4, 2017, Confucius Institute conducted an inspection on the teaching of the first semester and the second semester. Among the items that were examined were respectively syllabus, lesson plans, students, registration forms (roster), the final exams questions and marking schemes, student grades, teaching summary and attendance records. They were asked to submit both paper and electronic versions of the two, all the information were saved in a teaching file.

Results of the inspection point to the fact that the teachers in the last semester of 2017 were able to submit the materials on time and the materials they submitted was more complete. However, there were some shortcomings including non-standard materials submitted by some teachers, uncompleted records, lack of rosters for students and inadequate exam information. Later, some teachers handed in the rosters of students. It is expected that in the second semester of 2017, all Chinese teachers can submit their inspection materials on time also the materials they submit should be more complete and the forms should be more standardized and complete. For details, please refer to Annex 3: “2017 first Semester Teaching Summary” and “2017 second Semester Teaching Summary”.

## **6.8 Teaching problems and suggestions for improvement**

### **1. The problem of placement of the Chinese elective class**

In the first semester of 2017, there was only one class of 244 students for the Chinese elective course, such a large class was not suitable for language teaching. In the first semester of 2018, Confucius Institute will contact all relevant departments of the university as early as possible to discuss possible sub-division of the class.

### **2. Problems with the Confucius Institute Classroom**

Work on the Confucius Institute is not yet complete, at present the institute uses a small classroom provided by the English department can only accommodate 30 students. Next semester, this classroom will be shared with the English department. There is therefore the need for more classrooms to enable the institute to cater for all the ten teachers and students.

#### **Coping strategies:**

- The Confucius Institute should actively communicate and negotiate with University of Cape Coast to provide a dedicated place for teaching;
- Confucius Institute classroom should be constructed as soon as possible;
- Confucius Institute should develop the requisite facility for effective teaching .

### **3. The problem of loss of students**

There is a problem of students enrolled non-credit courses in the Confucius Institute. At the beginning of the semester, many students enroll on the program but some drop out by the end of the semester. The ratio of number of students enrolled to total number of students remaining by the first semester of 2017 was 476: 1,567. That is, 30% of applicants complete the course. The ratio of the second semester in 2017 was 312: 525, which is 60%, with a loss rate of 40%.

#### **Coping strategies:**

- The Confucius Institute should strive to include core Chinese courses in the regular course system so

as to maintain and increase student numbers fundamentally.

- Individual teachers should improve their teaching skills, practice language training and make their classes more interesting so as to attract and retain students;
- CIUCC should motivate students and enhance their enthusiasm for learning;
- Teachers should adopt a certain teaching method to their teaching;
- competition should be included in teaching mechanism to stimulate students' motivation to learn Chinese;
- some incentives and punishments should be taken to teachers.

#### **4. Students of Chinese learning continuity issues**

In 2017, the Confucius Institute had a zero-point beginner Chinese class with 380 students, however, by the next semester, only 33 students (one-tenths) remained for the HSK classes. This situation greatly hindered the Chinese proficiency of learners. In fact, learning Chinese for a total of 28 hours a semester can only be regarded as an enlightenment on Chinese.

#### **Coping strategies:**

- Teachers should communicate more effectively with students more and encourage them to continue studying.
- The Confucius Institute should provide academic counseling and study services and provide information on students in China so that students can see the prospects of learning the Chinese language well.

### **6.9 Conclusion Remarks**

The development of Confucius Institutes is a new concept. Each Confucius Institute is located in a different country and region, so they have different political, economic and cultural backgrounds as well as different challenges. Confucius Institute should solve its problems by developing its own solutions. Although there are many difficulties in the teaching of Chinese language to foreigners, these challenges could be overcome. It is expected that the teaching of Chinese in Confucius Institutes will also continue to develop and achieve new successes.

Confucius Institute has opened seven Chinese training centers outside University of Cape Coast campus, they are: University Practice Senior High School, University Primary School, Ghana Immigration Service in Central Region, Cape Coast Technical University, Mfantshipim High School (Alma Mater of former UN Secretary-General, Kofi Annan), Qinjian International and Shama Senior High School. At the same time, Chinese training centers are also about to open at Ghana Police Services in the Central Region and Perez University College. The opening of the Chinese Training Centers has improved the visibility of the Confucius Institute in the local community, and the people who have come to learn Chinese include government officials, university teachers, primary and secondary school teachers, personnel of Chinese enterprises, students and other people from different walks of life. The Confucius Institute at UCC has become an important platform for local people to learn Chinese and understand Chinese culture.

## ANNEX 1

### NUMBER OF STUDENTS IN 2017

<b>Students</b>	<b>First semester</b>	<b>Second semester</b>	<b>TOTAL</b>
Regular students	476	312	788
Outreach students	1091	213	1304
Total	1567	525	2092

### THE ORIGIN OF STUDENTS

<b>Primary students</b>	<b>Secondary students</b>	<b>University students</b>	<b>social workers</b>	<b>TOTAL</b>
624	213	1227	28	2092

### CHINESE TRAINING PROGRAMME

<b>Course type</b>	<b>Classes</b>	<b>Number of students</b>	<b>Credit hours</b>	<b>Training centers</b>	<b>Key Programme</b>
Non-credit course	82	1848	1737	3 Signed with MOU	HSK paper and pen, 2
Credit-hour course	1	244	42	2 Chinese-funded enterprises	HSKK, 2
Total	83	2092	1779	5	4
Average weekly hours			13 credit hours		

## ANNEX 2

### CURRICULUM SETTING

SEMESTER	COURSES	
<b>First Semester of 2016/2017</b>	Basic Chinese	Tai Chi Class
<b>Second semester of 2016/2017</b>		College Chinese (Chinese Elective Courses and Chinese Elementary Courses), Secondary School Chinese (Elementary), Children Chinese (Elementary)
		HSK Courses (Intermediate), Tourism Chinese, Business Chinese
	Cultural classes	Tai Chi, calligraphy, Chinese song and dance, handcrafts
	Training courses	HSK test training, "Chinese Bridge" competition training, the local staff training, summer camp training
<b>First Semester of 2017/2018</b>	Language Courses	College Chinese (Elementary), Secondary School Chinese (Elementary)
		HSK Courses (Intermediate), Tourism Chinese, Business Chinese
	Culture Classes	Tai Chi, Calligraphy, Chinese Song and Dance, Handcraft, Introduction to Chinese Culture, Chinese Bridge Culture
	Training Course	Training courses on HSK exam, training of local staff

**ANNEX 3**  
**2017 SUMMERY TABLES**  
**OF TEACHING STATISTICS OF THE**  
**CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST**



**Annex 3 : 2017 Summery Table of Teaching Statistics of the Confucius Institute at University of Cape Coast**

**Table 1 2017 First Semester Teaching Summery**

2017 First Semester Teaching Summery Page 1 ( UCC Language Courses )															
Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	Number	Registratio n	Number of examinee (registered )	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher	
UCC	Chinese Elective course	3 credit hours	Freshmen (1class)	University Students	Primary	Contemporary Chinese 1	244	yes	242	233	2017.2-2017.5 (14weeks)	3	126	ZengWeijun, HuangQinhai, Mr. James	
	Primary Chinese	Non-credit hours	Primary Class 1	University Students	Primary	Chinese for Africans 1	40	yes	32	14	2017.2-2017.5 (14weeks)	2	28	Huang Qinhai	
	Primary Chinese	Non-credit hours	Primary Class 2	University Students	Primary	Chinese for Africans 1	35	yes	21	14	2017.2-2017.5 (14weeks)	2	28	Huang Qinhai	
	Primary Chinese	Non-credit hours	Primary Class3	University Students	Primary	Chinese for Africans 1	35	yes	21	17	2017.2-2017.5 (14weeks)	2	28	Huang Qinhai	
	Primary Chinese	Non-credit hours	Primary Class4	University Students	Primary	Contemporary Chinese 1	32	yes	24	23	2017.2-2017.5 (14weeks)	2	28	Zeng Weijun	
	Primary Chinese	Non-credit hours	Primary Class5	University Students	Primary	Contemporary Chinese 1	20	none	none	none	2017.2-2017.5 (14weeks)	2	28	MR.JAMES	
	Primary Chinese	Non-credit hours	Primary Class6	University Students	Primary	Chinese for Africans 1	40	yes	34	13	2017.2-2017.5 (14weeks)	2	28	Huang Qinhai	
	Primary Chinese	Non-credit hours	Primary Class 7	University Students	Primary	Contemporary Chinese 1	18	yes	6	4	2017.2-2017.5 (14weeks)	2	28	Zeng Weijun	
	Primary Chinese	Non-credit hours	Primary Class 8	Tourism students	Primary	User-defined	32	yes	none	none	2017.2-2017.4 (12weeks)	2	24	MR.JAMES	
	Primary Chinese	Non-credit hours	Primary Class 9	Immigration Service officials	Primary	User-defined	20	yes	none	none	2017.2-2017.4 (12weeks)	2	24	MR.JAMES	
	Primary Chinese	Non-credit hours	Primary Class 10	Community members	Primary	User-defined	25	yes	none	none	2017.2-2017.4 (12weeks)	2	24	MR.JAMES	
	HSK course	Non-credit	Non-credit	HSK Class 1	University	Primary/medi	Contemporary	10	yes	2	2	2017.2-2017.5	3	42	Zeng Weijun

	hours	Students	Chinese 1												
HSK course	Non-credit hours	University Students	Contemporary Chinese 1	Primary(medium)	20	yes	4	4	2017.2-2017.5 (14weeks)	3	42				Zeng Weijun
Total	2 kinds	13 classes			571		386	324			474				

2017 First Semester Teaching Summary Page 2 ( UCC Culture and training Courses )

Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	Number	Registration	Number of examinee (registered)	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
		Non-credit hours	Class 1	University Students	Primary	24-type Simplified Taijiquan	10	none	Evaluation 3	3	2017.4-2017.5 (6weeks)	8	48	Zeng Weijun
	Taichi	Non-credit hours	Class 2	University Students	Primary	24-type Simplified Taijiquan	10	none	none	none	2017.4-2017.5 (6weeks)	8	48	Sui Yan
	Calligraphy	Non-credit hours	Class 1	University Students	Primary	User-defined	25	yes	Evaluation 7	7	2017.4-5 (7weeks)	6/4	18/16	Wang Wendan
	Chinese Handicraft	Non-credit hours	Class 1	University Students	Primary	User-defined	16	yes	Evaluation 5	5	2017.4-5 (5weeks)	4	20	Ma Dandan
	Chinese Handicraft	Non-credit hours	Class 1	University Students	Primary	User-defined	6	yes	none	none	2017.6-7 (4weeks)	2	8	Ma Dandan
	Chinese Dancing	Non-credit hours	Class 1	University Students	Primary	User-defined	5	yes	Evaluation 4	4	2017.4 (3weeks)	6	18	Lei Qiongyan
	Chinese Songs	Non-credit hours	Class 1	University Students	Primary	User-defined	10	yes	none	none	2017.4 (3weeks)	8	24	Ma Dandan
	Chinese Songs	Non-credit hours	Class 1	University Students	Primary	User-defined	15	none	none	none	2017.4 (1weeks)	8	8	Hou Shiyang

	HSK Pre-examination Training	Non-credit hours	Class 1	University Students	intermediate	HSK3 Test Band 3	10	yes	none	2017.2-2017.3 (8weeks)	3	24	Zeng Weijun
	"Chinese Bridge" Preliminary Contest training	Non-credit hours	Class 1	University Students	intermediate	"Chinese Bridge" Tests and Talent coaching	4	yes	none	2017.2-2017.3 (6weeks)	3	45	Zeng Weijun, Huang Qinhai, MR., JAMES
	"Chinese Bridge" Quarter-Final	Non-credit hours	Class 1	University Students	intermediate	"Chinese Bridge" Tests and Talent coaching	1	yes	none	2017.4 (2weeks)	5	20	Wang Wendan, Ma Dandan
	Summer Camp Training	Non-credit hours	The first batch	University students and secondary school students	Primary	User-defined	12	yes	none	2017.7	12	12	Ren Zhe
	Summer Camp Training	Non-credit hours	The second batch	University students and secondary school students	Primary	User-defined	12	yes	none	2017.7	10	10	Wang Wendan
Accra	Employee Training	Non-credit hours	Class 1	Employees in Qingjian		User-defined	8	yes	none	2017.7-8 (3times)	6	36	Ma Dandan, Wang Wendan
Total			14				144		19			355	

2017 First Semester Teaching Summary Page 3 ( UCC vacation training and Extracurricular Tutorials )

Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	number	registration	Number of examinee registered	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
UCCUPS	Summer Chinese Tutoring	Non-credit hours	All grades	University Students	Primary intermediate	Chinese for Africans 1	8	yes	yes	none	2017.5-1017.7 (12weeks)	12	144	Huang Qinhai
	Summer Chinese Tutoring	Non-credit hours	All grades	University students	Primary intermediate	Contemporary Chinese 1	3	yes	yes	none	2017.6 (3weeks)	12	36	Zeng Weijun
	Summer Chinese Tutoring	Non-credit hours	All grades	University students	Primary	Chinese for Africans 1	4	none	none	none	2017.6-7 (6weeks)	8	48	Hou Shiyang
	Extracurricular Tutorials	Non-credit hours	All grades	Secondary school students	Primary	Happy Chinese 1	2	yes	none	none	2017.4 (2weeks)	2	4	Ren Zhe
	Extracurricular Tutorials	Non-credit hours	All grades	Primary school students	Primary	Happy Chinese 1	2	none	none	none	2017.5 (4weeks)	2	8	Ren Zhe
	Extracurricular Tutorials	Non-credit hours	All grades	University students	Primary	Chinese for Africans 1	1	none	none	none	2017.7 (4weeks)	2	8	Ren Zhe
	Extracurricular Tutorials	Non-credit hours	All grades	University students	Primary	User-defined	11	none	none	none	2017.4 (4weeks)	2	8	Sui Yan
	Extracurricular Tutorials	Non-credit hours	All grades	Secondary school student	Primary	Happy Chinese 1	2	yes	none	none	2017.4 (2weeks)	5	10	Hou Shiyang
	Extracurricular Tutorials	Non-credit hours	All grades	Primary school students	Primary	Happy Chinese 1	1	yes	none	none	2017.5 (4weeks)	2	8	Hou Shiyang
	Extracurricular Tutorials	Non-credit hours	All grades	Primary school students	Primary	Happy Chinese 1	2	yes	none	none	2017.4 (2weeks)	2	4	Lei Qiongyan
	Extracurricular Tutorials	Non-credit hours	All grades	University students	Primary	Chinese for Africans 1	1	yes	none	none	2017.4(7weeks)	2	14	Lei Qiongyan

	Extracurricular Tutorials (primary)	Non-credit hours	All grades	University students	Primary	Happy Chinese I	11	yes	none	none	2017.4 (2weeks)	4	8	Wang Wendan
	Extracurricular Tutorials (one to one)	Non-credit hours	All grades	University students	Primary	User-defined	1	yes	none	none	2017.4-5 (7weeks)	4	28	Wang Wendan
	Summer Chinese Tutoring	Non-credit hours	All Faculties	teachers	Primary	Chinese for Africans I	6	yes	none	none	2017.6-7 (5weeks)	4	20	Ma Dandan
	Summer Chinese Tutoring	Non-credit hours	All Faculties	teachers	Primary	Chinese for Africans I	6	yes	none	none	2017.6-7 (7weeks)	4	28	Wang Wendan
	Extracurricular Tutorials (one to one)	Non-credit hours	All grades	University students	Primary	User-defined	1	yes	none	none	2017.5 (4weeks)	4	16	Ma Dandan
	Extracurricular Tutorials	Non-credit hours	All grades	University students	Primary	User-defined	6	yes	none	none	2017.5 (4weeks)	4	16	Ma Dandan
	Summer Chinese Tutoring Chinese Bridge	Non-credit hours	All grades	University students	Primary	User-defined	5	yes	none	none	2017.6-7 (6weeks)	4	24	Ma Dandan
	Taichi (vacation)	Non-credit hours	All grades	University students	Primary	24-type Simplified Taijiquan	3	yes	none	none	2017.7 (2weeks)	8	16	Sui Yan
	Calligraphy (vacation)	Non-credit hours	All Faculties	teachers	Primary	User-defined	2	yes	none	none	2017.6-7 (7weeks)	6	42	Wang Wendan
Total							78		11	11			490	

2017 First Semester Teaching Summary Page 4 ( UPS Primary Courses )

Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	Number	Registration	Number of examinee Registered	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
UCCUPS	Children Chinese(Easter Holiday)	Non-credit hours	A classes (4-6)	Primary school students	primary	Happy Chinese 1	28	yes	20	18	2017.4.17-5.5 (3weeks)	10	30	Hou Shiyang
	Children Chinese(Easter Holiday)	Non-credit hours	B classes (1-3)	Primary school students	primary	Happy Chinese 1	10	yes	10	6	2017.4.17-5.5 (3weeks)	10	30	Ren Zhe
	Children Chinese(Easter Holiday)	Non-credit hours	C classes (4-6)	Primary school students	primary	Happy Chinese 1	20	yes	10	16	2017.4.17-5.5 (3weeks)	10	30	Lei Qiongyan Sui Yan Wang Wendan
	Children Chinese (weekends)	Non-credit hours	A classes (1-6)	Primary school students	primary	Happy Chinese 1	12	none	none	none	2017.6.3-6.24 (4weeks)	6	24	Ren Zhe
	Children Chinese (weekends)	Non-credit hours	B classes (1-6)	Primary school students	primary	Happy Chinese 1	10	none	none	none	2017.6.3-6.24 (4weeks)	2	8	Lei Qiongyan
	Children Chinese summer vacation	Non-credit hours	Class 1, AB; Class 2, AB	Primary school students	primary	Happy Chinese 1	144	none	none	none	2017.8.14-9.1 (3weeks)	16	48	Hou Shiyang
	Children Chinese(summer vacation)	Non-credit hours	Class 3 AB; Class 4, AB	Primary school students	primary	Happy Chinese 1	100	yes	none	none	2017.8.14-9.1 (3weeks)	16		Ren Zhe
	Children Chinese(summer vacation)	Non-credit hours	Class 5, A B	Primary school students	primary	Happy Chinese 1	72	yes	none	none	2017.8.14-9.1 (3weeks)	16	48	Lei Qiongyan
	Children Chinese(summer vacation)	Non-credit hours	Class6, AB	Primary school students	primary	Happy Chinese 1	70	yes	none	none	2017.8.14-9.1 (3weeks)	16	48	Wang Wendan



	Children Chinese(summer vacation)	Non-credit hours	Class 7, AB	Primary school students	primary	Happy Chinese 1	60	yes	none	none	2017.8.14-9.1 (3weeks)	16	48	Sui Yan
	Chinese Club	Non-credit hours	A	Primary school students	primary	User-defined	19	yes	none	none	2017.5-6, Thursday afternoon (5weeks)	4	20	Sui Yan
	Chinese Club	Non-credit hours	B	Primary school students	primary	User-defined	18	none	none	none	2017.5-6 (5weeks)	4	20	Ren Zhe
	Chinese Club	Non-credit hours	C	Primary school students	primary	User-defined	18	none	none	none	2017.5-6 (5weeks)	4	20	Hou Shiyang
	Chinese Club	Non-credit hours	D	Primary school students	primary	User-defined	18	none	none	none	2017.5-6 (5weeks)	4	20	Lei Qiongyan
	Chinese Martial Arts	Non-credit hours	A	Primary school students	primary	User-defined	25	none	none	none	2017.5 (1week)	6	6	Sui Yan
Total			24				624		40	40		36	400	

2017 Second Semester Teaching Summary Page 5 ( UPSHS Programme )

Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	Number	Registration	Number of examinee Registered	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
	Chinese in High School	Non-credit hours	Class 1	High School Students	Primary	Chinese for Africans 1	26	yes	20	19	2017.5-6 (6weeks)	6	24	Ma Dandan
	Chinese in High School	Non-credit hours	Class 2	High School Students	Primary	Chinese for Africans 1	30	none	none	none	2017.5-6 (4weeks)	6	24	Ren Zhe
	Chinese in High School	Non-credit hours	Class 3	High School Students	Primary	Chinese for Africans 1	28	yes	none	none	2017.5-6 (4weeks)	6	24	Lei Qiongyan
	Chinese in High School	Non-credit hours	Class 4	High School Students	Primary	Chinese for Africans 1	28	yes	none	none	2017.5-6 (4weeks)	6	24	Hou Shiyang
	Chinese in High School	Non-credit hours	Class 5	High School Students	Primary	Chinese for Africans 1	28	yes	none	none	2017.5-6 (4weeks)	6	24	Wang Wendan
			Class 6	High School Students	Primary	Chinese for Africans 1	10	none	none	none	2017.5-6 (4weeks)	6	2	Sui Yan
Total			6 classes				150		20	19		36	144	

Table 2 : 2017 Second Semester Teaching Summary

2017 Second Semester Teaching Summary Page 1 ( UCC Language Courses )														
Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	Number	Registration	Number of examinee Registered	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
UCC	Primary Chinese	Non-credit hours	Primary Class 1	University Students	Primary	Chinese for Africans 1 Text1-5	13	yes	7	7	2017.8-2017.11 (14weeks)	2	28	Zeng Weijun
	Primary Chinese	Non-credit hours	Primary Class 2	University Students	Primary	Chinese for Africans 1 Text1-5	8	yes	8	8	2017.8-2017.11 (14weeks)	2	28	Huang Qinhai
	Primary Chinese	Non-credit hours	Primary Class 3	University Students	Primary	Chinese for Africans 1 Text1-5	23	yes	11	10	2017.8-2017.11 (14weeks)	2	28	Hou Shiyang
	Primary Chinese	Non-credit hours	Primary Class 4	University Students	Primary	Chinese for Africans 1 Text1-5	12	yes	12	12	2017.8-2017.11 (14weeks)	2	28	Ren Zhe
	Primary Chinese	Non-credit hours	Primary Class 5	University Students	Primary	Chinese for Africans 1 Text1-5	15	yes	11	9	2017.8-2017.11 (14weeks)	2	28	Lei Qiongyan
	Primary Chinese	Non-credit hours	Primary Class 6	University Students	Primary	Chinese for Africans 1 Text1-5	10	yes	2	1	2017.8-2017.11 (14weeks)	2	28	Sui Yan
	Primary Chinese	Non-credit hours	Primary Class 7	University Students	Primary	Chinese for Africans 1 Text1-5	15	yes	5	5	2017.8-2017.11 (14weeks)	2	28	Wang Wendan
	Primary Chinese	Non-credit hours	Primary Class 8	University Students	Primary	Chinese for Africans 1 Text1-5	13	yes	6	6	2017.8-2017.11 (14weeks)	2	28	Ma Dandan
	Primary Chinese	Non-credit hours	Primary Class 9	University Students	Primary	Chinese for Africans 1 Text1-5	24	yes	9	9	2017.8-2017.11 (14weeks)	2	28	MR.James
	Primary Chinese	Non-credit hours	Primary Class 10	University Students	Primary	Chinese for Africans 1 Text1-5	12	none	9	9	2017.8-2017.11 (14weeks)	2	28	MR.James
	Primary Chinese	Non-credit hours	Primary Class 11	University Students	Primary	Chinese for Africans 1 Text1-5	23	yes	12	12	2017.8-2017.11 (14weeks)	2	28	Huang Qinhai
	Primary Chinese	Non-credit hours	Primary Class 12	University Students	Primary	Chinese for Africans 1 Text1-5	16	yes	5	5	2017.8-2017.11 (14weeks)	2	28	Huang Qinhai
	Primary Chinese	Non-credit hours	Primary Class 13	University Students	Primary	Chinese for Africans 1 Text1-5	6	yes	6	5	2017.8-2017.11 (14weeks)	2	28	Ren Zhe

Primary Chinese	Non-credit hours	Primary Class 14	University Students	Primary	Chinese for Africans 1 Text1-5	4	yes	4	4	2017.8-2017.11 (14weeks)	2	28	Lei Qiongyan
Primary Chinese	Non-credit hours	Primary Class 15	University Students	Primary	Chinese for Africans 1 Text1-5	4	yes	2	0	2017.8-2017.11 (14weeks)	2	28	Sut Yan
Primary Chinese	Non-credit hours	Primary Class 16	University Students	Primary	Chinese for Africans 1 Text1-5	26	yes	19	19	2017.8-2017.11 (14weeks)	2	28	Zeng Weijun
Tourism Chinese	Non-credit hours	Class 1	University Students	Primary	Chinese for Africans 1 Text1-5	55	yes	0	0	2017.8-2017.11 (14weeks)	2	28	MR.James
HSK course	Non-credit hours	HSK1	University Students	Primary (high)	Chinese for Africans 1 Text7-14	28	yes	17	15	2017.8-2017.11 (14weeks)	4	56	Huang Qin Hai
HSK course	Non-credit hours	HSK2	University Students	Primary (high)	Chinese for Africans 1 Text7-14	13	yes	8	8	2017.8-2017.11 (14weeks)	4	56	Zeng Weijun
HSK course	Non-credit hours	HSK3	University Students	Primary (high)	Chinese for Africans 1 Text10-18	8	yes	8	8	2017.8-2017.11 (14weeks)	4	56	Huang Qin Hai
Total		20 Classes				328		161	152		46	811	

2017 Second Semester Teaching Summary Page 2 ( UCC Culture and training Courses )														
Venue	Course	Nature of the Course	Grade/Class	Students Category	Level	Teaching material	Number	Registration	Number of examinee (registered)	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
UCC	Taichi	Non-credit hours	Class 1	University Students	Primary	24-type Simplified Taijiquan	19	yes	evaluation	19	2017.8-2017.10 (7weeks)	8	56	Zeng Weijun
	Taichi	Non-credit hours	Class 2	University Students	Primary	24-type Simplified Taijiquan		yes			2017.8-2017.11 (14weeks)	8	112	Sui Yan
	Calligraphy	Non-credit hours	Class 1	University Students	Primary	User-defined	10	yes	7	7	2017.8-2017.11 (14weeks)	2	28	Wang Wendan
	Chinese Handicraft	Non-credit hours	Class 1	University Students	Primary	User-defined	24	yes	8	8	2017.8-2017.11 (14weeks)	2	28	Ma Dandan
	Chinese Dance and Songs	Non-credit hours	Class 1	University Students	Primary	User-defined	4	yes	4	4	2017.8-2017.11 (14weeks)	2	28	Lei Qiongyan
	Introduction to Chinese Culture	Non-credit hours	Class 1	University Students	Primary	User-defined	4	yes	4	4	2017.8-2017.11 (14weeks)	2	28	Ren Zhe
	“Chinese Bridge” Training	Non-credit hours	Class 1	University Students	Primary	User-defined	7	yes	evaluation	7	2017.8-2017.11 (14weeks)	2	28	Hou Shiyang
	Qingjian Employee Training	Non-credit hours	Class 1	Employees		User-defined	8	yes	evaluation	8	2017.8-2017.11 (8 times)	5	40	Ma Dandan
	Senda Employee Training	Non-credit hours	Class 1	employees		User-defined	20	none	evaluation	20	2017.11.6-2017.12.7 (8 times)	4	32	Wang Wendan
Total			9 classes				96		77			36	376	



2017 Second Semester Teaching Summary Page 3 ( CCTU Programme )

Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	Number	Registration	Number of examinee registered	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
CCTU	Chinese minors	Non-credit hours	Class 1	University Students	Primary	Chinese for Africans Text1-5	7	yes	7	7	2017.10.14-2017.12.2 ( 8weeks )	4	32	Guo Jing
	Chinese minors	Non-credit hours	Class 2	University Students	Primary	Chinese for Africans Text1-5	16	yes	16	16	2017.10.14-2017.12.2 ( 8weeks )	4	32	Zeng Weijun
	Chinese minors	Non-credit hours	Class 3	University Students	Primary	Chinese for Africans Text1-5	8	yes	8	7	2017.10.14-2017.12.2 ( 8weeks )	4	32	Guo Jing
	Chinese minors	Non-credit hours	Class 4	University Students	Primary	Chinese for Africans Text1-5	7	yes	7	7	2017.10.14-2017.12.2 ( 8weeks )	4	32	Zeng Weijun
Total			4 classes				38		38	37		36	128	

2017 Second Semester Teaching Summary Page 3 ( UPSHS Programme )														
Venue	Course	Nature of the course	Grade/Class	Students Category	Level	Teaching material	Number	Registration	Number of examinee registered	Number of qualified students	Teaching time	Weekly hours	Total hours	Teacher
	Chinese minors	Non-credit hours	Class 1	High School Students	Primary	Chinese for Africans Text1-5	21	yes	20	20	2017.10-2017.12 (11times)	4	22	Guo Jing
	Chinese minors	Non-credit hours	Class 2	High School Students	Primary	Chinese for Africans Text1-3	21	yes	18	18	2017.10-2017.12 (10 times)	4	10	Mr.James
	Chinese minors	Non-credit hours	Class 3	High School Students	Primary	Chinese for Africans Text3-5	21	yes	20	20	2017.10-2017.12 (9 times)	4	18	Ma Dandan
Total			3 classes				63		58	58		12	50	

2017 ANNUAL REPORT

CHAPTER  
**SEVEN**

**CULTURAL ACTIVITIES**

## CULTURAL ACTIVITIES

### 7.1 2017 Spring Festival Gala

Local time on February 8th, 2017 Spring Festival party was held at the Amissah-Author Language Center Auditorium in Confucius Institute of University of Cape Coast. The leaders of UCC, the CIUCC UPSHS (University Practice Senior High School) and UCC students totaling more than 200 people attended the Spring Festival party. Some popular media in Ghana and the media of University of Cape Coast reported the Spring Festival party. 2017 is a critical year for a lot of work were expected to be done and Confucius Institute at University of Cape Coast will celebrate the first anniversary. In order to let more people understand the Chinese traditional culture, the China Director professor Hu Liangcai explained Chinese culture in the Lunar New Year. In the middle of the lecture, professor Hu Liangcai taught the Chinese New Year lucky words and this became the climax of the lecture. The audience were enthusiastic about the Chinese Culture.

After the Spring Festival cultural lecture, Confucius Institute students gave a cultural performance, and the audience were invited to experience the “chopsticks” culture, they used chopsticks to pick up black beans. The audience wished Ghana and China Directors Happy New Year in lucky words, and ended in “New Year red packet” cultural experience activities. The Spring Festival party was planned by only three Chinese staff of the Confucius Institute at the University of Cape Coast, which was also the first event of the University of Cape Coast Confucius Institute in 2017. In the party, many of the audience have a certain understanding about Chinese culture. After the party, many students came to the Confucius Institute office to register Chinese language and culture courses. Looking into the future of 2017, we believe that the new Confucius Institute at University of Cape Coast will develop better.



**Chinese Prof. Hu Liangcai gave a vivid description of the Chinese New Year culture.**



**The audience enthusiastically participated in the “New Year red packet” cultural experience activities**



**Confucius Institute staff and part of the guests and some Chinese learners**

## 7.2 Opening Ceremony of Chinese Training Center at University Practice Senior High School

The first Chinese language center of Confucius Institute at University of Cape Coast was successfully inaugurated on February 16th, 2017 at the University Practice Senior High School. The Director of Education of the Central Region of Ghana, China and Ghana directors of Confucius Institute at the University of Cape Coast, representatives of Chinese-funded enterprises, staff and students of the UPSHS and other staff of the Confucius Institute participated in the launching ceremony. Ghana TV, Ghanaian Times and Ghanaian local TV in Ghana provided a live coverage of the launching ceremony.

The Director of Education of the Central Region of Ghana in his speech, acknowledged that the language barrier was existed. He continued by adding that, the establishment of the Chinese language center will facilitate cultural exchange between Chinese and Ghanaians.

Prof. Hu Liangcai, Director of University of Cape Coast Confucius Institute, recounted the profound friendship existing between the leaders of China and Ghana, pointing out that the relationship between Ghana and China will be more harmonious. In his speech, he mentioned some relevant issues concerning the teaching of Chinese language and promised to address them by the second half of 2017. He further by encouraged students to take their studies seriously. The Headmistress of UPSHS also thanked the audience for taking time off their busy schedules to attend the inauguration. After signing a memorandum of understanding between the two parties, the guests and the China and Ghana directors cut a ribbon to open a special classroom for Chinese teaching in UPSHS.

There was also performances by some students of Chinese from UCC. The performers sang a Chinese song entitled “Friendship for a long time”. There was also on enactments of a play to reflect the friendship between the Chinese and Ghanaians. After the launch, UPSHS has been in contact with CIUCC. Teaching of the Chinese language has commenced and it is expected that

this will influence other schools to take part in CIUCC’s programmes. CIUCC also plans to open three training centers this year.



**Speech by the Director of Education of the Central Region of Ghana**



**Speech by the Chinese Director of University of Cape Coast Confucius Institute, Professor Hu Liangcai**





UPSHS Chinese club students performed Chinese songs



Staff of University of Cape Coast Confucius Institute and University Practice Senior High School took a picture together



Signing a memorandum of understanding between the two parties

### 7.3 Costumes, Food Culture Experience and Chinese Club Opening Ceremony



Opening the special classroom for Chinese teaching



Chinese and foreign directors cut a ribbon to Chinese teachers demonstrating to students on how to make dumplings



Some Students tasting the dumplings





**(Provost of College of Humanities and Legal Studies, Prof. Dora Edu-Buandoh giving a speech.)**



**(Prof. K. Opoku-Agyemang announced that the Chinese Club is officially established)**



**(Mrs. Zeng, Chinese lecturer, introduces courses offered by CIUCC.)**

The Chinese Club of University of Cape Coast was officially launched on the 28th of April, 2017 at the Amissah-Arthur Language Centre by UCC Confucius Institute. The programme which started at exactly 11am was attended by dignitaries such as Prof. K. Opoku-Agyemang, Ghana Director of CIUCC, Prof. Hu Liangcai, China Director of CIUCC, Prof. Dora Edu-Buandoh- Provost of College of Humanities and Legal Studies, Prof. Joseph Benjamin Archibald Afful, the Dean of Faculty of Arts, Mrs. Georgina Aglobitse the Head of UCC University Primary School among others. There were almost three hundred people in attendance.

The program began with a Chinese poetry recital and song from James Annan, a student of Chinese. His poem was entitled "Why I love China". According to him, China is his second homeland aside Ghana. As part of the programme, the curriculum of the institute was introduced by Ms. Zeng, a Chinese teacher. According to her, the curriculum involved two kinds of courses namely Chinese Language Courses and Chinese Cultural courses. The courses under the Chinese language courses are Chinese Liberal Course. Introduction to Chinese Language, and the Chinese Beginner Courses and the HSK course. The courses under Chinese Cultural Courses are Taiji Training, Calligraphy, Chinese Songs and Dances and Chinese Handicraft.

There was also an introduction of Chinese food by Pro. Hu Liangcai. He indicated that there are eight different kinds of food in China, namely, Shandong Cuisine, Anhui Cuisine, Guangdong Cuisine, Hunan Cuisine, Fujian Cuisine and Sichuan Cuisine. He admitted that the Southern Chinese and the Eastern-North Chinese always have rice in their meals.



**(Prof. Hu Liangcai the culture of Chinese food.)**

The two main speeches delivered during the ceremony were from Prof. K. Opoku- Agyemang, the Ghana Director of CIUCC and Prof. Dora Edu-Buandoh, the provost of the College of Humanities and Legal Studies. Prof. K. Opoku-Agyemang used the opportunity to give a brief history of the Institute and also stated the mission of the institute which is to promote cultural exchange between the two countries as well as the promotion of bilateral relationship. Prof. Dora Edu-Buandoh, in her speech, expressed her gratitude to the organizers of the programme and also pleaded with the institute to introduce Chinese Food Cooking as part of its programme. She advised the Ghanaian to get out of the local context and explore beyond its current horizon. The program ended with the sharing of both Chinese food and Ghanaian food with most of the Ghanaians eager to taste the Chinese food. (The audiences are learning how to make a Jiaozi.)

#### **7.4 University Primary School Chinese Club Activities**

On 5th May, 2017 CIUCC organized a graduation ceremony for pupils of University Primary School.

In attendance were the China Director, Prof. Hu Liangcai, Ghana Director, Prof. K Opoku-Agyeman, Volunteer Teachers of Confucius Institute, Headmistress of UPS, Mrs. Georgina Aglobitse and the Coordinator for the University Primary School Confucius center, Mr. Victor Fifi Addison. The Outreach programme was held during the three-week Easter break. There was a total of 80 registered students who were trained

in Chinese language and culture. The school did not only help in the recruitment of students but also provided a teaching venue and teaching equipment/ materials. The registered students were put into three classes since they were of different ages and classes. The training course was in two parts, language training and Chinese cultural studies. The teaching materials used for language classes was Kuaile Hanyu (Vol. 1). Chinese martial arts training was the main focus of the Chinese cultural studies.

During the three week period, the students studied everyday Chinese language phrases and a section of the students were also taught how to write some Chinese characters. The children had a keen interest in learning Chinese martial arts, so in a short space of time, students were capable of the basic Chinese martial arts movements. Two registered students gave a wonderful performance during the graduation ceremony. Prof. Hu Liangcai at the graduation ceremony stated that learning a language was a continuous process. He therefore encouraged all students to continue learning Chinese and not to quit.

He mentioned that very soon CIUCC will introduce a B.A Chinese programme in the University. He hoped that all CIUCC Chinese classrooms established in Primary, Junior High, Senior High schools and in the university will eventually develop into a complete structure where students could continue learning from one stage to another. The Headmistress, Mrs. Georgina Aglobitse also expressed hope that CIUCC continues with its cooperation with UPS to teach Chinese. Finally, both Directors of the Confucius Institute at University of Cape Coast presented certificates of participation to all registered students. This outreach programme even though for a short period had a positive effect on the University Primary school pupils.

They had the opportunity to study the Chinese language and also had a deeper understanding of China. This event cemented the deep cooperation between Confucius Institute at University of Cape Coast and University Primary School.





Opening Speech by Prof. K Opoku-Agyeman



Teaching the Pupils Chinese Language



Awarding of certificate to Pupils



Section of Chinese Club members

### 7.5 First Anniversary Celebration of CIUCC

The first anniversary of the establishment of the Confucius Institute at University of Cape Coast was held on June 2, 2017, at the University of Cape Coast. The Chinese ambassador to Ghana, Her Excellency Sun Baohong, the Central Regional Minister and the Pro-Vice Chancellor of UCC and other leaders attended the celebration. More than 700 faculty members and students of UCC and other Chinese training centers participated in the event. Activities included Ghanaian-Chinese special costume show, Chinese songs, Chinese ancient poetry recitation, calligraphy performances and martial arts performances.



First Anniversary of Confucius Institute at the University of Cape Coast

The event commenced with the singing of both the Chinese and Ghanaian National Anthems at 9:30am. Professor Hu Liangcai the Chinese director of CIUCC gave a presentation on CIUCC's one year achievements. As a bridge between China and Ghana, CIUCC has been active and Successful in Chinese teaching, offering a variety of Chinese courses including Chinese liberal Course, Outreach course, Chinese tourism classes, Chinese technical and arts courses to over 1,000 registered students. Besides this, CIUCC's effort at promoting Chinese cultural experience through various means including organizing a Spring Festival, Chinese food experience, Chinese traditional Clothing show and some other series of Chinese cultural activities with as many as 2,000 participants. The establishment of new Chinese Language Teaching Centers has enhanced the popularity of the Confucius Institute in local communities in Cape Coast. Chinese learners at the Confucius Institute are from different segments of the Ghanaian society such as government officials, teachers, businessmen, and students from primary, secondary school and university. Undoubtedly, Confucius Institute has been on important platform for the local people to learn Chinese and understand Chinese culture. The presentation showcased the establishment of CI centers in both the University Primary and University Senior High Schools. The presentation also touched on the Confucius Institute Conference in Zambia which was attended by both directors.

The Central Regional Minister after the presentation gave a speech. He stressed on the cordial relationship Ghana has enjoyed with China .He also mentioned the importance of Confucius' teachings and recommended that Ghanaians assimilate some of Confucius' teachings in their everyday lives. He also wished Confucius Institute Cape Coast well on the joyous occasion.



**(Mr. Kwamena Duncan, Central Regional Minister )**

Prof Opoku Agyemang also read a speech on the importance of Confucius Institutes worldwide. He spoke about how important Chinese language has become in all of Africa and also how some countries have inculcated Chinese language in the mainstream of their educational curriculum.

The Pro Vice Chancellor read a speech on behalf of the Vice Chancellor of University of Cape Coast. He also stressed on the importance of learning the Chinese language. He also advised the Confucius Institute Cape Coast to extend its teaching to the security institutions and judicial arms of government. He mentioned that it will be very beneficial if Confucius Institute Centers are established in these institutions. The Chinese Ambassador to Ghana said the Confucius Institutes are popular all over the world because the centers act as an educational tool and environment that is used in the spreading of Chinese language and culture. She also stated that the institute was continuing the widespread teaching of Confucius' ideology and was now funded by the Chinese government. She also wished the Confucius Institute Cape Coast well and hoped that it grows from strength to strength.



## CHINESE AMBASSADOR TO GHANA



**(Her Excellency Ms. BaoHong Sun)**

After some wonderful Chinese cultural performances, Prof. Dora Adu Buandoh, the Provost of the College of Humanities and Legal studies, gave the closing remarks of the ceremony. She advised CIUCC to extend its teaching of Chinese language to University staff. She thanked all the invited dignitaries for coming and lauded the efforts of Confucius Institute Cape Coast on its maiden anniversary.



**Prof. Dora Adu Buandoh, Provost College of Humanities and Legal Studies)**





(A musical performance by students of Confucius Institute Cape Coast.



(Invited Guests seated at anniversary celebrations )



(Kung-Fu being performed by students of University Primary School )



( Fashion show by staff of CIUCC: A display of both Ghanaian and Chinese clothing )

### 7.6 Inauguration Of Chinese Club At Mfantsipim School (Former Un Sec Gen Kofi Annan's Alma Mater)



On 17th June, 2017 Confucius Institute University of Cape Coast (CIUCC) held an inauguration ceremony for the Chinese Club of Mfantsipim School.

At exactly 11 a.m, the programme started with an opening prayer. The Opening prayer was proceeded by a welcome address and introduction of guests and chairman by the President of the Chinese Club. In attendance were dignitaries such as Prof. K. Opoku-Agyeman (Ghana Director of Confucius Institute – UCC), Prof. Hu Liangcai (China Director of Confucius Institute – UCC), Mr. Stephen Yeboah (Assistant Headmaster – Administration, Mfantsipim School), Mr. Abraham Baweah (Patron of the Chinese Club



and the Chairman of the Programme) and Mr. Daniel Richard Essah (Director of Clubs and Societies, Mfantsipim School). In total, there were about 150 people who attended the programme.

The programme continued with the Chairman's opening remarks. He stated that he was optimistic that the programme will be successful and beneficial to all who were present.

A Chinese Song was performed by a Chinese Teacher and a Ghanaian Chinese Student after the Chairman's opening remarks. The Chinese song performance was followed by the Chinese Chop Sticks game which was played by the members Mfantsipim School Chinese Club. The students were excited by the game and seemed eager to play more.



After the game, the patron of the Chinese Club was invited to give a brief history of the club. He stated in his speech that language is an important aspect of every culture and therefore understanding the Chinese language helps Ghanaians to bridge the cultural gap between Ghanaians and Chinese and also helps Ghanaians to obtain a better understanding of the Chinese culture. According to him, the commencement of the club was inspired by the inauguration ceremony of the Chinese Club at the University Practice Senior High School. He further indicated that the Club had 18 Executives and 120 members.

There was a fashion show displaying Chinese traditional clothes and Chinese calligraphy performance by the Chinese Teachers from Confucius Institute – UCC as well as an acoustic

music performance by Kwabotwey Vibes – Mfantsipim School.



The Chinese Club was officially inaugurated by the Assistant Headmaster (Administration), Mr. Stephen Yeboah. He encouraged all the students present to join the club. He introduced the Executives and swore them into office. He further stated that he will personally support the Executives to work hard to ensure the development of the club.

After the official inauguration, there was a Chinese Martial Arts performance and Newspaper game by the Chinese Teachers and Mfantsipim students respectively. These performances were followed by a speech from the China Director of Confucius Institute at UCC. He congratulated Mfantsipim School for the effort and support towards the programme's success. His speech included the history of Confucius Institute – UCC, the courses and scholarships available and activities be undertaken by the Institute. He further encouraged all the students to join the classes to be held at the center and also stated that there will be an official launching of the Chinese Club at Mfantsipim School of which Mr. Kofi Annan, former UN General Secretary will be invited.



Both the Chinese Teachers and Mfantsipim School staff played a Chinese Viceroy Shuttlecock game after the China Director's speech.



The programme finally ended at 2:05pm with closing remarks from the Chairman as well as the Assistant Headmaster (Administration). They both expressed their gratitude to CIUCC and encouraged the students to take the club's activities very serious.

### 7.7 Shama High School Chinese Club Activities



**A section of Students at the Chinese Club**

Activities were organized by Chinese club in Sharma Senior High School for the first time: on June 9, Sharma Senior High School carried out activities organized by Chinese club for the first time.

The local teacher of Confucius Institute James Opoku-Darko organized conducted Chinese language teaching on the site, teaching more than 100 Chinese club members "Hello", "China", "I love you", "good afternoon" and other Chinese content, the students on the spot showed a strong

interest in Chinese learning. At the same time, the China Director, held a lecture on "Chinese Culture and Chinese Teaching" and introduced the upcoming teaching and cultural activities of the Confucius Institute at University of Cape Coast.

After the lecture, Prof. Hu also answered questions given by Chinese club members in detail. Sharma Senior High School Chinese Club is the fifth Chinese club opened by Confucius Institute at University of Cape Coast. It is also the first Chinese club established by Confucius Institute at University of Cape Coast in the western region of Ghana.



### 7.8 Confucius Institute Day Culture experience activities

As part of its efforts to showcase and promote the Chinese language and culture CI-UCC, on Friday, 29th September, 2017 celebrated Confucius Day at the Naana Opoku Agyemang Auditorium in the Amissah Arthur Language Centre building.



**Prof. Ishmael Mensah (Ghana Director-CIUCC) giving his welcome address.**



This event was the second of its kind ever to be organized by CI-UCC since its formal inauguration on June 3, 2016. The event was organized under the theme, Experience Chinese Culture at Confucius Institute, and showcased a variety of Chinese culture including Chinese painting, Chinese Traditional Sport (Jianzi), Chinese Handicraft (Paper cutting), Chinese Kungfu/Tai Chi and calligraphy. The programme started with a welcome address by Prof. Ishmael Mensah, the Ghana Director of CI-UCC. He gave a brief biography of Confucius, emphasizing some of his teachings.

On his part, Professor Hu Liangcai, the China Director of CI-UCC expressed his profound gratitude to the audience and all the participants for honouring the invitation to the event. He further outlined the activities of CI-UCC in Ghana. He encouraged the students and the audience to enrol on the various courses offered by CI-UCC on UCC campus and other sister Institutions, especially the Chinese language course and the HSK (Chinese Proficiency Course) so that they could qualify for Chinese government scholarships to further their studies in China. The event was capped with an exhibition of different aspects of the Chinese culture.



Prof. Hu Liangcai (China Director – CIUCC) giving his speech.



Students learning Calligraphy



A section of People at the Confucius Day



Students learning Tai Chi

## 7.9 Campus Activities at University of Cape Coast: the Opning Day and the International Day

The Open Day is an initiative of the Vice Chancellor and the Academic Board of University of Cape Coast and was officially launched on Wednesday, 18 October, 2017. Various schools, colleges, faculties, and departments showcased their programmemes and activities. The event was staged at the forecourt of Sam Jonah Library (Previously known as UCC Main Library).



**Stand of Confucius Institute at University of Cape Coast during the Open Day.**

CIUCC participated in the event and exhibited a variety of its programmemes and activities



On display of the CIUCC were Chinese cultural artefacts, books, Chinese Language course materials, posters, brochures, and flyers of upcoming programmemes. The event was effectively used to promote the programmemes and activities of CIUCC to participants of the programmeme, and to invite more students to enroll on the ongoing Chinese language training programmemes on UCC campus and other sister institutions. It was also used to explain the Confucius Institutes' scholarship programmeme to attendees.



Key personalities of the university, including the Vice Chancellor, the Provosts, registrar and his deputies, the Dean of students, Head of Departments and Deans of various faculties, Chiefs and opinion leaders of the university surrounding communities, UCC Students, and students from other tertiary and second cycle institutions grazed the occasion.



## 7.10 SanXun Performance Tour

A twenty member team of Chinese martial and traditional arts performers capped their Confucius Institute Performance tour at the University of Cape Coast on Tuesday, October 31, 2017. The team took the Chinese cultural display tour around the globe under the theme: “Confucius Institute Performance Tour”. The group, as part of an African tour, also visited Benin, and South Africa before coming to Ghana.



The group first performed at University of Ghana, Legon, on Monday, October 30, 2017 where they were hosted by the Confucius Institute at University of Ghana. The performance at University of Cape Coast Main Auditorium was hosted by Confucius Institute at University of Cape Coast. The event marked the fifth and final of such memorable performances by the group during the year on the African continent. The 20 member team hailed from four Chinese Institutions, namely: Songshan Shaolin Wushu College, Zhengzhou University, Henan University and Henan Normal University, and were led by Mr. Xu Hengzhen. The event saw a variety of Chinese art performances including Chinese Kungfu (Tai Chi), Traditional dance and Folk Music.

### About Taiji:

Tai Chi (Taiji) is an internal Chinese martial art practiced for both defense and for health benefits. The term Taiji refers to a philosophy of the forces of yin and yang, related to the moves. It is a form of competitive wrestling (tui shou), which also help to achieve greater longevity. A multitude of training forms exist; both traditional and modern. Some training forms of tàijíquán are especially known for being practiced with relatively slow movements.





## The Event at UCC

The programme was chaired by Prof. Peter Grant, Vice Dean of Faculty of Arts with other Senior members of UCC and Administrators of CIUCC in attendance. They included Dr. Wilson, Director at Centre for African and International Studies, Mrs Judith Owusu-Peprah, Principal administrator of CIUCC, Mr. Robert M. Lewis, Assistant Administrator CIUCC, Mr. James Opoku-Darko, Chinese Lecturer at CIUCC, Mr. Huang Qin Hai, Chinese Lecturer at CIUCC, Dr. Samuel Tetteh, Chemistry Department, and Dr. Alexis Akanson, Registrar – College of Humanities and Legal Studies – UCC.



**The Chairman and some senior members**



**Some students, and Kungfu performers**

There were also attendees from Perez University College led by Rev. Daniel Nii Aboagye, Director of Language Centre (Perez-UC), University Practice Senior High School led by Mr. Mintah and Mr. Albert Akotua, Mfantsipim SHS, led by Lovinna Yankson, Assistant Leader of the Chinese Club as well as Cape Coast Technical University, and the University Basic School and their tutors.

Before the performance begun, the Chairman warmly welcomed all participants and expressed gratitude to Hanban and the Confucius Institute Performance team for choosing UCC campus for the performance. Mr. Xu HENGZHEN, the leader of the performance team, on behalf of his team members expressed his delight for the warm reception offered them by the CIUCC and the University of Cape Coast. The event was one of the biggest programmes held by CIUCC in 2017 and was graced by more than one thousand people made up of mainly students from University of Cape Coast, Cape Coast Technical University and other sister institutions. It was indeed a memorable event to most of the audience as it accorded them a rare opportunity to witness a live performance of what they hitherto watched only in Chinese movies.



### 7.11 The Maiden Tai Chi Competition of Confucius Institute at University of Cape Coast

On November 10, 2017, CIUCC held its maiden Tai Chi competition involving 18 candidates from Confucius Institute at University of Cape Coast who presented a colorful Tai Chi competition to the audience. The contestants raised their hands and gave a salute to the sound of melodious music. They then changed to Tai Chi movements, and their excellent performance attracted enthusiastic applause from the audience.



The candidate is playing Tai Chi



Prof. Hu issued the certificate for the winner

## 7.12 “Chinese Craze, Chinese Dream” Year-End Performance

In order to showcase its teaching achievements and strengthen its relationship with its training centres, CIUCC organized “Chinese Craze, Chinese Dream” end-of-year performance in the Jane Opoku-Agyemang Auditorium. Student representatives from the training centres were invited to the programme. The programme kicked off with the playing of national anthems of both Ghana and China. Ghana Director Prof. Ishmael Mensah and the China Director Prof. Hu Liangcai addressed the audience. The performers expressed their love for the Chinese culture mainly in the form of songs and dances. During the performance, Princess Peacock appeared in the middle of the stage with her beautiful dance to show her beautiful feathers to the audience. There was also a performance of “Kung Fu” and Tai Chi, as well as a poetry. Ms. Guo Jing sang a sweet song “Red Azalea” while the students performed traditional dance, which won the applause of the audience.

After the programme, China Director Prof. Hu Liangcai issued certificates to the students who had successfully completed various courses in Chinese, and encouraged them to strive for further studies in China. This performance showed the teaching achievements of the past year at CIUCC, which has further deepened the cultural exchanges between China and Ghana and. Confucius Institute at University of Cape Coast will make greater contribution to the spread of Chinese culture in the coming new year.



CCTU students performing Kangding love song



A group photo of Participants



A Section of audience at 2017 End of Year Performance



Students performing Red Azelea

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## FOREIGN EXCHANGE

### 8.1 A Visit to Chief of Assin Kushea

On March 26, Prof. Hu, the China Director of CIUCC, was invited to join the people of Assin Kushea in their festival celebrations at the invitation of the Chief of the town, Ahunuabobrim Nana Pra Agyensem.

During the interaction, Prof. Hu Liangcai gave a brief introduction of CIUCC and future plans of the Institute and looked forward to conducting more cultural exchange activities in the future. The Chief was full of praise for the Confucius Institute.

Prof. Hu subsequently held discussions with Marion A.Adjei Amponsem, Principal of Assin Northern Technical School about setting up a Confucius Institute training center in her school. At the meeting, the two sides discussed the responsibilities and obligations of both parties in setting up and operating a training center. After the meeting, Prof Hu inspected the school's teaching facilities and made suggestions for improvement. The meeting laid a good foundation for the future cooperation between the two sides.



**China Director holding discussions with the chief of Assin Kushea in the company of the Central Regional Minister.**

## 8.2 Discussions with the Central Regional Minister



**Hon. Kwamena Duncan (The Central Regional Minister of Ghana) in a meeting with Prof. Hu Liangcai (Director of CIUCC).**

On March 27th, Hon. Kwamena Duncan (The Central Regional Minister of Ghana), met with Prof. Hu Liangcai. They held talks on the activities of the Confucius Institute. Hon. Kwamena Duncan expressed the hope that CIUCC could help the central region to attract investments in food processing and sanitation and hoped to work with CIUCC to establish a larger Chinese training center in the region.

Prof. Hu said that the Confucius Institute was willing to contribute to the promotion of economic and trade exchanges between China and Ghana. He also made some suggestions towards CIUCC's development in the Central Region including the establishment of a Chinese Training Center for some officials; organizing a conference on urban culture; establishment of a Local Chinese Teacher Training Center and the incorporation of Chinese language into the school curriculum

It was the first time that CIUCC held a formal meeting with government officials of the Central Region. The two sides reached on agreement on many issues and laid a good foundation for the future activities of CIUCC.

### 8. 3 China Director of CIUCC Makes a Speech at Central Regional Police Command Meeting

Prof. Hu Liangcai arrived at the meeting around 10:30am at the Elmina Beach Resort. Dignitaries such as the Central Regional Minister of Ghana, Hon. Kwabena Duncan, Central Regional Police Commander, DCOP. Rev Nenyi Ampah Benin, the Deputy Central Regional Police Commander, Bediako Enoch Adu Twum and all Police Officers in the Region attended the programme. Prof. Hu gave a 30 minute presentation.



#### China Director Prof. Hu delivering a speech at the Central Regional Police Command Meeting

After the Regional Minister's speech, Prof. Hu began his presentation by stating that there is a great friendship between China and Ghana, in terms of trade, education and other activities. Prof. Hu indicated that there were more than 500 Confucius Institutes established around the world, including CIUCC. He also stated that Confucius Institute had established classrooms at University Practice Senior High School and University Primary School, and had plans of establishing other classrooms in the Region.

He further introduced the programs of the Institute to them. These included teaching programs, summer camp, scholarship programs and the Chinese bridge program as well as Outreach programs, the Liberal Course in Chinese and the HSK training course. The Summer Camp is usually organized for 20 students within the ages of 15 – 30 for a one month study in China. The Chinese bridge program is a Chinese Proficiency Competition for Foreign College Students as a large-scale international competition organized by Hanban every year.

Prof. Hu also stated that the Institute was going to establish a training center at the Police Headquarters which will enable all members of the security services in the region to study the Chinese language. The Institute will supply the center with books and other learning materials.

He ended his presentation by indicating that, "Learning Chinese is becoming more and more popular among Ghanaians and two Confucius Institutes have been set up in Ghana with 4,000 people registered." There are currently more than 5,000 Ghanaian students studying in China, many of whom have been awarded Chinese Government Scholarship.



#### 8.4 China-Director of CIUCC and the Central Regional Police Commander Discuss the establishment of a Chinese Language Center

On 19th June, 2017, Prof. Hu Liangcai visited The Central Regional Police Commander and his Deputy at the Regional Commander's Office. The Deputy Regional Commander welcomed Prof. Hu on behalf of his superior and indicated that they had been waiting for a meeting with him to discuss the establishment of a Chinese Language Center at the headquarters.

Prof. Hu mentioned the progressive cooperation between Ghana and China. He also stated that China is the largest trading partner of Ghana in the whole world, and Ghana had the highest number of students that are studying in China among all African countries. He further indicated that the Institute was willing to establish a center at the headquarters and start classes if only at least 30 people were ready to register and join the classes.



**Prof. Hu Liangcai with DCOP Rev. Nenyi Ampah Benin, the Central Regional Police Commander**

Prof. Hu also spoke about the HSK training and tests. He stated that the students who will join the classes can write the HSK test, which will give them the opportunity to earn full or half Scholarship for further studies in China. He also spoke about the three-week Summer Camp in China which the Institute was organizing for 20 students.

After Prof. Hu's speech, the Deputy Regional Commander commended him for his speech and stated that the station was willing to have the Chinese training center so that interested members of the security services in the region could attend. He also suggested that they will like to have six hours of classes per week if the center commenced.

The Regional Commander also invited Prof. Hu to a general meeting the following week Wednesday, 28th June, 2017 to address all officers in the region. He believed that would enable the officers to have an idea about the Institute and inform their members about the Institute. He requested for a sample copy of Confucius Institute's MOU so that he could draft an MOU between his organization and CIUCC.

## 8.5 Meeting with the Members of the Central Regional Coordinating Council

The meeting took place at the Regional Coordinating Council. In attendance were, the Central Regional Minister, Mr. Kwamena Duncan, the Chief Director of the Regional Coordinating Council, Mr. Kwame Opong, the Regional Director of Education, Mr. Jacob A. M. Korh and all the District Directors of Education in Central Region. Prof. Hu met with the Central Regional Minister and the Regional Director of Education for a short discussion before the meeting began. During the discussion, he stated that CIUCC would like to collaborate with the Regional Directorate of Education, in order to set up Chinese training centers in the various districts in the Central Region. Prof. Hu Liangcai was then invited by the Regional Director to address the gathering.

He added that he will later have a personal meeting with Prof. Hu to discuss cooperation. The meeting began with an opening prayer from one of the District Directors of Education which was followed by an introduction of the District Directors of Education. Prof. Hu then gave his speech. He began by stating that Confucius Institute is a Chinese Institute that is sponsored by Chinese government to teach Chinese Language and Culture to people all over the world. He further indicated that the Institute had set up many centers at various Junior and Senior High Schools in the university in particular and Cape Coast as a whole. The Institute was therefore willing to extend its Chinese Language Teaching and Cultural activities to various schools in the Region. The teachers and students who will partake in the program will have the opportunity to gain half or full scholarships to study in China.

The Institute is also going to set up a local teachers' training programme to teach Ghanaian teachers who are willing to learn and teach the Chinese Language. He also stated that Ghana has a very strong cooperation with China in the areas of trade and education. Therefore, cultural exchange between the two countries will help to enhance their cooperation. He ended his speech by thanking all the members of the Regional Coordinating Council and the Regional Minister.



### **8. 6 China Director holds Talks with the Director of Education of Central Region**

On July 31, 2017, China Director Hu Liangcai held talks with the director of the Central Province Department of Education in the Department of Education of Central Region, Ghana. First, China Director Prof. Hu introduced the visit of educational officials to China Programme and invited the Director to participate in it. Secondly, he negotiated with the Director about integrating Chinese instruction into the education system in Central Region of Ghana. Prof. Hu suggested that Chinese instruction should walk into primary schools and junior and senior high schools and promote to the whole Ghana with the demonstration of Central Region of Ghana as a model.



**Prof. Hu (Left), together with Mr. James Opoku-Darko (Right) in a pose with the Central Region Director of Education (Middle).**

## 8.7 Vice Chancellor of the University of Cape Coast Advises Presidents Of Universities That Host Confucius Institutes



**Prof. Gharthey Ampiah (right) delivering his presentation**

The Vice Chancellor of the University of Cape Coast and Chairman of the Board of Advisors of the Confucius Institute at the University of Cape Coast (CIUCC), Professor Joseph Gharthey Ampiah has advised Presidents of universities hosting Confucius Institutes to properly document all agreements and other vital documents pertaining to the establishment of Confucius Institutes in their universities. This according to him will ensure the sustainability of the Confucius Institutes irrespective of who is at the helm of affairs. Successive Presidents or Vice Chancellors will have no option than to implement to the letter, the agreements establishing those institutes. Professor Gharthey Ampiah was speaking at the Presidents' Forum of the 12th Global Confucius Institute Conference in Xi'an China on the 13th of December, 2017. The conference which was held at Qujiang International Convention Centre was under the theme 'Deepening Cooperation, Development through Innovation, working Together to Build a Community of Shared Future for Mankind'.



**The Panel at the Presidents forum**

Prof. Ghartey Ampiah delivering a paper entitled ‘How a Host Institution Supports a Confucius Institute: the Case of University of Cape Coast’, indicated that CIUCC was the result of a collaboration between the University of Cape Coast and Hunan City University. Based on the agreement between the two universities, UCC has supported CIUCC with office and lecture space, a Ghana Director and five local staff as well as accommodation for the China Director and Volunteer teachers. The Vice Chancellor indicated that CIUCC has performed creditably well in its relative short period of existence and affirmed management’s continued support to the institute in its quest to become a model Confucius Institute. Dr. Sidney McPhee, the President of Middle Tennessee State University, who chaired the session, admonished presidents to be personally involved in the activities of their Confucius Institutes. Other presenters at the forum were Kamal Uddin of University of Dhaka, Zheng Menghuang of Zhejiang Normal University, Wang Rongming of East China Normal University, Helen Watson of University of London and Andrew Hugine of Alabama A&M University. The Vice Chancellor was invited to speak at the forum by Hanban, together with Prof. Dora Edu-Buandoh, the Provost of the College of Humanities and Legal Studies, Prof. Ishmael Mensah, the Ghana Director and Prof. Hu Liangcai, the China Director.



**The audience at the Presidents forum**



**The team from CIUCC, (left to right) Prof. Ishmael Mensah, Prof. Dora Edu-Boandoh, Prof. Joseph Ghartey Ampiah and Prof. Hu Liangcai**



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**VISITS TO CHINA**

## VISITS TO CHINA

### 9.1 2017 “Huaxia Dongting” Confucius Institute Summer Camp

#### The Opening Ceremony of the Summer Camp:

On the afternoon of August 5, 2017, a Summer Camp sponsored by the Hanban / Confucius Institute Headquarters and jointly organized by the Confucius Institute of University of Cape Coast and Hunan City University was officially launched in Hunan City University. Liu Huihuang, Vice President of Hunan City University, Lei Cunxi, Deputy Director of Yiyang Foreign Affairs and Tourism Bureau, Zhang Jinlong and other relevant responsible officials from the Office of Academic Affairs, Security Service, International Exchange Division, Faculty of Humanities and the leader of the Summer Camp, Prof. Hu Liangcai and 14 campers from CIUCC attended the opening ceremony.

The opening ceremony was presided over by Vice President Liu Huihuang. Vice President Lei Cunxi extended his warm welcome to the campers on behalf of the University. He said the friendship between Hunan City University and University of Cape Coast began in 2008. In 2016, the Confucius Institute at University of Cape Coast, which was jointly established by the two universities, added new vigor and vitality to the cooperation between the two universities. The summer camp organized by the Confucius Institute did not only provide young Ghanaian students with a good opportunity to experience the charm of Chinese culture in China, but also wrote a new chapter in the collaboration between University of Cape Coast and Hunan City University, setting up a new bridge of friendship for academic exchanges between China and Ghana.



Deputy Director of Yiyang Foreign Affairs and Tourism Bureau, Zhang Jinlong warmly welcomed the arrival of campers. He briefly introduced the urban features of Yiyang, a historical and cultural city. He hoped campers could fully experience the charm of Yiyang city, he said “Yi Shan Yi Shui, Yi Mei Yi Yang” (The mountains and waters of Yiyang makes itself a special and beautiful city)

Prof. Hu Liangcai, the leader of the campers reported the achievements of CIUCC since its establishment a year ago. He hoped the campers would cherish the opportunity to learn Mandarin and learn more about the Chinese culture.

On behalf of all the campers, Ekua thanked Hanban / Confucius Institute Headquarters and Hunan City University for arranging the summer camp so well and looked forward to making Chinese friends through this summer camp and studying Chinese culture. The 2017 “Huaxia Dongting” summer camp lasted a period of 16 days. During the summer camp, Hunan City University did not only offer courses in Chinese language integration and Chinese language training, but also arranged Chinese culture courses such as



paper cutting, calligraphy, martial arts and tea ceremony for the campers. Discussion were held with Chinese students to allow the Ghanaian campers to experience the Chinese culture from all perspectives, including traditional arts and daily life. The campers also embarked on field trips to Yiyang, Shaoshan and Changsha to explore the culture of the people.

### **Chinese Culture Lecture:**

On the morning of the first day, Ms. Li Yinbo's Chinese culture programme kicked off the training of the campers. She introduced the ancient civilizations of China to the students and explained the four great inventions of China using the question-answer method. In the afternoon, Zhang Ye taught them Chinese as a communicative course. The teacher guided the students to express their thoughts and this rekindled their interest in learning Chinese.

### **Prof. Yang's life in Ghana:**

The next morning was a lecture by Prof. Yang Yingming. He is a retired former Dean of Foreign studies of Hunan City University with good spirit. He recounted his experiences during his three-year stay in Ghana. As for the friendship between China and Ghana, Prof. Yang was happy about the friendship between China and Ghana and believed that China's support to Ghana will make Ghana have a bright future. In the afternoon, campers learnt the dance movements of four ethnic groups in China. Teacher Yuan Li also gave a demonstration of action decomposition.

### **A day tour to Changsha :**

On the third day, the campers went to Changsha, the capital city of Hunan Province for sightseeing. The enthusiastic students visited the Yuelu Academy and Changsha Museum. The campers had a good experience learning about the "Huxiang culture."

### **Weaving Chinese knot:**

On the morning of the fourth day, Mr. Li Lifang from the Art Institute of Hunan Business University demonstrated how to weave Chinese knot. Teacher Li Lifang had published a number of books on "knot art", "civil knot", "General design", "Poetry of Art", "HuXiang embroidery", "HuXiang folk art" and other works. The students were very interested in knitting the Chinese knot, a traditional Chinese handicraft.



### **Chinese martial arts experience:**

On the afternoon of the fourth day, the students went to the Gymnasium of Hunan City University to study Taijiquan under the tutelage of Liao Yumei.



### **Experience Chinese tea culture:**

On the morning of the fifth day, the black tea culture company and tea art specialist Li Shuangshuang, from Hunan City University, showed the different methods of making and drinking tea. And introduced the famous tea produced in Yiyang, Anhua black tea. Black tea is one of the six major tea systems, and is a unique tea in China with a long history.



### **Friendly Volleyball Match:**

On the afternoon of the fifth day, there was a friendly volleyball match at the gymnasium between teachers of Hunan City University and summer camp students. Director Yu Li'an served as the referee, both sides observed the spirit of friendship first, competition second. During summer, the weather in Hunan is arid and dry, but it can not resist everyone's enthusiasm of sports.



### **Paper-cutting:**

Campers were taught Chinese paper-cutting as teacher first came up with a piece of paper demonstrating a few simple folding and scissor cuts. After some time, a red character "xi" symbolizing "Double Happiness" appeared, and this provoked the interest of students to learn paper-cutting. The paper-cutting patterns produced by the students became more and more complex with time.



### **Calligraphy:**

At the beginning of the course, the teacher briefed the students on the tools needed for calligraphy. He also described the evolution of Chinese characters, and showed students different fonts he wrote. As the calligraphic works are presented one-by-one, the students were eager to try their hands on it.

### **Chinese painting:**

After appreciating Chinese painting, the students could accurately distinguish between meticulous painting and the free sketch painting. Later, the teacher made out a portrait of one of the students.



### **Chinese folk music:**

In music class, the teacher briefly introduced Chinese folk music and began to teach the students to sing Chinese folk song “jasmine flowers”. Students do not recognize Chinese characters but pinyin, the teacher patiently put corresponding pinyin above the Chinese characters on the blackboard, she taught the lyrics sentence by sentence first and the knowledge of the music score second, thus a song was learnt.



### **The culture of Chinese chopsticks :**

The theme of this section was chopsticks as a Chinese culture. The teacher organized the students to play the game by using chopsticks to pick up grapes, peanuts and so on after teaching the students how to use the chopsticks and explained the etiquette and taboos about the chopsticks . Students did not only experienced the fun of using chopsticks

but also learned about the unique Chinese culture about chopsticks.

### **Chinese pottery culture:**

On the morning of August 15, the campers came to the Art House to participate in their long-awaited Chinese pottery class. Mr. Chen, the instructor is a professional teacher from the Department of Art and Design with his works exhibited and prized many times. Looking at the



pile of soil in the hands of Professor Chen instantly becoming beautiful handicrafts, the students were amazed and eager to try to learn.

## **9.2 Delegation of Education Officials Visit China**

Delegation of Officials of Education from Ghana Visit Beijing Confucius Institute Headquarters

The Asian-African Affairs Office of Hanban arranged a meeting with the delegation. At the meeting, Director Xia of the Asian-African Affairs Office and the educational delegation representative spoke respectively. The Ghanaian educators shared their experiences with the Confucius Institute at University of Cape Coast over the past year.

On the afternoon of November 3, a delegation of educationalists and Board members of CIUCC from Ghana led by Professor Josoph Ghartey Ampiah, Vice Chancellor of University of Cape Coast and Thomas Agyei Baffoe, Deputy Central Regional Minister, and 15 other members visited Hunan City University. The leaders of Hunan City University Li Jianqi, Xia Hongyu, Zheng Weimin, Liu Huihuang, Lei Cunxi, Tan Xianliang and other top university officials attended the welcoming ceremony.

The welcoming ceremony was presided over by Vice President Liu Huihuang. At the welcoming ceremony, the first anniversary documentary of the Confucius Institute was broadcast. The film showed a panorama of the development of the Confucius Institute at University of Cape Coast over the past year.

The Confucius Institute at University of Cape Coast is the 500th Confucius Institute established by the Chinese government and the first overseas Confucius Institute co-established by Hunan City University. Over the past year, the Confucius Institute has actively conducted Chinese training and has offered



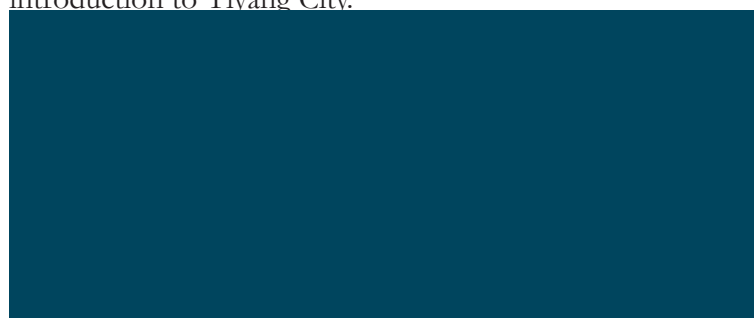
courses including Chinese elective courses, Chinese outreach programme, Chinese language courses for the Immigration Service, Chinese Tourism, and Chinese talent programmes. The number of students enrolled is more than 2,000. At the same time, the number of people taking part in Chinese cultural activities and Chinese clubs has reached more than 7,000. The Chinese BA programme at University of Cape Coast will officially start in 2018.

### **President Li Jianqi**

warmly welcomed the delegation on behalf of Hunan City University. He pointed out that since the Confucius Institute at University of Cape Coast was established in June last year, it has undertaken an important task of training local Chinese teachers for the primary, secondary and tertiary institutions in Ghana so as to enhance people's understanding of Chinese language and culture in West Africa and strengthen the cooperation in education and economic exchanges between the two countries and created an important platform for Chinese teaching and cultural exchange between China and



Ghana. It has established a bridge of friendship between China and Ghana and promoted the integration and development of the cultures of the two countries. He hoped both sides will continue to strengthen ties in the implementation of the “Belt and Road Initiative” and the strategy of “leading innovation and opening up and rising by innovation” and carry out deeper exchanges and cooperation in a broader area so as to work together for mutual benefits and win-win results. On behalf of Yiyang City, Chen Lachun, Deputy Director of Yiyang Foreign Affairs and Tourism Bureau, extended a warm welcome to the delegation and gave a brief introduction to Yiyang City.



**Professor Joseph Ampia**, Vice Chancellor of University of Cape Coast, on behalf of the Delegation and the Board of the Confucius Institute, thanked Hunan City University for its warm reception. He introduced the basic situation of University of Cape Coast and spoke highly of the development of the Confucius Institute at University of Cape Coast. He believed that with the efforts of both sides, the Confucius Institute played an important role in Sino-Ghanaian cultural and academic exchanges and hoped that both sides can further strengthen cooperation and achieve better results.



**Thomas Bafful**, Deputy Central Regional Minister, briefed on the basic situation in Central Ghana and hoped that Hunan City University could conduct more extensive cooperation with Central Region of Ghana.

Before the welcoming ceremony, the delegation also visited the Smart City Institute of Hunan City University, the ceramic art exhibition in Yang Wuling and the Huxiang Museum of Art and Culture.



According to the arrangement, during the 13-day visit, the delegation attended the second Board meeting of Confucius Institute, the International Symposium on Education Cooperation and Development between China and Ghana, the lecture on Chinese tea culture, the visit to the residence of Great Chairman Mao Zedong, the Hi-tech Development Zone of Yiyang City and so on.



### **Cultural and Educational Exchanges with Hunan City University Comes to a Successful end**

On the afternoon of November 10, Hunan City University successfully completed the cultural exchange with the Ghana delegation at the Concert Hall. A grand farewell party was held for the delegation who were about to depart for Ghana. All the members of the delegation, the school leaders Luo Chengyi, Li Jianqi, Tang Fanghua, Liu Huihuang and more than 400 teachers and students attended the farewell party. The farewell party was presided over by Li Jianqi.



During the event, party secretary Luo Chengyi on behalf of Hunan City College delivered a speech. He fully affirmed the fruitful achievements made by the Ghanaian delegation during their visit to China. He pointed out that with the vigorous development of Sino-Ghanaian relations and cooperation in various fields, the exchanges and cooperation in higher education between the two countries provided a great opportunity for both parties. Hunan City University attaches great importance to the admission of Ghanaian students. He said there were more than 60 Ghanaian students studying in Hunan City University at that moment. The





Confucius Institute, established by Hunan City University and University of Cape Coast has become an important Platform for the promotion of the Chinese language and culture among the local people in and around Cape Coast, as well as the promotion of mutual understanding, mutual trust and friendship between the two countries. He promised to further strengthen exchanges with University of Cape Coast, Perez University College, the Central Regional of Ghana and the educational sector in Ghana. In particular, he hoped to deepen cooperation in a series of fields such as academic exchanges, teacher exchange, students exchange to achieve fruitful results and promote common development for both parties.

On behalf of the delegation of the University of Cape Coast, Ghana, Prof. Joseph Ghartey Ampiah, Vice Chancellor of the University of Cape Coast, thanked Hunan City University for its 13 days of hospitality. He spoke highly of the philosophy and the quality of education offered by Hunan City University and fully affirmed the cooperation and exchanges between the two universities as well as the achievements made by the Confucius Institute at UCC. He hoped the two universities will further strengthen cooperation and build up a friendly relationship between China and Ghana.



Subsequently, the participants watched great Chinese cultural performances by teachers and students of the arts and sports colleges. Beautiful ethnic dances, melodious instrumental ensembles, wonderful martial arts Qigong, glamorous Peking Opera and mysterious Nuo dance won warm applause from the delegation. At the end of the program, the delegation performed a song with the choir.

During the 13-days' visit, the delegation visited places such as Beijing, Shaoshan and Yiyang Hi-tech Zone successively, and felt the thick history, splendid civilization and excellent cultural heritage of China. Seven academic exchanges were held on the basis of the reform of Chinese traditional culture and Chinese higher education and China's urban development.



**Peking Opera**



**Ethnic dance**





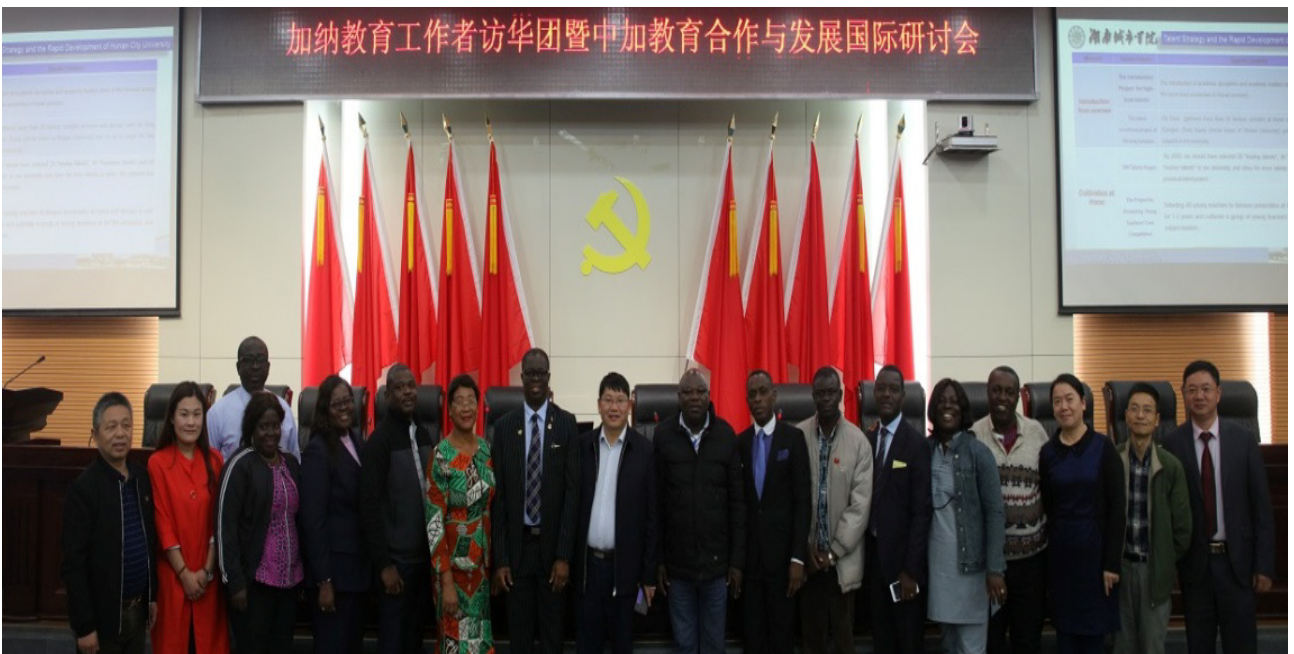
Tachi performance



Dragon dance



A group photo of the performers and guests



A group photo of the delegation of education officials and top officials of Human City University

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CHAPTER  
TEN

ACADEMIC LECTURES



## ACADEMIC LECTURES

### 10.1 Lecture on Culture, the Soul of the City

Confucius Institute at University of Cape Coast hosted a seminar entitled “Culture is the soul of the city” At 14:30 on March 29, 2017, Professor Hu Liangcai, China Director of CIUCC, gave a lecture titled “Culture is the Soul of the City” at the Faculty of Arts of UCC, attracting more than 200 lecturers and students.



**Professor Hu Liangcai,  
China Director of CIUCC  
giving the lecture**

In the lecture, Professor Hu Liangcai proposed that city, culture and human beings are indispensable elements in the construction of urban culture. Citing the capital of Ghana, Accra, the commercial center, Kumasi and Cape Coast as examples, he analyzed different urban cultures and the Changes of them. At the same time, he also emphasized the importance of cultural resources in urban construction.

After the lecture, a number of lecturers asked questions and expressed their opinions on the content of the lecture. The lecture contributed to promoting academic exchanges between the two sides and enhancing their cultural identity.

### 10.2 Lecture on Politics, Economy and Culture in China Today

On July 22, China Director of CIUCC, Prof. Hu Liangcai gave a lecture titled “The Political and Economic Culture in Present China” at the opening ceremony of the training course for the localization of staff of Qingjian International (Ghana) Development Co., Ltd. The lecture included topics like introduction to the Politics, economy and culture of China, communication of favorable policies and conditions in China to foreigners, the concept of time, money and cooperation in business work. The employees did not only listen carefully to the class, but also actively participated and asked questions. During the interactive session, the trainees and Prof. Hu held a discussion on issues such as Qingjian International’s corporate philosophy, Chinese culture and intercultural communication.

### 10.3 Lecture on Confucius Institutes and Chinese-funded Enterprises

On October 19, China Director of CIUCC, Prof. Hu Liangcai gave a lecture titled Confucius Institutes and Chinese-funded Enterprises at the signing and commencement ceremony of the Chinese language training center in Tefa (Ghana) Ceramics Co., Ltd, Takoradi. Prof. Hu introduced in detail the main ideas of Confucius and the general situation of the development of Confucius Institutes throughout the world. He pointed out that Chinese-funded enterprises can do their part in the development of Confucius Institutes and Confucius Institutes can also provide Chinese-funded enterprises with high-quality Chinese language training.

#### 10.4 Lecture on The Rise of China and Opportunities in Africa



**Professor Hu Liangcai, China Director, presiding over the lecture, with him are Prof. Yi and Ms. Guo**

The Confucius Institute at University of Cape Coast on November 15, 2017 held a public lecture on the Campus of University of Cape Coast on the theme “The Rise of China and Opportunities in Africa”. The Lecture was delivered by Prof. Yi Yongqing of Hunan City University and a delegate to the China African Urban Development Forum 2017 organized by CIUCC and CAIS-UCC. In attendance was Prof. Amuquandoh, Dean of the School of Social Sciences, Professor Hu Liangcai, China Director of Confucius Institute at University of Cape Coast, and other lecturers from the Department of Geography and Regional Planning. More than 300 people attended the lecture.



**Guests present**

Professor Yi Yongqing used exquisite pictures and vivid language to highlight the history of friendship between China and Africa from the Han, Tang, Ming and Qing Dynasties and modern times. China and all African countries, including Ghana, have suffered the hardships of Western colonial aggression. As a result, the people of China and Africa once formed a profound friendship in the common fight for

independence of their nations and the wellbeing of their peoples. Professor Yi Yongqing said that China is a country that pursues peaceful development. The development and rise of China have provided knowledge and opportunity to the people of Africa and Ghana. In particular, the “One Belt and One Road Initiative” has created favourable conditions for the future of friendly exchanges between China and Africa and has provided African countries in general and Ghana in particular with tremendous opportunities for development.



**Professor Yi Yongqing delivering the lecture**



**A cross-section of participants at the lecture**

Wrapping up, Prof. Eric Amuquandoh introduced the China Summer Camp programme to the students and encouraged faculty members and students to learn the Chinese language, seize the opportunity to study and work in China and contribute profitably to the long-lasting friendship between China and Ghana.

## 10.5 Lecture on World Economic Development and China's Economic Role

Confucius Institute at University of Cape Coast organized a Public Lecture on World Economic Development and Economic Role of China on November 16, 2017 at Perez University College, which has a Chinese language training center by CIUCC. The lecture was delivered by Dr. Shi Feng from Hunan University of Engineering, and presided over by Prof. Hu Liangcai, China Director of CIUCC. Also in attendance were Dr. Comfort Max-Wirth of the School of Theology and Professor George Sundargar, Dean of the School of Business at Perez University College. The lecture was attended by more than 300 teachers and students from Perez University College.



**Prof. Shi Feng delivering his lecture**

The lecture started at 10:00am with Dr. Shi Feng giving an in-depth analysis of China's position and role in the era of economic globalization from the background of the world economic development, in the fields of internationalization, trade liberalization and capital globalization as well as scientific and technological globalization. He explained how China's all-round participation in the international system will promote the diversification of development modes. According to the expert, China is creating a new brand of social, economic and political system and will have an incredible influence on the entire world. Dr. Shi Feng concluded that China is a leader in the world economy, a defender of world peace, a link between North-South relations and a promoter of the evolution of the international trade system.

According to Dr. Feng, China is currently the major promoter of the changes in contemporary international situations. China therefore recognizes the opportunities and challenges brought by the economic globalization, actively participate in the process of economic globalization, shoulder the responsibilities entrusted to China and promote the diversity of human civilizations and the balanced development of the world economy.





**Dr. Shi Feng giving his lecture**

In his concluding remarks, the Rector of Perez University College, Prof. Owusu Sekyere, indicated that each of us needs to have hopes and dreams because hoping and chasing after dreams can bring prosperity to our homeland. He encouraged the students present to study hard, make every effort to enhance their self-worth and innovation ability and contribute their quota to the construction and development of the nation.



**Participants at the lecture**

### **10.6 Lecture on The Impact of Internet plus on China's Economic Development**

On November 17, CIUCC organized a public lecture on the theme: “The Impact of the Internet plus on China’s Economic Development” at Cape Coast Technical University and delivered by Prof. Huarong Liu, an Associate Professor of Hunan University of Engineering. Prof. Hu Liangcai, China Director of CIUCC, Dr. Stephen Agyei Mensah, Dean of Cape Coast Technical University, and Mr. Kwame Tenadu, Director of Cape Coast Language Center also attended the lecture.



**Participants at the lecture**

Before the lecture, Mr. Tenadu shared his 10 day experience as part of an educator of delegation to China. He visited Beijing, attended a meeting held by China Hanban, then visited Hunan City University, participated in short-term training and seminars organized by Hunan City University. Prof. Liu Huarong briefly introduced the “Internet +” plan put forward by Premier Li Keqiang. Then she elaborated the impact of “Internet +” on economic development in terms of how “Internet +” promoted China’s economic development and prospects of China’s Internet economy. She also spoke about some giant Internet business including Alibaba, O2O, B2B, B2C and other network economic transactions, as well as China’s well-developed mobile payment platforms, such as WeChat and Alipay.



**Associate Professor Liu Huarong is giving a lecture**



**Students actively ask questions**

According to the audience, the lecture was very informative and more of such lectures should be organized. China’s Internet innovations has been integrated into all aspects of life. In Ghana, Pan-African Express and KIKUU are e-commerce platforms for shopping, the future of the Ghanaian Internet and a new generation of internet entrepreneurs who are working hard to learn Chinese and hope to have opportunities to study in China so that they can keep pace with the development in China.





**A group picture after the lecture**

Since Cape Coast Technical University signed on MOU with the CIUCC to open a Chinese language training center at the beginning of September this year, the University has opened four minor classes each week and the number of students has reached more than 100. The lecture helped in deepening students' understanding of China's economic development and is expected to encourage students to learn Chinese.

### **10.7 Lecture on Historical Review and Prospects of China-Africa Friendship**

The Confucius Institute at University of Cape Coast organized a public lecture on November 24, on the theme: "Historical Review and Prospects of China-Africa Friendship," delivered by Prof. Yi Yongqing of Hunan City University, China. This lecture follows his earlier lecture on November 15 on the same campus on the rise of China and opportunities in Africa.

Prof. Yi expressed his profound gratitude to the people of Ghana for the historic friendly relationship that exists between China and Africa. The lecture was attended by more than 200 teachers and students from University of Cape Coast and its surrounding communities as well as sister institutions. Also in attendance was Prof. Hu Liangcai, the China Director of Confucius Institute at University of Cape Coast and Professor Shi Feng from Hunan University of Engineering.



**Participants at the lecture**



**Professor Yi Yongqing giving his lecture**

Professor Yi Yongqing started his lecture by asking whether the students knew China or had ever been to China. As part of his presentation, Prof. Yi introduced some historical pictures such as the cooking vessel Simuwu cauldron and Oracle bone inscriptions unearthed in the Shang dynasty, and other pictures on the natural scenery pictures like Zhangjiajie and Jiuzhaigou to the audience in order to attract their attention.

Professor Yi pointed out that the bilateral relationship between China and Africa has a long history, from the Silk Road and Maritime Silk Road, culminating in the Ming Dynasty when Zheng He led his voyage to the western sea. In modern times, China and Africa have successively suffered the aggression of the Western colonies and supported each other during their struggle for national independence. Professor Yi commended the Vice President of Ghana and the First Lady for their recent visits to China and believed that as the Sino-Ghanaian relations get better and better, it will also become a model for cooperation between China and African countries. Lastly, Professor Yi also encouraged Ghanaian students to take advantage of Confucius Institute outreach programme to learn Chinese at Confucius Institute at University of Cape Coast and make their own contributions to the friendship between China and Africa.

The Confucius Institute at University of Cape Coast hosted five large public lectures this year, covering the Chinese economy, Chinese culture, and Chinese history to an audience numbering more than 1,000.



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CHAPTER  
ELEVEN

SPECIAL PROGRAMMES

## SPECIAL PROGRAMMES

### 11.1 China-Africa Urban Development Forum

The China-Africa Urban Development Forum sponsored by Hanban and organized by Confucius Institute at University of Cape Coast, Centre for African and International Studies at Cape Coast University and Hunan City University, took off at the Auditorium 900 of the University of Cape Coast On November 20, 2017. In attendance were Hon. Boniface Abubakar Sadique, Minister for Zongo and Inland City Development, Hon. Thomas Adjei Baffour, Deputy Minister of the Central Region, Professor Liu Huihuang, Vice-President of Hunan City University, Vice Chancellor of the University of Cape Coast, Professor Joseph Ghartey Ampiah and former Vice Chancellor of UCC, Prof. D.D. Kuupole. Also in attendance were provosts of colleges, Deans of faculties, Heads of Departments, Lecturers and students. Over 1,200 people attended the opening ceremony. The Minister for Zongo and Inner city Development and the former Vice Chancellor of UCC delivered the keynote address. There were also statements from the Deputy Central Regional Minister, and the Chinese Ambassador to Ghana Ms. Sun Baohong whose message was read on her behalf by the China Director Prof. Hu Liangcai )



Prof. Ishmael Mensah, Ghana Director of the Confucius Institute at UCC, delivered a welcoming speech on behalf of the board and staff of Confucius Institute. He indicated that the staging of “China-Africa Urban Development Forum” by the Confucius Institute at University Cape Coast is to provide a platform for researchers and practitioners in relevant fields of urban development to exchange ideas on urban development and to extend the frontiers of urban research.

**Prof. Ishmael Mensah, Ghana Director of the Confucius Institute at UCC, delivered a welcoming speech**



During his keynote address, Hon Aboubakar Sadique, Ghana's Minister for Zongo and Inner City Development, recounted the history of Zongo community development in Ghana and pointed out that Zongos which are mainly inhabited by Muslims, must escape from poverty. He further indicated that Zongo communities are very much part of the rich fabric that define the urban tapestry and can therefore not be wished away in our quest to develop.

**Hon Aboubakar Sadique giving Keynote address**



**Address by Hon. Thomas Agyei Baffour,  
Deputy Central Regional Minister**

Hon. Thomas Agyei Baffour, Deputy Minister of the Central Region, recounting his recent visit to China on a trip organized by the Confucius Institute at University of Cape Coast, praised the Chinese government for the rapid development of Chinese cities. He appealed to experts and scholars to make inputs towards the formulation and implementation of relevant government policies that will facilitate urban development.



**Professor Joseph Gharthey Ampiah  
Vice-Chancellor of the University of Cape  
Coast giving remarks**

In his response, the Vice-Chancellor of the University of Cape Coast, Professor Joseph Gharthey Ampiah, said that China's recent urban development has attracted worldwide attention. Its advances and experience in urban development should be studied and emulated. He therefore encouraged Ghanaians to Learn more about China.



**Hunan City University Vice President Pro-  
fessor Liu Huihuang giving his remarks**

Professor Liu Huihuang, Vice-Chancellor of Hunan City University, who was the co-chairman of the event, praised the Confucius Institute at Cape Coast University for its ability to host such a large-scale international conference within the short year of its existence and hoped that the efforts of the Confucius Institute at University of Cape Coast can become the vanguard of research on urban development in Africa and a bridge between China and Ghana in language and cultural exchanges.



**Former Vice-Chancellor of University  
of Cape Coast, Professor D.D. Kuupole  
delivering his lecture**

Professor D.D. Kuupole, former Vice-Chancellor of the University of Cape Coast gave a lecture entitled “The unique and positive role of multilingualism in urban development”, pointing out that multilingualism in cities means that multiculturalism and linguistic culture can be integrated into urban development.





**Prof. Hu Liangcai, Chinese Director of Confucius Institute at University of Cape Coast, reading out the Ambassador's letter**

**A**t the event, 20 students who had excelled in the Chinese language were awarded ambassadorial scholarships. The Chinese Director of Confucius Institute at UCC, Prof. Hu Liangcai read a letter of congratulation from the Ambassador to the students. Professor Hu Liangcai, seized the opportunity to highlight the achievements made by the Confucius Institute at University of Cape Coast since its establishment. The opening ceremony of the China-Africa Urban Development Forum in 2017 concluded with an urban fashion show by teachers and students of Confucius Institute at University of Cape Coast.

The 2017 China-Africa Urban Development Forum is the largest academic event ever organized by the Confucius Institute at University of Cape Coast. After the opening ceremony, participants from different countries continued with the parallel sessions held at the Elmina Beach Resort. Six parallel sessions were held where more than thirty experts from diverse disciplines presented papers. Topics covered included urban transport, urban environment, urban physical development, urban tourism, urban culture and urban livelihoods. After the conference, outstanding papers will be published in a conference Proceedings.

**O**n the afternoon of the 20th and the morning of the 21st, representatives from Renmin University of China, Central University of Finance and Economics, Jiangxi Agricultural University, Hunan City University, Hunan Institute of Engineering, University of Ghana, University of Cape Coast, Ghana, Perez University College, Energy and Natural Resources University of Ghana, Nigerian Lagos University, Ilorin University of Nigeria, Radyoji Aguadilla University of Nigeria, Kenyatta University, and relevant experts in the field of urban areas from 13 universities as well as some Ghanaian government officials, a total of more than 100 experts, including leaders of the University of Cape Coast, attended the six parallel sessions on different urban themes.

In the six parallel sessions, more than 30 experts and scholars in the field of urban science and technology work on topics such as “urban transport”, “urban environment”, “urban infrastructure construction”, “urban tourism”, “urban culture” and “urban livelihood” and made special speeches respectively. Professor Hu Liangcai, the China Director of Confucius Institute at University of Cape Coast personally presided over two sub-forums. Each sub-forum had been carried on with lively discussion in a strong academic atmosphere. Professor Qin Bo from Renmin University of China took Beijing as an example and gave some suggestions on the development of low-carbon cities in China with detailed data analysis. Professor Emmanuel from Radugi Aguado University of Nigeria did a household survey in Osun, Nigeria, illustrated the impact of rural migration on social and economic activities in urban and rural areas. Through these academic exchanges, participating experts and scholars have said that they had received a lot of inspiration from this forum. In particular, they have seen the problems and countermeasures in the process of urbanization in different countries and are worthy of learning.





**Prof. Qin Bo of Rinmin University delivering his presentation**



**Prof. Ayanwuyi Emmanuel pf Ladoke Akintola University of Technology delivering his presentation**

At the closing ceremony of the forum on the afternoon of the 21st, special arrangements were made on the “Summary Report of the China-Africa Urban Development Forum” for an hour and a half on the major topics discussed in different sub- forums in the past two days. Experts and scholars unanimously held the view that in the process of urbanization, China and Africa are facing more or less the same problems: blindly pursuing the process of urbanization, ignoring the environmental sanitation, traffic, management and poor livelihoods caused by urbanization and so on, eventually these problems restrict the development of urbanization. In response to these problems in the process of urbanization, experts and scholars believe that the process of urbanization in Central Africa must change the modes and the ways of urban development and vigorously promote green and low-carbon technologies. While developing urban materials, urban services and the living environment should be improved. Experts at the conference also

compared the process of urbanization in China with the urbanization in Africa and pointed out that China has many advanced experiences in urbanization that Africa should learn from and hopes that China and Africa will have more exchanges in the field of urban development. Finally, both China and Ghana Directors of the Confucius Institute at University of Cape Coast also issued certificates and took a group photo for the experts and scholars attending the forum.

The China-Africa Urban Development Forum is the largest academic activity held since the establishment of the Confucius Institute at University of Cape Coast and has expanded the influence of the Confucius Institute at University of Cape Coast in Ghana and Africa. After the forum is over, outstanding papers will be selected for the Proceedings: Study on China and Africa Urban Development , which will be officially published.



**The Summary in the Closing of the Forum.**



**China and Ghana Directors issued Certificate for the Associate Prof. Wang Hao of Central University of Finance and Economics, China**

## 11.2 Confucius Institute Jointly Opens Training Centers with Chinese-funded Enterprises

As the economic and trade relations between China and Ghana grow closer, more and more Chinese-funded enterprises have come to invest in Ghana. In order for these companies to better integrate into the local environment, more and more local employees are hired by these enterprises. Due to the huge language and cultural differences between China and Ghana, both Chinese-funded enterprises and Ghanaian employees face more or less the problem of cross-cultural adaptation, which, to a certain extent, restrict the development of Chinese-funded enterprises in Ghana. Therefore, it is imperative to speed up the process of localization and make it easier for Ghanaian employees to integrate into enterprises and hold training programmes on Chinese language, Chinese culture and intercultural communication. After more than a year of operation, the Confucius Institute at University of Cape Coast has established Chinese training centers jointly with Qingjian International (Ghana) Development Co., Ltd. and Teflon (Ghana) Ceramics Co., Ltd respectively.

On the development of localization training courses for Chinese-funded enterprises, the Confucius Institute at University of Cape Coast has formulated the Chinese Syllabus and Training Program according to the different needs of the cooperative enterprises and specially sent Chinese teachers to the training centers of various enterprises. According to the future development of Confucius Institute, there is a symbiotic relationship between Confucius Institute and Chinese-funded enterprises. Confucius Institute can provide specialized Chinese courses to Chinese-funded enterprises and help them in recruiting highly qualified talents with good knowledge of Chinese. Chinese-funded enterprises can sponsor Confucius Institute programmes and provide jobs for graduates to attract more students to learn Chinese at the Confucius Institute.



The opening ceremony of Chinese Training Center in Qingjian



CIUCC signed MOU with TeFu, a Chinese-funded enterprise



### 11.3 Local Chinese Teacher Training



#### **Local Chinese Teacher Training Programme**

Confucius Institute at University of Cape Coast plans to set up a training programme for local Chinese teachers which will benefit both local teachers and the Confucius Institute. With the support of Hanban, Ghana Government and the University of Cape Coast, CIUCC seeks to train local Chinese teachers. The institute intends to embark on the innovation of training models, reform of training content, and reinforcement of training.

In the past, we used to send the teachers back to China to get a short period of training. As the number of people who start to learn Chinese grows bigger, there is the need for more teachers to account for the shortage of teachers in Africa. It is expected that the progress from this initiative if it is approved will become a special programme of CIUCC

2017 ANNUAL REPORT

CHAPTER  
TWELVE

CONFUCIUS INSTITUTE  
MEETINGS



## CONFUCIUS INSTITUTE MEETINGS

### 12.1. The Weekly Meeting of CIUCC

At 8: 30-11: 00 every Monday morning, all members of staff were in attendance at such meetings under the chairmanship of Ghana Director. During such meetings, the previous week's work is whilst activities for the week are discussed responsibilities assigned.



This Board meeting was the first Board meeting of CIUCC held in 2017.

The board members discussed the reports and offered advice for improvement. The China and Ghana directors solicited members' opinions on some problems facing CIUCC. Board members offered some solutions and decided to convene another Board meeting during the month in order to stimulate the development of CIUCC.

### 12.2 2017 Board meeting

#### 12.2.1 CIUCC Held the First Board of Advisors' Meeting

The first Board of Advisors' meeting of CIUCC was held at the Faculty of Arts Meeting Room on the 1st March, 2017. At 2:00 pm, Professor Joseph Ghartey Ampiah who is the Vice Chancellor of UCC and the chairman of CIUCC's Board of Advisors, chaired the meeting. In attendance were China and Ghana Directors of CIUCC as well as both Chinese and Ghanaian members of the Board. CIUCC Rules and Regulations, work plan for 2017, programme budget for 2017 and development plan(2016–2021) were approved.

The Ghana director of CIUCC reported a series of activities that had been held by CIUCC recently and received praises from Board members.

The board members discussed the reports and offered advice for improvement. The China and Ghana directors solicited members' opinions on some problems facing CIUCC. Board members offered some solutions and decided to convene another Board meeting during the month in order to stimulate the development of CIUCC.

#### 12.2.2 The Second Board Meeting of CIUCC

A Board meeting of CIUCC was held in Hunan City University, President of Hunan City University on November 05, 2017. Professor Li Jianqi, Vice Chancellor of University of Cape Coast Prof. Joseph Ghartey Ampiah, Director of the center for International Education at University of Cape Coast Prof. Rosemond Boohene, China Director, Professor Hu Liangcai, Ghana Director, Prof. Ishmael Mensah, and other members of the Board attended the meeting. At the meeting, both China and Ghana Directors reported on the 2017 annual work plan of the Confucius Institute and recounted some of the problems confronting CIUCC. Through discussions, the Board put forward practical solutions to these problems. At the same time, the Board also discussed the 2018 annual work plan and the financial budget.

#### 12.3 2017 Joint Conference of Confucius Institutes in Africa

From May 18 to May 19, 2017, China Director Hu Liangcai and Ghana Director Prof. Opoku-Agyemang participated in the 2017 Joint Meeting

of Confucius Institutes in Africa which was held at the University of Lusaka, Zambia. During the meeting, the China Director, who was a host of the three sub-forums of the joint meeting, made a concluding speech during the plenary session. Through this meeting, the Confucius Institute at University of Cape Coast also strengthened exchanges with other Confucius Institutes in Africa and established a friendly and mutual relationship.

#### **12.4 Faculty of Arts Board Meeting at University of Cape Coast**

April 26, 2017, China Director Hu Liangcai was invited to attend the faculty board meeting. The meeting conducted a comprehensive assessment of the Confucius Institute's programme of setting up an undergraduate programme in Chinese at University of Cape Coast. Prof. Hu urged the faculty board to expedite action on the BA Chinese programme so that the programme could commence at University of Cape Coast in 2018.

#### **12.5 The Board Meeting of Confucius Institute at University of Cape Coast**

The Board meeting of Confucius Institute at University of Cape Coast is usually chaired by the Vice Chancellor or Pro-vice Chancellor to discuss and solve the major problems confronting the Confucius Institute. The participants of

the meeting are only those who are related to the Confucius Institute. The Standing Board helps to solve the problems encountered in the development of Confucius Institute, and to reflect on the achievements of Confucius Institute at University of Cape Coast.



2017 ANNUAL REPORT

CHAPTER  
THIRTEEN

THE CHINA- AFRICA URBAN  
DEVELOPMENT FORUM

**CONFUCIUS INSTITUTE AND CENTRE FOR AFRICAN AND  
INTERNATIONAL STUDIES (CAIS), UNIVERSITY OF CAPE COAST  
VENUE: UNIVERSITY OF CAPE COAST, GHANA  
DATE: 19TH – 21ST NOVEMBER, 2017**

**THEME:  
SUSTAINABLE URBAN DEVELOPMENT IN CONTEMPORARY TIMES  
CALL FOR PAPERS**

The Confucius Institute, University of Cape Coast (UCC) in collaboration with the Centre for African and International Studies (CAIS), UCC, and with sponsorship from the Confucius Institute Headquarters (China Hantan) University of Cape Coast, Hunan City University present ‘A CHINA-AFRICA URBAN DEVELOPMENT FORUM’. The conference is organized with support from the Chinese Embassy in Ghana, Ghana Ministry of Tourism Arts and Culture, Ministry of Inner City and Zongo Development, Journal of “Aussie-Sino Studies” and “Journal of Urban Studies”.

This conference has become necessary as a result of the deficiency of conferences and other fora on urban-related issues apart from the “World Urban Culture Forum” organized by UNHABITAT every two years. Some key issues to be discussed at this forum border on urgent urban issues, such as urban culture, urban energy management, land, urbanization, health, security and slum upgrading. This conference aims at bringing together experts to present and 2 debate on issues in order to promote the development of the world’s urban research and sustainable urban development. The conference will be organized under the following subthemes: Sub-themes:

● Urban culture	● Urban health
● Urban history	● Urban migration
● Urban ethics	● Urban architecture
● Urban literature	● Urban settlement
● Urban language	● Urban ecology
● Urban philosophy	● Education in urban settlement
● Urban tourism	● Urban cuisine
● Urban geography	● Night life in urban centres
● Urban planning	● Urban transport
● Urban security	● Urbanization and media
● Urban law	● Sanitation and urban area

We invite researchers in the broad area of urban studies i.e. Planning, Geography, Architecture, History, Literature, Anthropology and other urban-related fields to present and discuss new research findings and other perspectives on urban studies.

Important dates:

Submission deadline for abstracts: 30th September, 2017

Notification of abstract acceptance: 15th October, 2017

Arrival and registration: 19th November, 2017

Conference Date: 19th- 21st November, 2017

Submission deadline for final papers: 18th November, 2017

Paper requirements:

Abstracts should not be more than 250 words.

All abstracts should be submitted electronically through the following email: [confuciusinstitute@ucc.edu.gh](mailto:confuciusinstitute@ucc.edu.gh) / [cais@ucc.edu.gh](mailto:cais@ucc.edu.gh)



Papers submitted for publication in the conference proceedings should be original, and should not be under consideration for publication by any organization or journal. Papers should have theoretical value and practical significance  
Full papers should be between 6,000 to 10,000 words with APA style referencing  
Registration Fee Participants will be required to pay a registration fee of US\$50.

Accommodation, food and conference materials China Hanban, the main sponsor of the conference will provide hotel accommodation, conference materials, food, sightseeing and other social events free of charge for all participants whose abstracts have been accepted for presentation.

Publication and awards Top papers will be selected by a panel of experts and the authors will be awarded with certificates and cash prizes accordingly. The selected papers will be published in relevant academic journals. All papers presented at the conference will be published in the conference proceedings.

1 First prize US\$1,000

3 Second prizes US\$500

5 Third prizes US\$200

Contact:

Tel: +233-3122-93082 / 5025-79818

Email: [confuciusinstitute@ucc.edu.gh](mailto:confuciusinstitute@ucc.edu.gh)

Website: [www.confuciusucc.com](http://www.confuciusucc.com)

Confucius Institute at University of Cape Coast

August 22, 2017

# 2017年中非城市发展论坛 CHINA-AFRICA URBAN DEVELOPMENT FORUM 2017

Sponsored By:



Organized By:

CONFUCIUS INSTITUTE AT UNIVERSITY OF  
CAPE COAST (CIUCC) & CENTRE FOR AFRICAN AND  
INTERNATIONAL STUDIES (CAIS),  
UNIVERSITY OF CAPE COAST

**THEME:**

## SUSTAINABLE URBAN DEVELOPMENT IN CONTEMPORARY TIMES

**SPECIAL GUESTS OF HONOR:**

— BONIFACE ABUBAKAR SADDIQUE  
(MINISTER FOR ZONGO AND INNER CITY DEVT)

— H.E Sun Baohong  
CHINESE AMBASSADOR

**CHAIRMAN:**

— PROF. JOSEPH GHARTEY AMPIAH  
(VICE CHANCELLOR, UCC)

**CO-CHAIRMAN:**

— PROF. LIU HUIHUANG  
CHINESE AMBASSADOR TO GHANA



## CONFERENCE PROGRAMME

### SUNDAY, 19TH NOVEMBER, 2017 ARRIVAL AND REGISTRATION

Time	Activity	Venue	Participants
14:00-17:00	Registration	Elmina Beach Resort	All participants

### WELCOME DINNER

Time	Activity	Venue	Participants
18:00-19:00	Dinner	Elmina Beach Resort	All participants

### MONDAY, 20TH NOVEMBER, 2017

VENUE: AUDITORIUM 900, UCC

### OPENING SESSION

Time	Activity
08:00-09:00	Arrival & Registration of Participants
09:00-09:10	Welcoming of participants, <i>Prof. Ishmael Mensah, Ghana Director of CI-UCC</i>
09:10-09:15	Introduction of Special Guests and Chairman, <i>Dr Alex Jacques Wilson, Director, CAIS-UCC</i>
09:15-09:20	Chairman's Opening Remarks, <i>Prof Joseph Ghartey Ampiah, Vice Chancellor, UCC</i>
09:20-09:25	Co-Chairman's Remarks, <i>Prof. Liu Huibuang, Vice President of Hunan City University</i>
09:25-09:35	Cultural Performance, <i>Department of Music &amp; Dance (UCC)</i>
09:50-10:30	Keynote Address, <i>Prof. D. D. Kuupole, Former Vice Chancellor (UCC)</i>
10:30-10:45	Snack/Musical Interlude, <i>Confucius Institute at UCC Volunteer Teachers</i>
10:45-11:20	Keynote Address, <i>Hon. Abubakar Sadique Boniface, Minister for Zongo and Inner-City Development</i>
11:20-11:35	Presentation of Chinese Ambassador's Awards, <i>H.E Sun Baohong, Chinese Ambassador to Ghana</i>
11:35-11:40	Closing Remarks by Chairman & Co-Chairman: <i>Prof. Joseph Ghartey Ampiah, Vice Chancellor of University of Cape Coast &amp; Prof. Liu Huibuang, Vice President of Hunan City University</i>
11:40-11:45	Vote of Thanks, <i>Mrs. Judith Owusu Peprah, Principal Administrative Assistant, CI-UCC</i>

### LUNCH

Time	Activity	Venue
12:00-13:00	Lunch for Invited Guests and Delegates	Elmina Beach Resort



PARALLEL SESSIONS AT ELMINA BEACH RESORT

<b>Date:</b> Monday 20th November 2017, <b>Venue:</b> Fetu Afahye Conference Room	
<b>13:30–15:40</b>	<b>Session I: Urban Transportation</b> Chair: Prof. J.B. Afful Rapporteur: Mr. Idriss Musah Idriss
13:30–13:50	<i>Traffic Management in the Cape Coast Metropolis, Ghana</i> Thomas Kolawole Ojo, University of Cape Coast
13:50–14:10	<i>Effectiveness of Road Safety Measures in Road Traffic Crash Prevention on University of Cape Coast Campus</i> Abigail Sabreba Amponsah, University of Cape Coast
14:10-14:30	<i>Analysis of Urban Morphology and Urban Transportation Mode nexus in Lagos State</i> Somuyiwa, Adebambo Olayinka, Ladoke Akintola University of Technology
14:30-14:50	<i>Analysis of Transport and Street Addressing Challenges in Oyo State, Nigeria</i> Somuyiwa Adebambo, Adepoju Olusegun and Odepidan Omolola, Ladoke Akintola University of Technology
14:50-15:10	<i>Practice and Function Promotion of Wetland Park Construction in the Process of Urbanization in Jiangxi Province</i> Niu Dekui Xu Yan Guo Xiaomin, College of Forestry, Jiangxi Agricultural University
15:10-15:40	Questions and Answers
<b>Date:</b> Monday 20th November 2017, <b>Venue:</b> Bakatue Conference Room	
<b>13:30–15:40</b>	<b>Session II: Urban Environmental Challenges and Health</b> Chair: Ms. Wang Li Rapporteur: Ms. Guo Jing
13:30–13:50	<i>Low Carbon Development Policies in China: The Case of Beijing</i> Qin Bo, Renmin University of China
13:50–14:10	<i>Differentiation Research of CO2 Emissions from Energy Consumption and their Influencing Mechanism on Above Scale Industry in a Chinese Industrial Centre, Based on Geographical Detector Method</i> Zhang Wang
14:10-14:30	<i>Sanitation Challenges in Tamale Metropolis: A Qualitative Analysis of the Views of Environmental Health and Sanitation Management Officers</i> Edward W. Ansah, University of Cape Coast
14:30-14:50	<i>The State of Disaster Preparedness and Response to Cholera Epidemics: the Case of Indigenous Communities in Urban Accra.</i> Ronald Reagan Gyimah, University of Ghana







14:50-15:10	<i>Reducing the Burden of Sedentariness and Hypokinetic Diseases through Inclusive In-built Environment for Physical Activity in Africa</i> Olufunmilola Leah Dominic & Seidina, Iliasu Yakubu, University of Illorin
15:10-15:40	Questions and Answers
<b>Date:</b> Monday 20th November 2017, <b>Venue:</b> Aboakyer Conference Room	
<b>13:30–15:40</b>	<b>Session III: Urban Physical Development and Urbanization</b> Chair: Prof. Yi Yongqing Rapporteur: Mr. Bismarck Asamoah
13:30–13:50	<i>A Decision Support Approach to Land Redevelopment in Sustainable Urban Renewal</i> Hao Wang, Central University of Finance and Economics
13:50–14:10	<i>Uncertainty, Adaptability and Evaluation: How Current Technology and Information can Improve Urban Security</i> Michael Bremang Agyekum, University of Cape Coast
14:10-14:30	<i>The Discourse of 'Inner-City' Redevelopment: the Case of Marine Drive Tourism Investment Project in Accra, the Capital City of Ghana</i> Dennis Puorideme, Denmark
14:30-14:50	<i>Urban Land Use and Development Planning in Africa: The Question of Informality</i> Jelili, M.O. and Ogunkan, D.V., Ladoko Akintola University of Technology
14:50-15:10	<i>Research on the Development of New-Type Urbanization in the Nodal Cities of the Belt Road</i> Shi Feng, Hunan Institute of Engineering
15:10-15:40	Questions and Answers

SNACK

Time	Activity	Venue
15:40-16:00	Snack Break	Elmina Beach Resort

TOUR

Time	Activity
16:30-17:40	Tour of Historic Town of Elmina

DINNER

Time	Activity	Venue
18:00-19:00	Dinner	Elmina Beach Resort

<b>Date:</b> Tuesday 21st November 2017, <b>Venue:</b> Fetu Afahye Conference Room	
<b>08:30–10:40</b>	<b>Session I: Travel Behaviour</b> Chair: Prof. F.E. Amuquandoh Rapporteur: Mr. James Opoku Darko
08:30-08:50	<i>Travel Behavior of University Students in Ghana</i> Thomas Kolawole Ojo & Regina Amoako-Sakyi, University of Cape Coast; William Agyemang, Building and Road Research Institute
08:50-09:10	<i>Does Distance and Personal Circumstances of Trip Makers Matter to Mode choice? Evidence from Urban Ghana</i> Ernest Agyemang, University of Ghana
09:10-09:30	<i>Residents' Perspectives on the Environmental Impacts of Urban Tourism in Cape Coast: implications for sustainable urban development</i> Ishmael Mensah, University of Cape Coast; Emmanuel Gamor, Koforidua Technical University
09:30-09:50	<i>Quantification of Urban Leisure-Time Physical Activity Among University Students in South-West, Nigeria</i> Ibraheem, T.O., Ajibua, M.A. & Dominic, O. L., University of Ilorin.
09:50-10:10	<i>Theory and Practice of Urban Forestry and Forest City Construction; a Case of Ji'an city, Jiangxi province</i> Guo Xiaomin Niu Dekui Zhang Wenyan, College of forestry, Jiangxi Agricultural University
10:10-10:40	Questions and Answers
<b>Date:</b> Tuesday 21st November 2017, <b>Venue:</b> Bakatue Conference Room	
<b>08:30–10:40</b>	<b>Session II: Urban culture, religion and communication</b> Chair: Li An Yu Rapporteur: Mr. James Annan
08:30-08:50	<i>Exploring the Contribution of Hip Hop Culture Towards Positioning the Youth in Driving Key Developments in Urban Areas in Kenya</i> Priscilla Gitonga N.
08:50-09:10	<i>City Boys in the Proverbial World of the Old testament: Analysis of How Urban Life Influences the Relational Development on Young Adults</i> Kojo Okyere, University of Cape Coast
09:10-09:30	<i>Disparity of Media Resource and Ownership Tendencies: A Challenge to Participatory Communication</i> Jacob Nyarko, Takoradi Technical University; Opoku Mensah E., University of Cape Coast
09:30-09:50	<i>Beyond the History and Reverence; Cultural Heroes as Factors of Community Development</i> Evans Asante, University of Education, Winneba
09:50-10:10	<i>Invited presentation</i>



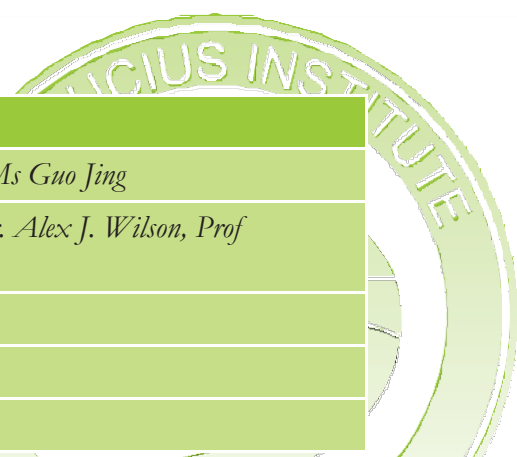
10:10-10:40	Questions and Answers
<b>Date:</b> Tuesday 21st November 2017, <b>Venue:</b> Aboakyer Conference Room	
<b>08:30–10:40</b>	<b>Session III: Urban livelihoods</b> Chair: Prof. Dora Edu-Buandoh Rapporteur: Mr. Divine Atinyo
08:30-08:50	<i>Effect of Rural-Urban Migration on Socio-economic Activities of Rural Households in Osun State, Nigeria</i> Ayanwuyi Emmanuel and Oladipo Solomon Oyetunde, Ladoke Akintola University of Technology
08:50-09:10	<i>Urban Agriculture as a Panacea to Household Food Security in Ibadan Metropolis of Oyo State, Nigeria.</i> Ogunniyi, L.T., Fanifosi, G.E and Komolafe, O.D., Ladoke Akintola University of Technology
09:10-09:30	<i>Assessment of Street Furniture’s Influence on Urban Development in Lagos Metropolis</i> Adepoju Olusegun O. Somuyiwa Adebambo O. Dosunmu, Victor A., Ladoke Akintola University of Technology
09:30-09:50	<i>Gender Implications of Credit Use on Urban Catfish Production in Lagos State, Nigeria,</i> OLAGUNJU, FUNKE IYABO, Ladoke Akintola University of Technology
09:50-10:10	<i>Building Urban Resilience and Risk Management Systems in Selected Communities of Ghana,</i> Benjamin Osafo Carlis-Paittoo, University of energy and natural resources
10:10-10:40	Questions and Answers

SNACK

Time	Activity	Venue
10:40-11:00	Snack Break	Elmina Beach Resort

CLOSING SESSION  
VENUE: ELMINA BEACH RESORT

Time	Activity
11:00-12:00	Reports and Discussions, <i>Mr Douglas Frimpong-Nnuroh; Ms Guo Jing</i>
12:00-12:30	Presentation of Certificates and Acknowledgements, <i>Dr. Alex J. Wilson, Prof Ishmael Mensah; Prof Hu Liangcai; Dr Alex J. Wilson</i>
12:40-13:30	Lunch
13:30-15:30	Tour of Cape Coast Castle
15:30	Departure





## SPECIAL INVITED

Name	Institution	
H.E Sun Baohong	Chinese Embassy	Ambassador
Hon. Boniface Abubakar Sadique	Ministry for Zongo and Inner City Development	Minister
Hon. Kwamena Duncan	Central Regional Coordinating Council	Regional Minister
Hon. Rickets Hagan	Ghana Parliament	Member of Parliament
Hon. Barbara Ayisi	Ghana Parliament	Deputy Minister of Education
Hon. Ernest Arthur	Cape Coast Metropolitan Assembly	Chief Executive
Prof. Joseph Ghartey Ampiah	University of Cape Coast	Vice Chancellor
Prof. G.K.T. Oduro	University of Cape Coast	Pro-Vice Chancellor
Mr. J.K. Nyann	University of Cape Coast	Registrar
Prof. Dora Edu-Buandoh	University of Cape Coast	Provost, CHLS
Prof. J.B. Afful	University of Cape Coast	Dean, Faculty of Arts
Prof. F.E. Amuquandoh	University of Cape Coast	Dean, Faculty of Social Sciences
Prof. Edward Marfo-Yiadom	University of Cape Coast	Dean, School of Business
Ms. Wang Li	Hunan City University	Deputy Provost, College of Management
Mr. Liu Huihuang	Hunan City University	Vice President
Mr. Yu Li'an	Hunan City University	Deputy Director, International Exchange
Mr. Li Zhixue	Hunan City University	Director, Institute of Planning and Architecture Design
Mr. Zhang Xi	Hunan City University	Director, Institute of Planning and Architecture Design
Prof Yi Yongqing	Hunan City University	
Mr. Zhang Guowu	Hunan City University	Deputy Provost, College of Architecture and Urban Planning





## WELCOME ADDRESS

By Directors of Confucius Institute at University of Cape Coast



Distinguished Guests, Dear colleagues, Cherished students, ladies and gentlemen: It is a great honour for us to welcome all of you to the University of Cape Coast for the maiden edition of the China-Africa Urban Development Forum. On behalf of management of University of Cape Coast, the board and staff of Confucius Institute at University of Cape Coast and the Planning Committee of this conference, we would like to express our sincerest gratitude to you for your presence at this Opening Ceremony.

The China-Africa Urban Development Forum is an international conference that seeks to provide a platform for researchers and practitioners in urban development related fields to exchange ideas in order to extend the frontiers of urban research and promote sustainable urban development. Some key issues to be discussed at this forum border on urgent urban issues, such as urban culture, urban language and communication, urban transport, urban environment, urban health, urban livelihoods and slum upgrading.

Our cities and towns offer tremendous socio-economic opportunities but they are also confronted with a myriad of social, economic and environmental challenges together with all the trappings of urbanization. The speakers at this conference who are from diverse disciplines are uniquely placed to debate these issues and proffer solutions. Especially

Interesting will be the opportunity to learn from the successes and failures of other countries.

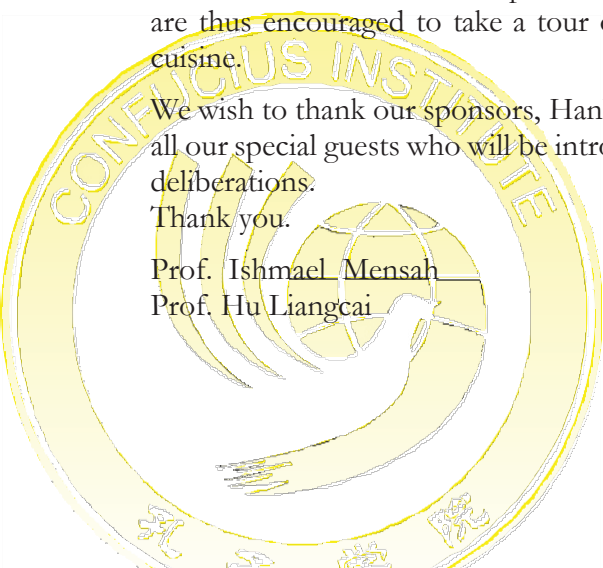
It is our expectation that this conference will not be any other academic exercise; a conduit for churning out intellectual bric-a-brac but a forum for engaging practitioners and policymakers. We wish to encourage everyone to take part in the parallel sessions which will be held at the Elmina Beach Resort later this afternoon and tomorrow. Cape Coast and Elmina have a lot to offer by way of attractions. Participants are thus encouraged to take a tour of our beautiful campus, visit the attractions and savour our local cuisine.

We wish to thank our sponsors, Hanban, University of Cape Coast and Hunan City University as well as all our special guests who will be introduced shortly. Enjoy your stay in Cape Coast and have very fruitful deliberations.

Thank you.

Prof. Ishmael Mensah

Prof. Hu Liangcai





## KEY NOTE ADDRESS SPEAKERS



**HON. ABU-BAKAR  
SADIQUE BONIFACE**

### PROFILE

Hon. Abu-Bakar Sadique Boniface was born on 14th November, 1960, in Salaga in the Northern Region of Ghana. He is a Muslim and married.

He is a politician, and is the National Patriotic Party (NPP) Member of Parliament for Madina Constituency in the Greater Accra Region, Accra.

He obtained his Bachelor Degree in Social Sciences from Kwame Nkrumah University of Science and technology (K.N.U.S.T.). He proceeded to obtain a Post Graduate Diploma from Essex University, United Kingdom; M.A. (Economics) from Essex University, Colchester, United Kingdom; MBA from University of Exeter-School of Business and M.A. from

Kofi Annan International Peace Keeping Training Centre.

He was the Senior Economic Officer at the Ministry of Finance, from 1987 to 2001; Deputy Minister for Trade and Industry from 2001 to 2003; Deputy Minister for Tourism from 2003- 2004; Northern Regional Minister/Minister for Manpower, Youth and Employment from 2006 to 2007; Minister for Water Resources, Works and Housing from 2007 to 2009. He is and currently, the Minister for Zongo and Inner City Development.



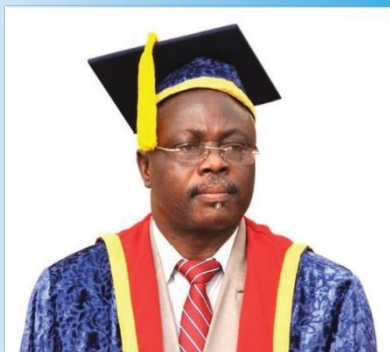
**H.E. MRS. SUN BAOHONG**

(Chinese Ambassador to  
Ghana)  
(Keynote Speaker)

### PROFILE

Mrs Baohong was born in October 1968. She is married with a son. She was on attaché of the Department of African Affairs, Ministry of Foreign Affairs (MFA) from 1991-1996; Third Secretary, Chinese Embassy in the Republic of South Africa from 1996-1999; Third Secretary and Deputy Division Director, of the Department of African Affairs, MFA, from 1999-2005; Counsellor, Chinese Embassy in the United States from 2005-2008; Counsellor, Department for Diplomatic Missions Abroad, MFA, from 2008-2009; Counsellor, Department of African Affairs from MFA, 2009-2011; Deputy Director-General, Department of African Affairs, MFA, from 2011-2014. She is currently the ambassador Extraordinary and Plenipotentiary of the People's Republic of China to the Republic of Ghana.





**PROF. DOMWINI DABIRE  
KUUPOLE**

(Keynote Speaker) (Former  
Vice Chancellor of University  
of Cape Coast)

## PROFILE

Prof. Domwini Dabiré Kuupole is from a typical agrarian community of Nandom-Kogle in the Upper West Region of Ghana. He speaks and writes fluent Dagara, English and French.

His early desire to have formal education saw him enrolling at Kogle Roman Catholic Primary and Middle Schools from 1962 to 1971. He attended Nandom Secondary School from 1971 to 1978 where he obtained the General Certificate of Education (GCE) “O” and “A” Levels. He later enrolled and studied successfully at the University of Cape Coast for the Bachelor of Arts Degree in French, and Diploma in Education from 1978 to 1982.

His quest for excellence and quality education offered him an opportunity at Université de Franche-Comté, Besancon,

France, to pursue his M.Phil. and Doctorate Degrees from 1986 to 1989 and 1992 to 1995, respectively. His areas of focus are General and Applied Linguistics, Didactics and Sociolinguistics.

In terms of his academic record, he became a Research Associate in the Department of French, University of Cape Coast in 1984. He became a Lecturer from 1989 to 1996 and subsequently, a Senior Lecturer from 1996 to 2001. He became an Associate Professor from 2001 to 2007 and a Full Professor in 2007 in the Department of French, University of Cape Coast.

Besides lecturing and assessing students at undergraduate and post-graduate levels, he has served in various capacities within the University, namely:

- \* Hall Master, Casely-Hayford Hall (his Alma Mater) from 1998 to 2001
- \* Head of Department of French from 2001 to 2004
- \* Vice-Dean, Faculty of Arts from 2001 to 2002
- \* Dean, Faculty of Arts from 2002 to 2009
- \* National Secretary, UCC Alumni Association from 1998 to 2001
- \* National President, UCC Alumni Association from 2001 to 2015

By dint of hard work, he rose to the position of Pro-Vice-Chancellor of the University from January 2010 to September 2012 and then the Vice-Chancellor from October 2012 to September, 2016.

He has been a member of many committees in the University of Cape Coast, some of which are; Faculty of Arts Board, Academic Board, Professional Board (Institute of Education) Executive Committee, Development Committee, Finance Committee, several Editorial Boards of Scientific Journals.

He has also rendered several national and international outreach services. He was the TALIF proposal reviewer in the Humanities (National), a member of the Colleges of Education





Statutes Committee (2011), NCTE, Accra. He served on the National Steering Committee for French Government Sponsored Projects (FSP), a Governing Board member of the Association of African Universities (AAU), Chairman of ACBF (AAU), Steering Committee, a member of National Accreditation Board (NAB), National Council for Tertiary Education (NCTE) and a Member of Central University College Board of Regents. He served as the Chairman of the Association of West Africa Universities, Vice-Chancellors Ghana and also Local Chairman of the Association of Commonwealth Universities (ACU)

He also serves on the Advisory Boards of the Ghana Association of French Teachers (GAFT) and the Réseau des Centres de français langue étrangère d’Afrique (RECFLEA), He is a former Chairman of an NGO in the Nandom Traditional Area (UWR): Foundation for Rural Education, Empowerment and Development (FREED).

Prof. D.D. Kuupole has several research works and publications to his credit in the following areas: Semantics, Sociolinguistics, Discourse Analysis and French Language Teaching.

Prof. Kuupole has travelled extensively on University or national assignments. Some of the countries visited include France, Britain, USA, Spain, Canada, India, Germany, China, Libya, Liberia, South Africa, Israel, Zimbabwe, Kenya, Kigali, Nigeria, La Côte d’Ivoire, Burkina Faso, Togo, Bénin, Gabon and some of the Scandinavian countries.

Due to his hard work and extensive propagation of the French language, the French Government

Awarded him the Chevalier de l’Ordre des Palmes Académiques in April, 2007, and in June 2013, he was also awarded the Officier de l’Ordre des Palmes Académiques.







## THE CHAIR



**PROF JOSEPH GHARTEY  
AMPIAH (CHAIRMAN)**

(Vice Chancellor, University of  
Cape Coast)

### PROFILE

Prof. Joseph Ghartey Ampiah is a Professor of Science Education at the University of Cape Coast. He has been a professional teacher for the past 29 years and has taught courses in science education, qualitative research and ethnographic research in science education. Until his appointment, Prof. Joseph Ghartey Ampiah was the Provost of the College of Education Studies.

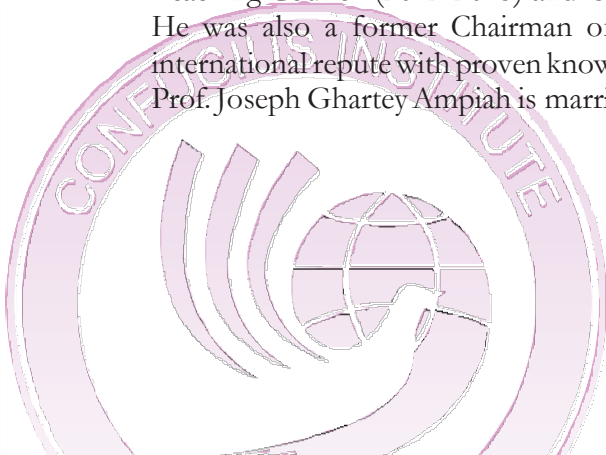
Prof. Joseph Ghartey Ampiah holds a B.Sc (Hons) in Chemistry and a Diploma in Education, MPhil (Science Education), and a Ph.D. in Science Education from the University of Cape Coast.

He was promoted to the rank of Associate Professor in 2007 and became a Full Professor in 2010. He has risen through the ranks serving as Coordinator, Centre for Research into Quality of Primary Education (CRIQPEG) (2006-2010),

Head of Department of Science and Mathematics Education (2008-2010), Dean, Faculty of Education (2010-2014), Acting Pro-Vice-Chancellor, 2012 and Provost, College of Education Studies (2014 -2016). Prof. Joseph Ghartey Ampiah was Visiting Research Fellow of Sussex School of Education, University of Sussex, UK in 2003 and 2005.

He was also Visiting Professor at the Centre for the Study of International Cooperation in Education (CICE), Hiroshima University, Japan in 2006 and Research Fellow at the same Centre from 2007-2009. He was appointed Unitera Internship Coordinator by the World University Services of Canada in 2008. In 2011, he was Visiting Professor, Nagoya University, Japan. He was Famous Overseas Scholar in Hunan City University, China in 2012. Also, in 2012 he was Australian Leadership Award Fellow to the University Of Sydney, Australia.

He was an International Advisory Board member of Compare-A Journal of Comparative and International Education from 2010-2015 and Editorial Consultant, AFTRA Journal of Teaching and Learning in Africa. He is a member of the Ghana Chemical Society, Ghana Science Association, and British Association for International and Comparative Education. He was a member of the National Teaching Council (2012-2015) and is currently a member of the National Council on Tertiary Education. He was also a former Chairman of the National Accreditation Board. He is an astute researcher of international repute with proven knowledge and experience in university management and administration. Prof. Joseph Ghartey Ampiah is married to Mrs. Regina Ama Ampiah and they have two children.





**PROF LIU HUIHUANG  
(CO-CHAIRMAN)**

(Vice President, Hunan City  
University)

### PROFILE

Liu Huihuang was born in August, 1963. He is a full professor and vice president of Hunan City University. He graduated from the Academy of Social Sciences with a PhD and also studied in Würzburg University, Germany as a visiting scholar. He has won a number of awards including “Special Allowance Expert of the State Council”, “Outstanding Talent of the New Century of the Ministry of Education”, “Hunan outstanding young expert of social science” and other academic honors.

His main research interests are: open economy and service trade, foreign investment and industrial development, low- carbon economy and economic transformation. He has published more than 130 academic papers and 2 academic monographs. He presided over 3 national-level research programmes including Social Science Foundation of China

and Natural Science Foundation of China as well as 20 provincial-level research programmes funded by the Hunan Social Science Federation. He has won the first prize and second prize of the Hunan Provincial Outstanding Social Science Achievement Award consecutively. He won the first prize of the first batch of Outstanding Social Science Research Projects and more than 10 other scientific research awards.

He has published 5 textbooks including one National Quality Construction Course Western Economics and has presided over 3 national-level teaching quality projects funded by the Ministry of Education.





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## ABSTRACTS



**MR. EDWARD  
WILSON ANSAH**

University of Cape Coast,  
Ghana.

### **SANITATION CHALLENGES IN TAMALE METROPOLIS: A QUALITATIVE ANALYSIS OF THE VIEWS OF ENVIRONMENTAL HEALTH AND SANITATION MANAGEMENT OFFICERS**

Sanitation is a key determinant of health, economic sustainability in rural, peri-urban and urban communities. Various researchers have attempted to explore sanitation in the urban centers in Ghana, including Tamale. However, these studies focused attention on quantitative, and to some extent, document analyses to the neglect of in-depth exploration of views of officers in-charge of day-to-day sanitation in the metropolis- Environmental Health and Sanitation Officers (EHSOs). Therefore, the aim of this study was to qualitatively explore, in-depth, the sanitation challenges in the Tamale Metropolis via the lenses of EHSOs.

Participants included 25 EHSOs who were purposively selected from 32 workshop participants in January 2015. They responded to three open-ended questions that asked about the sanitation challenges in the metropolis and the measures they as workers and their department were using to tackling these challenges. That data was analysed using a qualitative thematic content analysis.

The results revealed that both smaller and bigger communal containers were inadequately supplied in the metropolis resulting in crude dumping of waste in the communities. The metropolis also lacked proper drainage system leading to

to collection of waste in gutters and flooding in rainy times. Moreover, majority of the households in the metropolis lacked latrines, a situation that was causing open defecation. They indicated further that it was difficult to enforce sanitation by-laws, by prosecuting offenders because of interference from political powers. There is a need to intensify health education/promotion activities to promote sanitation behaviour of the residence while EHSOs increase their premises inspections.

*Keywords:* Tamale, sanitation, health promotion/education, environmental health

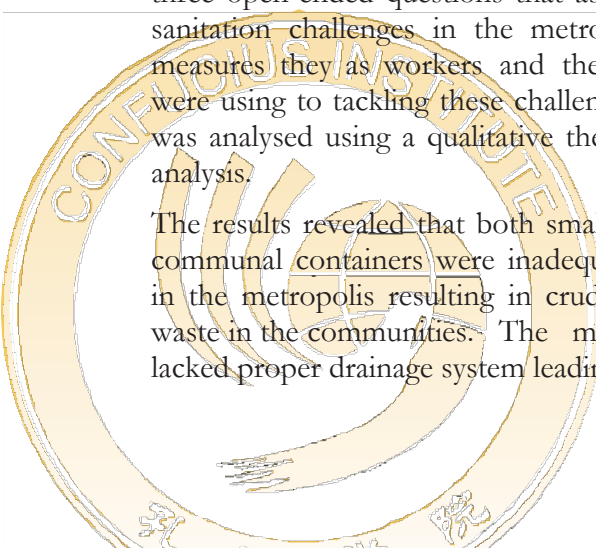


**DR. THOMAS  
KOLAWOLE OJO**

University of Cape Coast,  
Ghana.

### **TRAVEL BEHAVIOR OF UNIVERSITY STUDENTS IN GHANA**

Universities are not immune to transport related challenges (e.g. inadequacy of public transport, congestion and road traffic crashes) bedeviling urban centers. Provision of campus shuttle service as a means of public transport can help improve students' mobility on campus. This paper seeks to assess travel behavior of university students in Ghana who patronize campus shuttle service. The cross sectional study was quantitatively carried out through the administration of 900 copies of questionnaires. The analysis of the data revealed that more than half of the respondents were males; more than two- third were 20-24years old; almost a third boarded campus shuttle bus at least once a day; more than two-third boarded the campus





shuttle for educational purpose, almost a third boarded the campus shuttle because of the lower transport fares, more than a third of the respondent's maximum out-of-vehicle waiting time was 5-10 minutes; more than a third of the respondents spent 5-10 minutes in-vehicle waiting time; and walking was the most readily available alternative. Pearson chi-square revealed that there is a relationship between socio-demographic, travel characteristics and reasons for using campus shuttle. Policy implications were also discussed.

*Keywords:* Travel behavior; Campus shuttle bus; University campus

### **TRAFFIC MANAGEMENT IN THE CAPE COAST METROPOLIS, GHANA**

Managing traffic in developing countries has become topical in recent years because of the externalities of transport –traffic congestion, air and noise pollution as well as Road Traffic Crashes (RTCs). This paper considers how these externalities are managed in the Cape Coast Metropolis. The study adopts a desktop review of transport related externalities in the metropolis. In an attempt to address these externalities, traffic management measures have been adapted in Cape Coast Metropolis such as one-way system, pedestrian safety measures, provision of on-street parking, improved junction control measures, and pedestrianisation, with minimal impacts. Therefore, it is recommended in this paper that Cape Coast Metropolitan Assembly in conjunction with the Department of Urban Roads of the Ministry of Roads and Highways adopt an integrated approach to managing traffic placing emphasis on the behavior of road users.

*Keywords:* Developing countries; Traffic management; Cape Coast; Road users; Ghana

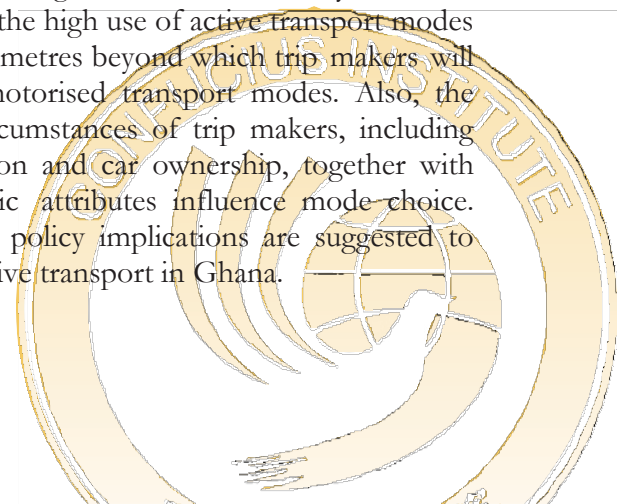
### **DR. ERNEST AGYEMANG**

University of Ghana, Ghana.

### **DOES DISTANCE AND PERSONAL CIRCUMSTANCES OF TRIP MAKERS MATTER TO MODE CHOICE? EVIDENCE FROM URBAN GHANA**

When people live near centres of activities, the literature shows that active transport modes such as walking and cycling are high compared to car use (UN-Habitat, 2011). Active transport has been associated with sustainable urban development, particularly for air quality and climate mitigation (Cirilli & Veneri 2014; Cervero, 2013). However, the literature is unclear on what constitutes an acceptable distance for choosing active transport modes over cars (Rahul & Verma, 2014.) Again, studies on mode choice in Ghana have been biased towards long distance trips between peri-urban communities and the city core with emphasis on car use (Agyemang, 2017; Amoh-Gyimah & Aidoo, 2013; Abane, 1993).

This paper fills the knowledge gap with emphasis on mode choice for short distance intra-community trips. In particular, the paper examines what urban trip makers in Ghana consider an acceptable distance for choosing slow transport modes. Furthermore, mode choice factors for intra-community trips are explored. Primary data was obtained through a cross-sectional household survey of three communities in the Greater Accra Metropolitan Area and regressed using the Multinomial Logit model. The analyses show evidence of the high use of active transport modes within 1000 metres beyond which trip makers will switch to motorised transport modes. Also, the personal circumstances of trip makers, including age, education and car ownership, together with mode-specific attributes influence mode choice. Appropriate policy implications are suggested to promote active transport in Ghana.





**RONALD REAGAN  
GYIMAH**

University of Ghana, Ghana.

**THE STATE OF DISASTER  
PREPAREDNESS AND RESPONSE TO  
CHOLERA EPIDEMICS: THE CASE  
OF INDIGENOUS COMMUNITIES IN  
URBAN ACCRA.**

Ghana like most developing countries is undergoing a rapid population growth and this affects and limits the effectiveness of environmental structures. Cholera epidemics have been an ‘annual ritual’ and communities within the Greater Accra Metropolitan Area (GAMA) record the highest number of cases. This study assesses the households’, communities and local governments’ preparedness and response to cholera epidemics in indigenous communities in La and Chorkor. The research used a mixed methodology, namely a rapid assessment tool and a community based-survey through a questionnaire, key informant interviews, and direct observation. Person chi-square, binary regression, excel, and GIS aided the analyses. From the findings, sanitation and solid waste are the most severe environmental burdens in La and Chorkor. The socio-environmental conditions in La are better than Chorkor. Comparing results with previous studies, conditions in La have gotten better while that of Chorkor have worsened. Based on the secondary data, cholera cases over the years have been higher in La than Chorkor nonetheless, cholera cases in the years 2015 was surprisingly low and this buttress the fact that conditions in the area have improved and that of Chorkor worsened. The study revealed that the preparedness and response level in La was better than Chorkor. Although there were efforts in mitigating cholera by

Stakeholders, these efforts were challenged by general apathy and bad behavioural practices of residents, lack of cholera preparedness and response framework and inadequate material and human resources amongst others. The study concluded that the household, community and Local government in La and Chorkor were not prepared hence will not respond effectively to mitigate cholera epidemics. To address the situation, this study recommended strict enforcement of bye-laws, infrastructural and social improvement, resourcing of assemblies and a bottom-up approach in community education.

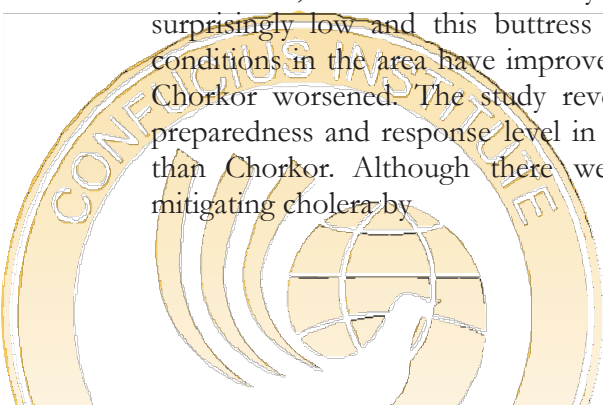


**DENNIS  
PUORIDEME**

Aalborg University, Denmark.

**THE DISCOURSE OF ‘INNER-CITY’  
REDEVELOPMENT: THE CASE OF  
MARINE DRIVE TOURISM  
INVESTMENT PROJECT IN ACCRA,  
THE CAPITAL CITY OF GHANA**

Since independence, the inner city of Accra has undergone major structural changes through the state-led progressive investment in infrastructure development projects. Also, the liberalization of the economy since the 1980s has made it possible for the private sector to participate and invest capital in infrastructural development projects for profit. In 2011, the government of Ghana approved and launched a national policy on Public Private Partnerships (PPP) to support private participation in infrastructure development. Consequently, the government acquired a land area of area of 98.356 hectares through an Executive Instrument (E.I. 59) in 2016 for a PPP Marine Drive



Tourism Investment Project.

However, there have been several protests, contestations and contradictions from the traditional leaders and the indigenous inhabitants as well as traders. Originally, the Ga traditional area is the custodian of the land and it is the home of the indigenous people. Therefore, this paper investigates how the PPP Marine Drive Tourism Investment Project is socially constructed and represented in the public sphere, and emphasizes hegemonic struggles and discourse hybridity – the blurring of boundaries between systems and lifeworld in the inner city of Accra.

Theoretically, the paper draws on Foucault (power relations), Habermas (systems and lifeworld) and Gramsci (hegemony) to investigate the discursive practices of social actors. The paper is methodologically a qualitative study, and it combines discourse analysis and ethnography, which embrace linguistic and thematic analysis.

survey design. All the students in public- own universities in Southwestern Nigeria were used for the study. The sample for the study was 2, 867 which is 10% of male and female students in penultimate and final classes in the universities selected for the study using multi-stage sampling technique. The researchers constructed instrument was used to collect data. The data collected were analyzed using descriptive statistics of frequency count and percentage. The results of the study revealed that more than half of urban university students in Southwestern Nigeria were not meeting the international physical activity guidelines during the leisure- time in their various urban settlement. Also, quality Physical Education in tertiary institutions should be encouraged to form a solid base for skill development and stimulate students' involvement in urban LTPA.

*Keywords:* Urban, Leisure-time, Physical activity, Active activity, Passive activity, Sedentary lifestyle

**IBRAHEEM, T.O., AJIBUA, M.A.  
& DOMINIC, O. L.**

University of Ilorin, Nigeria.

**QUANTIFICATION OF URBAN LEISURE-TIME PHYSICAL ACTIVITY AMONG UNIVERSITY STUDENTS IN SOUTHWEST, NIGERIA**

Regular participation in urban leisure-time physical activity is beneficial to human health. Despite its importance, it has continued to decline among Nigerians students, consequently leading to rising prevalence of chronic diseases and conditions. There is the need to understudy the various strata of the Nigerian population with a view to ascertaining the quantity of their engagement in LTPA to facilitate intervention programmes. This study focused on the quantity of urban LTPA among university students. The study adopted descriptive

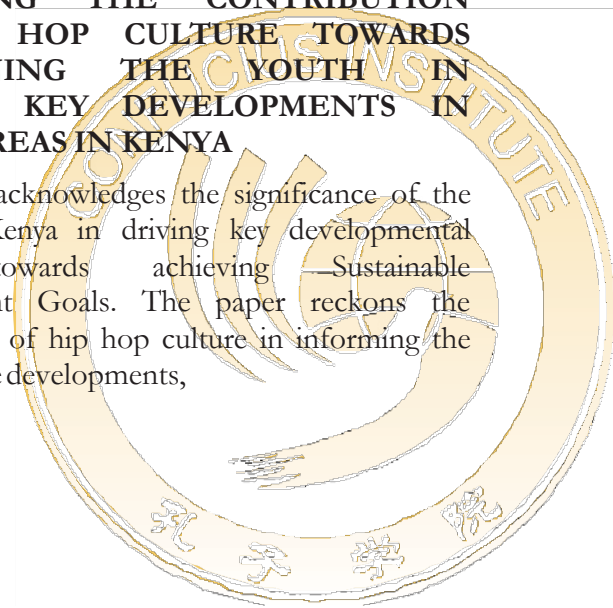


**DR. PRICILLA  
NYAWIRA  
GITONGA**

Kenyatta University, Kenya.

**EXPLORING THE CONTRIBUTION OF HIP HOP CULTURE TOWARDS POSITIONING THE YOUTH IN DRIVING KEY DEVELOPMENTS IN URBAN AREAS IN KENYA**

This paper acknowledges the significance of the youth of Kenya in driving key developmental agenda towards achieving Sustainable Development Goals. The paper reckons the contribution of hip hop culture in informing the nature of the developments,







creating awareness and educating youth on matters pertinent to the sustainability of such developments. Through discourse and content analysis, the paper highlights dominant aspects of the hip hop culture and explores the nature of their contribution towards positioning the youths to support and drive key developments to the future. Hip hop culture in the context of this paper include rap, dance and graffiti.

This paper departs on the premise that, since the youth forms the biggest proportion of the GDP in Kenya, empowering them through education and creating awareness on major developments agenda will ensure sustainability of such developments by the local communities. Hip hop culture is a significant medium among the youth. The effectiveness of embracing arts in this culture lies in their participatory nature of these cultural activities, the rich content that embodies significant in local knowledge creatively woven with messages that enhance awareness and propagates ownership of the development agenda. The outcomes therefore are developmental agenda that are informed by the community needs, takes into account a people’s cultures and are potentially driven by the people for the people.

*Keywords:* Hip hop culture, youth, Sustainable Development Goals; Urban development

**DR. MUSIBAU OMOAKIN JELILI**

Ladoke Akintola University of Technology, Nigeria.

**URBAN LAND USE AND DEVELOPMENT PLANNING IN AFRICA: THE QUESTION OF INFORMALITY**

Against the background that urban land use and development in Africa is much informal in nature, this paper attempts to model the informality question in African urbanization process from urban planner’s perspective. It starts by exploring the construct of informal

land use (ILU) and various dimensions of informality as obtained in different African communities and as essential ingredients of understanding informal urbanization process on the continent. With secondary data on informal housing, settlements, transportation and economy in African countries, and primary data (via field surveys) on land use, socioeconomic, and related variables from selected capital and noncapital cities of Ilorin and Ogbomoso (Nigeria) respectively, as case study, a model for predicting the quantum of ILU to be generated given certain neighborhood conditions was developed and used for necessary simulation. The paper concludes that the ILU or informality component to urban land use and development can be understood, predicted, formalized and incorporated into the planning of urban land use, development and/or urbanization process. It however recommends further similar empirical research endeavours to cover other parts of Nigeria and Africa, as well as more inclusive policy measures in favour of informality, which is rapidly becoming the mainstream of the average African economy.

*Key words:* Informal Land Use, Development Planning, Integration Framework

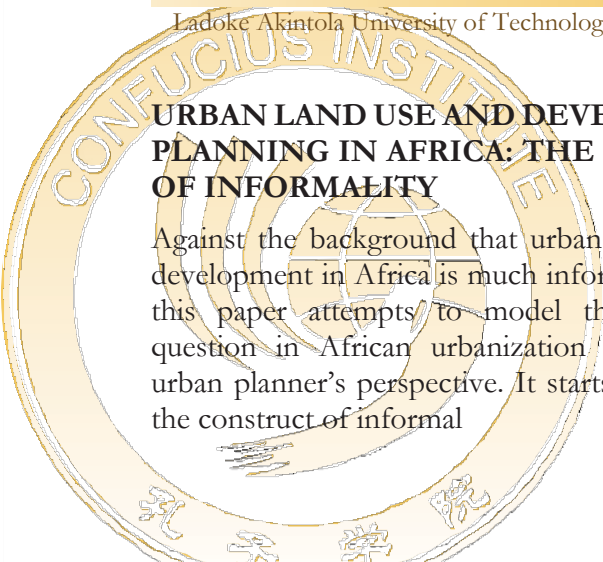


**ABIGAIL SABREBA AMPONSAH & THOMAS KOLAWOLE OJO**

University of Cape Coast, Ghana

**EFFECTIVENESS OF ROAD SAFETY MEASURES IN ROAD TRAFFIC CRASH PREVENTION ON UNIVERSITY OF CAPE COAST CAMPUS**

The study assessed the effectiveness of road safety measures in road traffic crash prevention on University of Cape Coast (UCC) campus.





Qualitative research design was adopted for the study. An in-depth interview was conducted on four drivers, two students, a Transport Geography lecturer in UCC, a Transport Engineer from the Directorate of Physical Development and Estate Management (DPDEM), an official from the Teachers and Educational Workers Union (TEWU) and an executive of Graduate Student Association of Ghana (GRASAG). Five places were identified as areas of road safety concerns and the Road Safety Measures (RSMs) adapted are the use traffic light, speed ramps, pedestrian walkway, rumble strips, zebra crossing, road signs and markings. The RSMs employed on campus are not effective. It is therefore recommended that the University authority should pay more attention to areas of road safety concerns and improve on the RSMs with enforcement by the officials of the Motor Transport and Traffic Department (MTTD) of the Ghana Police Service and the University Security officers.

*Key words:* Effectiveness; Road Safety Concern; Road Safety Measures; University



**DR. AYANKWUYI  
EMMANUEL**

Ladoke Akintola University  
of Technology, Nigeria.

### EFFECT OF RURAL-URBAN MIGRATION ON SOCIO-ECONOMIC ACTIVITIES OF RURAL HOUSEHOLDS IN OSUN STATE, NIGERIA

This study investigated the effect of rural-urban migration on the socio-economic activities of rural households in Osun State Nigeria. Specifically, the study examined the categories of people that migrated to urban area and determined the effect of rural-

urban migration in the study area. Multi-stage sampling technique was adopted in the selection of respondents for the study; while structured interview schedule was employed to obtain data from one hundred and fifty six (156) respondents from three selected Agricultural zones in the state. Data collected were analyzed with both descriptive and inferential statistical tools. The study revealed that the mean age of the respondents was 59.17 years (SD = 14.232) while 58.3% of the respondents were male and most 71.8% were married and categories of people migrated to urban area were students 85.3%, apprentice 76.9% applicants 72, 4% literate 71.2% and artisan 70.5%. The study identified effects of rural urban migration in which food insecurity, increase in urban population/reduction in rural population ranked first with WMS of

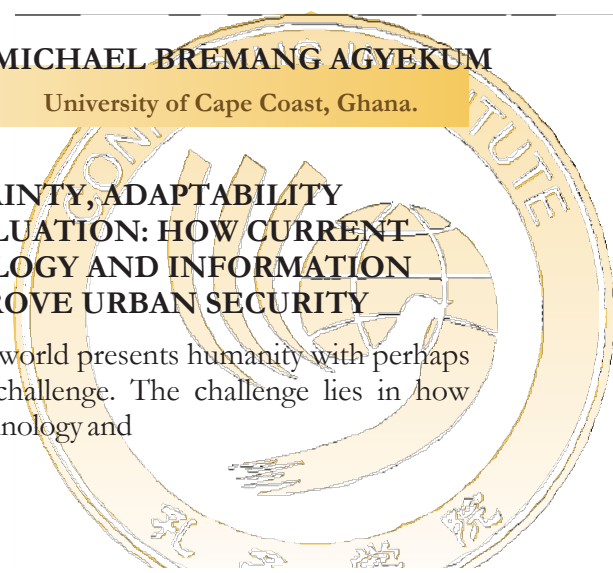
4.8 respectively :while decrease in standard of living ranked least with WMS of 2.5. There is significant relationship between selected socio-economic characteristics of migrants and effect of rural urban migration. The study concluded that massive migration from the rural to urban areas has a negative effect especially on the socio-economic activities of the rural areas. It is therefore recommended that there should be availability of infrastructural facilities in rural area as it was available in urban area. Agricultural practices should also be encouraged through the provision of modern agricultural equipment and creation of reliable market links for the rural dwellers.

### MICHAEL BREMANG AGYEKUM

University of Cape Coast, Ghana.

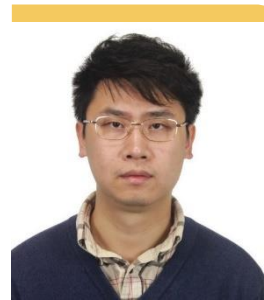
### UNCERTAINTY, ADAPTABILITY AND EVALUATION: HOW CURRENT TECHNOLOGY AND INFORMATION CAN IMPROVE URBAN SECURITY

The present world presents humanity with perhaps its greatest challenge. The challenge lies in how current Technology and





information gathered will be used now and the future to ensure certainty and reliability. The growth in resources on a scale and pace is greater in magnitude than the past century, in a context of greater technology, finances and economics making urban security a vital issue to address. To meet this challenge requires that we use a diagnostic tool, including the ones that have become available to us only in the new technology and information age. Technology got us and technology will be getting us through. In this paper, we will conceptualize urban safety in the area of “urban resilience”, the capacity of cities to thrive and survive using technology to adapt in the face of acute large scale challenges. We will review and evaluate two important methodologies that use technology to help improve urban safety. Firstly, we will look at sudden shock that directly threaten a city called floods and how we can mitigate it by using a technological approach to enhance urban security. Secondly, the ongoing stress that slowly weaken a city over time by addressing a terrorist attack called vehicle rampage attacks and how to use technology tools to effectively and efficiently curb those attacks in a world of uncertainties. Finally we argue that the government of every urban city should play a leadership role in supporting and promulgating the new information bases that underpin the successful incorporation of such technological security tools of analysis.



**DR. HAO WANG**

Central University of  
Finance and Economics,  
China.

### **A DECISION SUPPORT APPROACH TO LAND REDEVELOPMENT IN SUSTAINABLE URBAN RENEWAL**

Urban renewal has become an unavoidable phenomenon in many developed countries and regions. How to redevelop a piece of land with an appropriate use which is compatible with current land uses in the surrounding area is a big challenge encountered by urban planners or decision-makers. This paper proposes a GIS-based approach which can quantitatively assess land-use suitability for land redevelopment in urban renewal areas. Specifically, this approach consists of a model for land-use suitability analysis and a land information database affiliated by providing required data and information for the suitability analysis. In addition, five types of land use are considered in this model: residential, commercial, industrial, G/ IC (government/institution/community) and open space. Research methods such as expert interview, focus group meeting and case study are applied to this approach development, and several advanced techniques or tools such as GIS data processing and spatial analysis, multi-criterion analysis, AHP method are used for building this model and database. As demonstrated in the case study, people can be assisted in making decisions for land redevelopment and the planning process can be supported by using this approach to assess urban land-use suitability for site reuse in sustainable urban renewal.

*Keywords:* Land redevelopment, urban renewal, decision support, GIS-based, multi-criterion analysis



**DR. OGUNNIYI  
LAUDIA TITILOLA**

Ladoke Akintola University of  
Technology, Nigeria.

### **URBAN AGRICULTURE AS A PANACEA TO HOUSEHOLD FOOD SECURITY IN IBADAN METROPOLIS OF OYO STATE, NIGERIA**

With the increasing rate of population and low availability of land in the urban areas for agriculture, the Food and Agriculture Organization of the United Nations (FAO) and other agricultural project bodies came up with the idea of urban agriculture in order to reduce the rate of food insecurity in the areas. This study examined the contribution of urban agriculture to household food security in Ibadan Metropolis of Oyo State, Nigeria. Primary data were collected from 120 respondents in the study area with the aid of a well-structured questionnaire with interview schedule. The data collected were analyzed using descriptive statistics, gross margin analysis, food security index and Logit model using odd ratio. The study revealed that the predicted probability of being food insecure is 0.3064 for urban farmers at the average age of 47 years, with 11 years of education, 10 years of farming experience, 0.45 hectares of land, 6 members in the household, and who made a profit of N118, 637.63k on average. The significant determinants of food insecurity are sex, household size, farm size, type of enterprise, and profit made. The overall rate of correct classification is estimated to be 64.2% with 80% of the food secured group correctly classified (specificity) and only 37.8% of the food insecure group correctly classified (sensitivity). The gross margin of N126, 603.16 revealed that urban agriculture was a profitable enterprise in the study area. The study also showed that 37.5%

of the urban farmers are food insecure while 62.5% of the urban farmers are food secure. Food insecurity incidence, food insecurity gap/depth and food insecurity severity was 0.37, 0.16 and 0.09 respectively.

*Keywords:* Urban Agriculture, Odd ratio, Food security, Sensitivity, Specificity

### **DR. QIN BO**

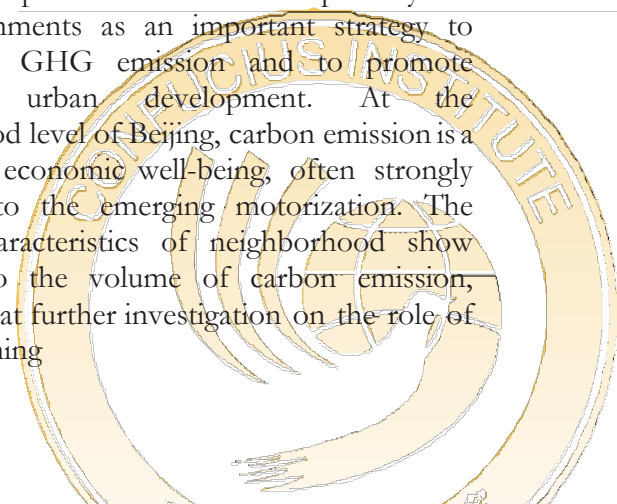
Renmin University of China, China.

### **LOW CARBON DEVELOPMENT POLICIES IN CHINA: THE CASE OF BEIJING**

The article reviews the policy efforts of local governments in developing low carbon cities in China, by taking Beijing as the study case. With a framework borrowed from public policy, the author decomposes the low carbon development policies into three elements: goal, contents, and instruments. Five policy areas are assessed: renewable energy, carbon sink, industrial structure, carbon embedment of buildings, and carbon emission associated with transportation.

The empirical inquiries at the neighborhood level and metropolitan level of Beijing emphasize the attributes of households, firms, and urban built environment. Data are collected from interviews, policy documents, census publications, and a household survey of 1300 samples.

Analysis of the data reveals that low carbon development policies have been adopted by the local governments as an important strategy to control the GHG emission and to promote sustainable urban development. At the neighborhood level of Beijing, carbon emission is a function of economic well-being, often strongly connected to the emerging motorization. The physical characteristics of neighborhood show relevance to the volume of carbon emission, indicating that further investigation on the role of spatial planning







is a research area with great potential of innovation.

In conclusion, low-carbon development policies in China are often used to achieve economic and environmental sustainability, while low-carbon cities are the outcomes of the environmentally conscientious policies.

*Keywords:* Low Carbon Development Polices, Urbanization, Urban Planning, China, Beijing



**KOJO OKYERE**

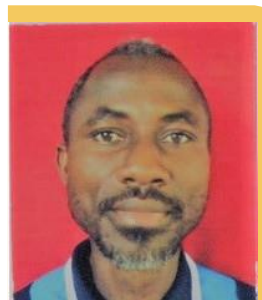
University Of Cape Coast,  
Ghana.

**CITY BOYS IN THE PROVERBIAL WORLD OF THE OLD TESTAMENT: ANALYSIS OF HOW URBAN LIFE INFLUENCES THE RELATIONAL DEVELOPMENT ON YOUNG ADULTS**

The book of proverbs, especially chapters 1-9, provides some insights into the urban culture of ancient Israel. Addressed to the young adults, Proverbs 1-9 aims at directing the desires and values of young men as they navigate through life. The fervour and commitment displayed by Israelite sages clearly show the danger urban culture poses to the young adults. As a large and heterogeneous conglomerate of individuals and their settlements, cities have been important social variables in the development of cultures and humans. The emergence of urban studies is a testimony to the growing realization that cities make a mark on the way of life of society. The phenomenon of the city, however, is not a modern reality, but a cultural fossil which continues to take on its own form and shape. Our appreciation of ancient testimonies about city or urban life could facilitate our understanding of

how modern cities could contribute to sustainable life. Focusing on ancient cities in the Old Testament, we are not only looking for origins and parallels of modern cities, but also seeking to explain the past in order to illuminate the present. From a literary historical perspective, this study examines the influence ancient Israelite city had on the relational development of young Israelite adults within various contexts of life. As an important skill for urban survival, relationship is key to young adults as they negotiate through the throes of urban culture. The paper proposes that the complex challenges urban culture throws to young adults today can find inspiration from how ancient Israelite society addressed its challenges.

*Keywords:* Proverbs; Urban; Young Adults; Wisdom; Relationship

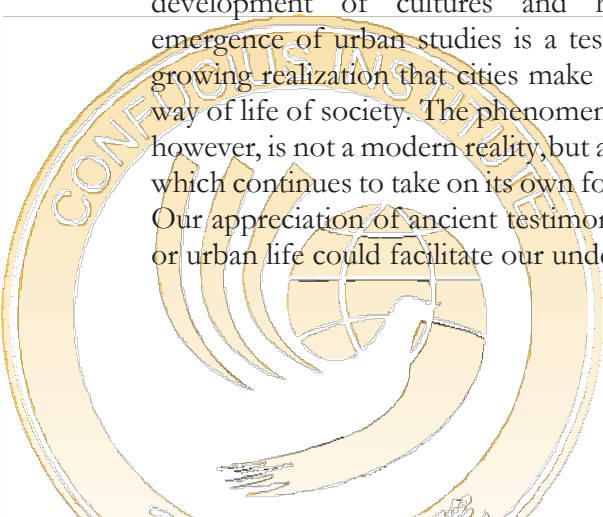


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**DISPARITY OF MEDIA RESOURCE AND OWNERSHIP TENDENCIES: A CHALLENGE TO PARTICIPATORY COMMUNICATION**

Ghana's media could be described as vibrant because from 1992 the institution saw increase of several print attributed mainly to the country's liberalised environment. However, after 195 years of its inception in the then Gold Coast now Ghana, the circulation of print appears to be unevenly distributed throughout the landscape in wide proportions. Drawing on existing





literature and views of industry players and stakeholders to analyse the situation within the framework of participatory communication, this work established that Ghana's print media circulation is associated with lopsidedness and confined to urban cities at the exclusion of vast remote localities mainly due to ownership tendencies among other factors. Moreover, the few outlets with regional branches are only 'advertising' and 'information / story' gathering gateways to the capital offices for publication. Overall, disparity of print media circulation in contemporary society is evident in many parts of Africa; a phenomenon which retards timely sourcing of information, consensus building and development.

*Keywords:* Print, Newspaper, Media, Ownership, Urbanisation, Community, Development, Participatory communications.



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## SUSTAINABLE URBAN DEVELOPMENT IN CONTEMPORARY TIMES

Beyond the history and reverence; cultural heroes as factors of community development

The culture of many indigenous communities in Ghana revolves around persons, (often warriors) who either led them to war or to their current settlements. These historical figures otherwise known as Cultural Heroes have greatly influenced the initiation of festivals and other cultural activities of the people in their honour. In this regard, consideration is given to such ones like Tweneboaa Kodua who sacrificed his life so that Asantes could win their war of independence (Agyekum,

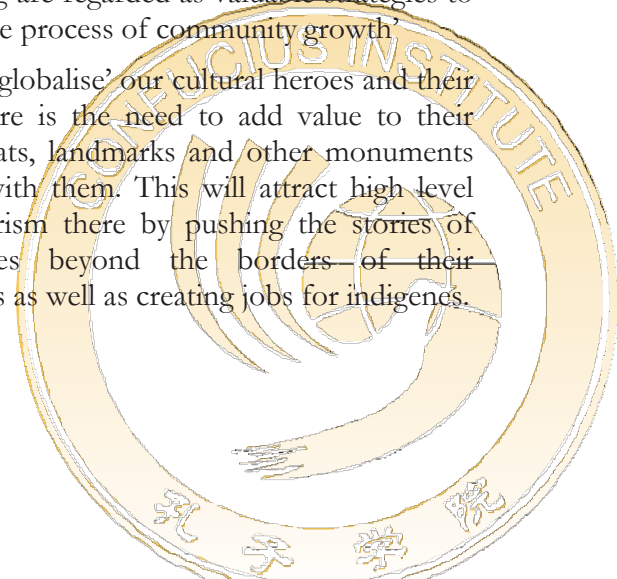
2013); Ansa Sasraku of the Akwapims, Amenfi of Asebu and the great Fante Trio Obumankoma, Oson and Odapagyan. These historical figures have been given special places in the histories of their communities thereby affecting cultural systems in one way or other.

Most of these heroes have aroused the interest of biographers, historians and critics who among other things, analyze the genealogies of communities and acknowledge their heroism. Beyond the reverence however, are there possibilities to use their rich history and legacies to stimulate economic growth in our current dispensation? This paper examines events surrounding cultural heroes and how their cultural circumstances and other activities have shaped the development process of communities. Specifically, the paper examines the legendary Amenfi, the greatest warrior of the people of Asebu in the Central region of Ghana. It explores how his adventures can be used to stimulate development in the Asebu community by adopting Community Cultural Development (CCD) and Participatory Performance Practice (PPP) methods. Additionally, the paper seeks to incite the discussion of cultural heroism into mainstream rural development process.

## RATIONALE

Cultural activities and practices have been identified as one of the major economic force in several communities. It is against this back drop Dunham (1970) asserts that 'cultural development and planning are regarded as valuable strategies to accelerate the process of community growth'

In order to 'globalise' our cultural heroes and their legacies, there is the need to add value to their historical feats, landmarks and other monuments associated with them. This will attract high level cultural tourism there by pushing the stories of these heroes beyond the borders of their communities as well as creating jobs for indigenes.





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**BUILDING URBAN RESILIENCE AND  
RISK MANAGEMENT SYSTEMS IN  
SELECTED COMMUNITIES OF GHANA**

Risks in urban communities basically involve the combination of two major factors: The location and exposure to hazardous conditions, and increased vulnerability due to inefficient local governance, environmental degradation, and the over stretching of resources. Researchers identified that by 2030, at least 61 percent of the global population would be living in major cities and over 2 billion will also find themselves dwelling in slums. The ever increasing unplanned expansion of cities to accommodate rapid population growth, coupled with inappropriate land-use planning and consistent failure of urban authorities to regulate and enforce building standards, contribute, largely to the vulnerability of urban populations-including poor health, inadequate nutrition, poverty and deficient sanitation facilities constitute a permanent threat to most urban communities. This article aims to explore how cities can do better in reducing existing and emerging risk due to natural and human-induced disasters in various communities of Ghana. Urbanization, therefore, often increases the exposure of populations and economic assets to hazards and creates new dimensions of risk, leading to complexities in the management of disasters in urban areas. Nevertheless, urban settlements can also provide opportunities for mitigating risks if managed efficiently and effectively.

This paper provides innovative direction for influencing improvements in the efficient

management of risk and threats in most urban settlements in the larger Ghanaian communities. These advances are highly achievable through economics of scale and risk-reduction methodologies in the area of drainage construction, sanitation improvement, waste collection, health care and emergency services through the use of high-level technical expertise and competencies.

*Keywords:* Urban communities, risk management, resilience, disaster management, vulnerability



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**DIFFERENTIATION RESEARCH OF  
CO2 EMISSIONS FROM ENERGY  
CONSUMPTION AND THEIR  
INFLUENCING MECHANISM ON  
ABOVE SCALE INDUSTRY IN  
CHINESE INDUSTRIAL URBANS:  
BASED ON GEOGRAPHICAL  
DETECTOR METHOD**

Industry is one of the three fields of CO2 emissions in Chinese urbans. By measurement and analyse of data the intercity differentiation of CO2 emissions from energy consumption and their influencing mechanism on above scale industry in Non-resources-based industrial prefecture-level urbans of different regions and types were obvious distinctions. In CO2 emissions from energy consumption unit employment respect Central and Western industrial urbans were over whole level of all industrial urbans even to chemical and petrochemical industry urbans metallurgy and building materials industry urbans In CO2 emissions from energy consumption



unit gross industrial output value Northeast industry urbans were all over whole level of all industry urbans, even to metallurgy and building materials industry urbans chemical and petrochemical industry urbans. Then by geographical detector method, the size of each influencing mechanism of CO<sub>2</sub> emissions from energy consumption on above scale industry were probed. The results showed that: Energy structure and economic scale were main influencing factors of CO<sub>2</sub> emissions from energy consumption on above scale industry in industrial urbans; Influencing factors of CO<sub>2</sub> emissions in different regions and types industrial urbans were significantly spatial variation, influence degree of the same factor on different regions and types of industrial urbans were distinct, too.

*Key Words:* industrial urbans, above scale industry, CO<sub>2</sub> emissions from energy consumption, intercity differentiation, geographical detector.



**SHI FENG**

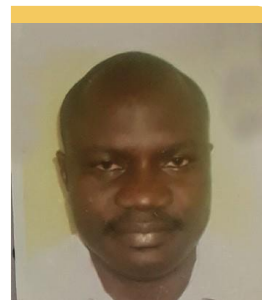
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### RESEARCH ON THE DEVELOPMENT OF NEW-TYPE URBANIZATION IN THE NODAL CITIES OF THE BELT AND ROAD

The new-type urbanization is the main space platform of the Belt and Road construction. According to the connotation of the new-type urbanization, this paper constructs the evaluation system of the new-type urbanization, and evaluates the level of the new-type urbanization in the nodal cities of the Belt and Road. The findings of the study showed clearly that the new-type urbanization level of the nodal cities is not high, and the

new-type urbanization level in the different lines and in the same line of different cities is uneven, and the development of many aspects of the nodal cities is different, at the same time the short board effect exists in all lines and nodal cities. Therefore, in order to boost the Belt and Road initiative, this paper puts forward a series of concrete measures such as the combination of playing the strong advantage and making up the short board, promoting the new-type urbanization level of the nodal cities and the development of urban agglomeration, and bringing into play the regional advantages.

*Key words:* China, the Belt and Road, nodal cities, urbanization, new-type urbanization

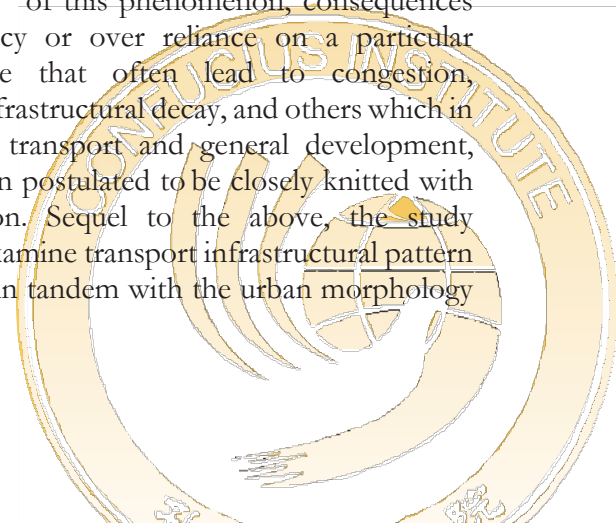


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### ANALYSIS OF URBAN MORPHOLOGY AND URBAN TRANSPORTATION MODE NEXUS IN LAGOS STATE

The importance of urban transport in the movement of passengers and goods are well articulated and documented in literature, hence need not be over flogged. What perhaps of interest to Transport and Town planners are the negative externalities of this phenomenon, consequences of inadequacy or over reliance on a particular infrastructure that often lead to congestion, pollution, infrastructural decay, and others which in turn hinder transport and general development, that has been postulated to be closely knitted with transportation. Sequel to the above, the study intends to examine transport infrastructural pattern of the state in tandem with the urban morphology in the state.





Secondary data will be predominantly the thrust of the research, which will include information on existing mode of transportation by pattern of development, land use pattern in terms of structure and forms, as it evolves in spatio-temporal approach. Therein robust inferential statistical methods such as logit model and other relevant techniques will be adopted. The expected contribution to the frontier of knowledge would include putting a pointer to where attention should be focused on where there is negligence in terms of development using appropriate and available transports mode(s). Again, this will enhance Governance and decision making process, accelerate Urban, Regional and National Transport Planning practice and policy. It would also foster cultural and social issues in Urban Transport as well as ensure Transport security and safety.

*Keywords:* Analysis, Urban, Morphology, Transportation, Mode and Nexus

### **ANALYSIS OF TRANSPORT AND STREET ADDRESSING CHALLENGES IN OYO STATE, NIGERIA**

Proper land use planning system does not only give aesthetic look to an urban area, it also increases accessibility and enhances effective spatial interactions. Mobility in Oyo State, Nigeria has been affected over the years as a result of lack or inaccurate and adequate street addressing system. The buildings are corrugated without proper delineation and make accessibility and mobility extremely difficult. This paper therefore examined the challenges of mobility as a result of haphazard layout and analyzed the consequences of inadequate or lack of street addresses in the State. Data were collected from town planning officials across the three senatorial districts and taxi drivers from the districts. Descriptive and inferential statistics were used to analyze collected data.

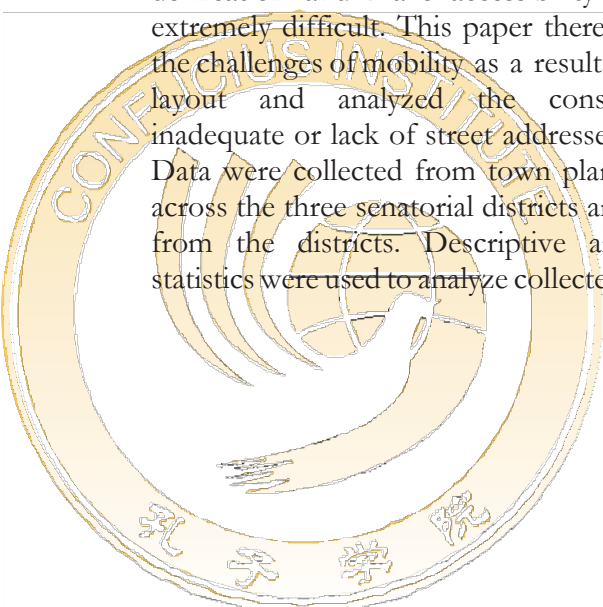
Results indicated that, builders did not follow approved city plan, official did not enforce and often there used to be disagreements over ownership of streets in a conurbation.

*Keywords:* Transport, Street, Challenges and Oyo State.

### **ASSESSMENT OF STREET FURNITURE'S INFLUENCE ON URBAN DEVELOPMENT IN LAGOS METROPOLIS**

This paper assessed the influence of Street furniture on the development of Lagos metropolis. The specific objectives were to determine relationship between street furniture and urban development and the impact of Bus Rapid Transit's bus stops on commuters. Primary data were strictly collected from commuters while the secondary data were received from span of tickets sold from selected transport operators in the State. There is however strong positive relationship between street furniture and urban development. Similarly, the patronage of bus operators increased since the construction of bus stops as it shielded passengers and goods from environmental hazards. The paper concluded that, there is still need to increase street furniture in form of public toilet, bus stops, and traffic lights, sign posts etc. in some areas in Lagos metropolis.

*Keywords:* Street furniture, Influence, Urban, Development and Lagos






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### PRACTICE AND FUNCTION PROMOTION OF WETLAND PARK CONSTRUCTION IN THE PROCESS OF URBANIZATION IN JIANGXI PROVINCE

The main contents of wetland park including ecological protection, science education, natural wilderness, leisure tour, as well as the ecological function and typical characteristics of wetland. With the process of urbanization and the needs of ecological civilization construction, Wetland Park had become a unique park type of China. In addition, Wetland Park also played an indispensable role in the construction of urban ecological environment. This paper discussed the practice and function promotion of wetland park construction in the process of urbanization in Jiangxi province. The important value of wetland functional area in urban environmental construction was clearly defined. It was also pointed out that wetland park ecological conservation area played an extremely important role in the biodiversity conservation of urban wetland. Wetland ecosystem restoration and reconstruction area will play an increasingly important role in urban water quality protection and sewage treatment. The rational use of wetlands can contribute to the popularization of urban wetland knowledge and wetland landscape services to ecotourism. Wetland park construction in Jiangxi province has been widely implemented since 2000. Till the end of 2017, the number of national wetland park approved by the State Forestry Bureau and the Provincial Wetland Office established in Jiangxi province were 33 and 58,

respectively, which distributed in five rivers and many towns along their drainage basin. These construction achievements provide a good ecological platform for accelerating the process of urbanization and healthy development of the province and the local areas.

*Key words:* Jiangxi province; Urbanization process; Wetland Park; Construction practice; Function promotion

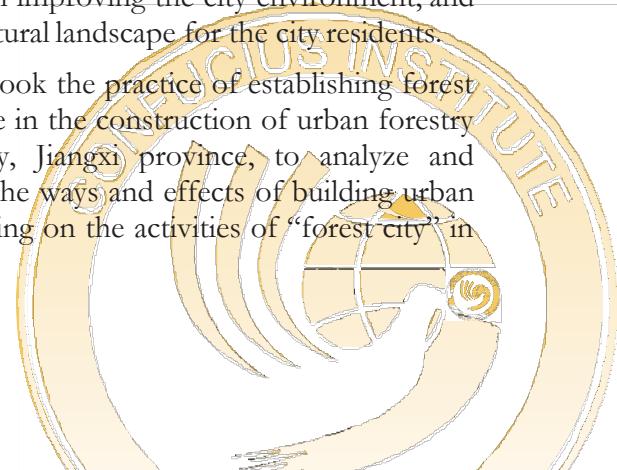

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### THEORY AND PRACTICE OF URBAN FORESTRY AND FOREST CITY CONSTRUCTION — A CASE OF JI'AN CITY, JIANGXI PROVINCE

City forest was composed by forest as the main body, including trees, shrubs, and herbs. City forest was adapt to city construction, supporting the sustainable development of the city, improving city's ecological environment, enrich city commodity supply, operation and management of city culture and improve the welfare of forest ecosystem and city landscape system and ancillary works. City forest was the integration, improvement and sublimation of forestry and the garden, and a branch of modern forestry. Forest city will play a major role in improving the city environment, and provide a natural landscape for the city residents.

This paper took the practice of establishing forest city as a case in the construction of urban forestry of Ji'an city, Jiangxi province, to analyze and summarize the ways and effects of building urban forestry relying on the activities of "forest city" in China.





In the practice of creating a forest city, Ji'an city took "cultural landscape of Lu Ling, Ji'an city forest construction" as the goal, and followed the concepts of "culture, low carbon, health, ecological, livable", to build a urban forest network pattern of forest with river, city, road, village, house interdependence, and the formation of a healthy and stable forest as the main body of the city ecosystem, highlighting the city forest construction matrix with healthy and stable, harmonious forest ecological protection system, developing forest industry system, forest ecological and cultural system characteristics of prosperity, city forest support efficient management system, implementation of the Ji'an city green rise and the growth and development of Communist Party of China in this place.

The practice of the creation forest city in Ji'an City showed that: the city forest construction is construction highlights of the Chinese cities, reflecting the strong desire of modern people to return to nature. There were 137 national cities that had won the title of national forest city. To create forest city, associated activities had become another engine of our city forestry development, and also was the effective way to increase the city green GDP. "National Forest City" ecological civilization construction was a city of the nation's highest honor, and was the highest evaluation of China's ecological construction in city. It could be predicted that the achievement will be a produce of a natural, harmonious relationship between urban and rural. The people-oriented concept of city forest construction science will bring the change to a civilized and ecological city and ecological environment construction in China.

*Key words:* Urban forestry; Forest city; Establishment; Theory and practice; Ji'an City

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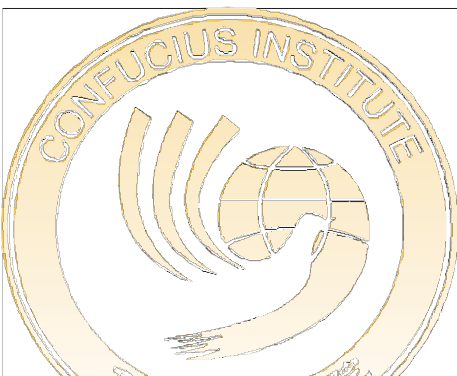
### MR. EMMANUEL GAMOR

Koforidua Technical University, Ghana.

## RESIDENTS' PERSPECTIVES ON THE ENVIRONMENTAL IMPACTS OF URBAN TOURISM IN CAPE COAST: IMPLICATIONS FOR SUSTAINABLE URBAN DEVELOPMENT

As a corollary to urbanization, cities and towns have become increasingly attractive to tourists because of the concentration of museums, galleries, shopping centers, theaters, restaurants and other cultural attractions. Though the growth in urban tourism offers a number of socio-economic benefits for residents of host cities and towns, it has also affected the local residents in many ways including pollution and degradation of the environment. There is however increasing concern about the environmental impacts of tourism in Cape Coast in general. This study sought to analyze the perceived environmental impacts of urban tourism from the perspective of residents of Cape Coast and examine the implications for sustainable urban tourism development. A cross-sectional household survey of 245 local residents will be conducted. Results of the study indicate that though residents perceived urban tourism as having some positive environmental impacts they were concerned about its negative impacts in terms of crowding, traffic congestion, littering and waste disposal problems. It is recommended that in order to ensure sustainable urban development, there is the need for a collaborative approach due to the complexity of both tourism and the urban terrain.

*Keywords:* environmental impacts, urban tourism, sustainable, residents, Cape Coast.



# 2017 ANNUAL REPORT



## ANNEXES

## ANNEX 1. SOME OF THE SELECTED NEWSLINKS ABOUT CIUCC

1. [http://news.xinhuanet.com/world/2017-02/17/c\\_129483662\\_2.htm](http://news.xinhuanet.com/world/2017-02/17/c_129483662_2.htm)
2. <http://www.fmprc.gov.cn/ce/cegh/chn/zjgx/jylx/t1367505.htm>
3. [http://www.fmprc.gov.cn/web/dszlsjt\\_673036/t1467576.shtml](http://www.fmprc.gov.cn/web/dszlsjt_673036/t1467576.shtml)
4. <http://wz.chinesecio.com/?p=14236>
5. [https://m.sohu.com/a/199490906\\_201960](https://m.sohu.com/a/199490906_201960)
6. <http://world.huanqiu.com/hot/2017-02/10152215.html>
7. <http://gjilc.gov.hkedu.cn/c/2016-06-07/753230.shtml>
8. [http://news.163.com/17/0217/14/CDG1P2HP00018AOQ\\_all\\_mobile.html](http://news.163.com/17/0217/14/CDG1P2HP00018AOQ_all_mobile.html)
9. <http://www.chinaqw.com/hwjy/2017/02-20/127639.shtml>
10. [http://www.jyb.cn/world/hytg/201606/t20160603\\_661748.html](http://www.jyb.cn/world/hytg/201606/t20160603_661748.html)
11. <http://www.myclass1to1.com/?m=article&c=index&a=item&id=853855&cid=33634>
12. [http://cnews.chinadaily.com.cn/2017-02/17/content\\_28243361.htm](http://cnews.chinadaily.com.cn/2017-02/17/content_28243361.htm)
13. [http://hnyys.wenming.cn/wmbb/201711/t20171109\\_4862156.shtml](http://hnyys.wenming.cn/wmbb/201711/t20171109_4862156.shtml)
14. <http://www.sunda.com/groupview.aspx?tid=928&id=283>
15. <http://www.chnlib.com/wenhuadongtai/2017-11/365169.html>
16. <http://news.jxnews.com.cn/system/2017/02/17/015778521.shtml>
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18. <http://mini.eastday.com/a/170609172441293.html>
19. <http://www.hinews.cn/news/system/2017/02/17/030981218.shtml>
20. [http://www.dzwww.com/xinwen/guojixinwen/201702/t20170217\\_15555168.htm](http://www.dzwww.com/xinwen/guojixinwen/201702/t20170217_15555168.htm)
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22. <http://www.fmprc.gov.cn/ce/cegh/chn/zjgx/jylx/t1367505.htm>
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University of Cape Coast: UCC Confucius Institute Opens Chinese Club

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Confucius Institute: Confucius Institute at the University of Cape Coast in Ghana holds the launching ceremony of the new Chinese language center



## ANNEX 2: SOME OF THE SELECTED NEWS AND REPORTS ABOUT CIUCC

### UNIVERSITY OF CAPE COAST IS HOST TO CONFUCIUS INSTITUTE

( Retrieved from News Ghana- Jun 12, 2016 )

**A** Confucius Institute has been inaugurated at the University of Cape Coast (UCC) to provide support for economic and trade through education and cultural exchanges towards strengthening the bond between Ghana and China.

**An implementation agreement has, therefore, been signed between the two sides.**



University of Cape CoastThe Institute is a branch of the Chinese Educational Institute, based on the teachings of Confucius, a leading figure in Chinese history, to promote Chinese language and culture, worldwide. It was founded in 2004. The UCC Branch, initiated in 2008, is being hosted in partnership with the Hunan City University, and it is the second to be established in the country, after that of the University of Ghana, Legon. As of last year, 130 of such institutes had been established in academic institutions worldwide with 60 of them in Africa.

Madam Sun Baohong, the Chinese Ambassador to Ghana, speaking at the inauguration, said through the institute, the long standing bond of traditional friendship and rapid development of cooperation in economic, trade and bilateral relationship would be strengthened.

READ ALSO: ‘More economic opportunities should be created for the youth’

She encouraged the younger generation to learn the Chinese language because the ability to speak Chinese was a major advantage for Ghanaian students to get jobs easily in the increasing Chinese companies in Ghana as well as China.

She said the Institute would also deepen the educational exchanges and cooperation between the two countries and their educational institutions, explaining that Ghana, now had more students in China than any other African country.

More than 4,600 Ghanaian students are studying in China.

“With mutual learning, the young generation would become a new force to facilitate common progress and development of our two countries,” she said, adding that the Embassy would not spare any effort to

support the development of the Institute at the University.

READ ALSO: NMC Chairman Calls For Review Of State-Owned Media Acts

Madam Baohong said China regarded African civilization as an integral part of the world's civilization and the mutual learning was one of the pillars to support the strategic and cooperative partnership between China and Africa.

She, therefore, urged developing countries to make concerted efforts to strengthen their national identities and protect their national wealth as they strove to become modern.

However, they should not confuse the modernisation process with Westernisation.

The Vice Chancellor of UCC, Professor Domwini D. Kuupole, said the Institute was intended to play a positive role and empower both the university and the country, as well as enlarge and enrich intellectual debate for proper understanding of each other.

He said the collaboration was important and explained that the introduction of the Chinese Language and culture, could serve as a new measure for research methods and be a positive addition to the Ghanaian culture.

READ ALSO: AIRSHOW slated for October this year

He praised his predecessors and other key personalities who were instrumental in the establishment of the Institute and urged the students to take advantage of the opportunity to add more value to themselves. The President of Hunan City University, Prof. Li Jian Qi, said the mutual agreement between the two universities would lead to economic exchanges and gave the assurance that his university would ensure smooth development for productive cooperation.

Mrs. Elizabeth Ofosu- Agyare, the Minister for Tourism and Creative Arts, said the collaboration was part of the diplomatic relationship between the two countries and urged stakeholders to use the Institute to promote the relationship by bridging linguistic

## UCC CONFUCIUS INSTITUTE CELEBRATES CHINESE SPRING FESTIVAL

By Afedzi Abdullah, GNA, 2016.2



**C**ape Coast, Feb 9, GNA - Students of the University of Cape Coast (UCC) and the University Practice Senior High School (UPSHS) have performed Chinese songs and dances amidst cultural displays to celebrate this year's Chinese Spring Festival.

The event, hosted by the Confucius Institute at UCC was attended by Chinese Nationals, senior members of the university community including the Vice Chancellor and the Pro Vice Chancellor as well as some members of the general public. During the event, students from the Confucius Institute also displayed their proficiency in spoken Chinese language and knowledge of Chinese music, dance and traditional outfit. The Chinese Director, Professor Hu Liangcai expressed gratitude to UCC for attaching importance to the teaching of the Chinese language and the spread of Chinese culture in Ghana. He said the close cultural exchanges and cooperation between Ghana and China had become a strong driving force for the development of the two nations. He encouraged Ghanaian students to at least learn one foreign language, including Chinese.

Professor James Opoku Agyemang, Director of the Confucius Institute welcomed the gathering and thanked the Chinese government for its constant support for the study of Chinese in Ghana. He said the Confucius Institute had become the most comprehensive and influential language and cultural community in the World. In this regard, he said the Institute would keep promoting the outstanding Chinese culture and assimilate the excellent Ghanaian cultural achievements to push for its localisation. Prof Opoku Agyemang wished all Chinese nationals and Ghanaians a happy New Year and thanked them for contributing in diverse ways to the construction of a model Confucius Institute at UCC. The Spring Festival, widely known as Chinese New Year in the West, is the most important traditional festival, and most important celebration for families in China. It has a history of more than 4,000 years. It is said to have been originated from a belief in deities that had to be sacrificed to every year. Red lanterns are hanged in the streets, red couplets pasted on doors, banks and official buildings are decorated with red New Year pictures depicting images of prosperity.

## UCC GETS CONFUCIUS INSTITUTE



A ceremony has been held to inaugurate the Confucius Institute at the University of Cape Coast. The inauguration of the centre is the second of such facility to be set up in the country after one at the University of Ghana, Legon.

The Confucius Institute programme was founded in 2004 with the central purpose to promote Chinese language and culture worldwide to promote what is referred to as the Chinese soft power. Such centres are always located within an academic environment and are always set up as joint ventures between a Chinese university and a host university. In this instance, it is between the University of Cape Coast and Hunan City University.

Welcoming guests to the programme, the Vice-Chancellor, Prof. D. D. Kuupole said the institute has come to enlarge and enrich the arena of intellectual debate. Explaining further, he said the Institute would become beneficial to Ghanaians if it was seen as an agent of engagement with our own culture, even as we engage with the Chinese. “The lesson I am trying to point out here is that, the Confucius Institute at UCC is a positive addition to our stock, an enriching overture in the congenial dialogue among cultures”, said.

According to Prof. Kuupole, the Institute has come as China’s gift to Ghana as an invitation to strengthen relations with Africa’s biggest trading partner. “It offers us the opportunity of seeing a new way to build cultural capital in consonance with our traditions and aspirations’, he added.

The Chinese Ambassador to Ghana, Her Excellency Su Baohong expressed gratitude to all stakeholders who contributed in diverse ways to make the Confucius institute on UCC campus a reality. She revealed that Chinese values are measured in Confucianism and it was passed on from generation to generation. “The Chinese people have always been peace-loving, “We have a culture of peace and harmony which is



at the core of Confucianism”, she explained.

Her Excellency Su Baohong, said the path chosen by the Chinese people was different from the colonial expansion rather, it was a win-win cooperation with the rest of the world. She pledged her country’s continued support for the centre to blossom into one of the vibrant Institutes across the world.

Ghana’s Minister of Tourism, Culture and Creative Arts, Mrs. Elizabeth Ofosu-Agyare, in her speech, mentioned that since the re-alignment of the ministry in 2013 their strategy has been to brand the country with its rich and diverse culture. It was for that reason that the ministry has launched the “Explore Ghana” initiative with the aim to promote Ghana to indigenes as well as international tourists.

Mrs. Ofosu-Agyare said the role that Confucius played in the development of China is a testimony for all who were familiar with that country’s history, and therefore the establishment of the centre on campus would serve as a bridge for linguistic and cultural exchanges as well as cooperation in many fields between China and the rest of the world.

Prof. D D. Kuupole and Prof. Li Jian Qi signed an implementation agreement between UCC and Hunan City University on behalf of their respective institutions. Later, Ambassador Su Baohong and Prof. D. D. Kuupole unveiled a plaque to officially inaugurate the Confucius Institute at University of Cape Coast.

## UCC TO INTRODUCE BACHELOR OF CHINESE PROGRAMME



The University of Cape Coast (UCC) will soon introduce a Bachelor of Chinese programme. This came light at the first anniversary celebration of UCC Confucius Institute. The Confucius Institute offers opportunity for both students and faculty through grants and scholarship to learn the Chinese language and culture. The Ghanaian Director of the Institute, Prof. Kwadwo Opoku Agyemang, noted that in almost a decade and a half, the Institute has spread to over 84 countries in the world and over six (6) million people have taken the proficiency test in Chinese as well.

Prof. Opoku Agyemang said currently 410 universities have absorbed the Confucius Institute system into their curriculum and 2.1m new learners have so far been registered this year. The Ghanaian Director called for the need to think deeply and carefully about the relationship and open up to new opportunities that the collaboration offered. “For us at UCC, Confucius Institute offers many avenue of growth for development. There has been healthy development between lecturers, administration and officials of the Institute”, he noted.

In an address, the Central Regional Minister, Mr. Kwamena Duncan commended the University for creating the partnership that has brought tremendous benefits to both parties, the region and the country at large. The regional minister said the Chinese have undertaken some major infrastructure development in the country including the Cape Coast Sports Stadium and the Kotokuraba market. Mr. Duncan said the Chinese placed a lot of value on the teaching and values of Confucius, which were fairness and justice. “Things that underpinned his teaching were fairness and justice; and also believed in the correctness of attitude and punishment for those who deviated”.

“No doubt this period belongs to the Chinese, the world is calling on China for leadership now that America has relinquished its leadership role”. He commended the leadership of the University for their foresight and urged them to continue to support the institute. The Chinese Ambassador to Ghana, Her Excellency, Sun Baohong, said the Institute had travelled an extraordinary journey for the past 12 years and has 1.2m students across the world. “It has become the backbone of learning the language and culture all over the world”. Madam Sun Baohong said Confucius Institute UCC is the 500th to be established in the world and the second in Ghana. The Ambassador said, the theme, “Ghana-China in Harmony” was apt since the two countries would work with others to promote the development of their peoples.

She said Ghana was the second country in Africa to establish diplomatic relations with China some 56 years ago and the partnership has brought enormous benefit to the countries. The Pro-Vice-Chancellor, Prof. George K. T. Oduro, in an address, said by opening its curriculum to include Chinese language and culture, the University was creating opportunities to engage with one of the most influential economic

and cultural presence in the world.

Prof. Oduro indicated that “at a more immediate level, engaging with China through the Confucius Institute allows us to discover new methodologies and approaches that can ultimately reinvigorate and re-purpose our study of our own Ghanaian culture and languages, including even those foreign languages we have historically learnt to tame by domestic usage”.

Prof. Oduro therefore urged close collaboration between Confucius Institute and our many Language Departments saying, “this is the broad humanistic ideal that incited the creation and crafting of the original proposal leading to the founding of the Confucius Institute at UCC”. The Pro-Vice-Chancellor noted that in Africa today, the promise of democracy was evolving since there were signs of positive growth and fairness, in institutional development and deep adjustment to the challenges of the day. “More and more, our leaders are coming to see that the old, closed ways of doing things have to be challenged, and that smart planning hinged on innovation and a robust and balanced system of international cooperation”, he declared. “In celebrating Confucius Institute at UCC, therefore, we put on display our wish to build for ourselves and our future an open and successful society in which we enjoy the full benefits of all cultural and intellectual heritage of the world”, he stressed.

## CHINESE AMBASSADOR TO GHANA HONOURS UCC STUDENTS



The Chinese Ambassador to Ghana, Her Excellency Sun Bao Hong, has presented cash awards totaling \$2,000 to 20 winners of the 2016 Chinese Ambassador's Award at the University. The winners were part of students who participated in a semester's Chinese Language Proficiency course. Benjamin Nketiah Agyemang emerged the best student and received \$200 as his prize. In a welcome address, the Pro-Vice-Chancellor, Prof. George K. T. Oduro, said the Ambassador's award was instituted to recognise high performance in the learning of the Chinese language and commended the Ambassador for showing keen interest in the programme. "It is her vision to make it possible that learning of the Chinese Language was brought to the doorstep of both students and staff. We owe her a debt of gratitude".

Prof. Oduro said "the University operates a system of meritocracy and does not compromise on quality; therefore, it will always award excellence". The Pro-Vice-Chancellor said Ghana-China relationship dated back to the 1960's where the first President of Ghana, Kwame Nkrumah and the Chinese leaders of his days laid a solid foundation for strong bond of collaboration. "Due to this strong foundation, since 2008, there have been a lot of students and staff exchange programmes between the University and the Hunan City University. This has eventually culminated in the commencement of this Chinese Proficiency Course".



Addressing the gathering, Ambassador Sun Bao Hong said 1,200 Ghanaian students have been granted visas to study various courses in China and therefore urged the awardees and other students to take the learning of the Chinese language and education in general serious since times were changing very fast. Ambassador Sun Bao Hong reiterated that Ghana and China have enjoyed time-honoured friendship, adding, "I am committed to deepening the relationship".

The Vice-Chancellor, Prof. Joseph Ghartey Ampiah, who chaired the ceremony, commended the award winners for their efforts and advised them not to be complacent. He hoped others would take advantage of the Confucius Institute on campus to learn the Chinese Language and Culture.



**THE DIRECTOR OF CIUCC PROF. HU LIANGCAI WAS LED TO THE FIRST CHINESE LANGUAGE TRAINING CENTER ON MARCH 27TH, AT UNIVERSITY PRACTICE SENIOR HIGH SCHOOL.**

Prof.Hu and the staffs of CIUCC first met with all the students in the school, introduced the government scholarships and Confucius Institute scholarship, the students showed great interest. Subsequently, the two sides held a faculty meeting. The headmaster of the UPSHS has extended a warm welcome to the arrival of the teachers of the Confucius Institute and said that the school will try its best to support the Chinese Language Training Center. Prof.Hu introduced the local teacher training program and the summer scholar visit project of CIUCC. Chinese teachers and seven volunteer teachers carried out a simple self-introduction. Public school teacher Zeng Weijun also carried out a brief Chinese language teaching experience class, so that the experimental secondary school staff intuitively appreciate the charm of Chinese.



China Director Signed the MIU with the Headmistress of UPSHS



China Director Prof. Hu made the speech in the opening of the first training center

## CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST ENROLLS NEW STUDENTS FOR 2017/2018 ACADEMIC YEAR



The Confucius Institute at University of Cape Coast on Monday, September 4, 2017, held an orientation for newly enrolled students into the institute's outreach programmes offered at the University of Cape Coast. The orientation was graced by both staff members at the Institute and national service personnel at the institute. Professor Hu Liangcai (China director – CIUCC) and his Ghanaian counterpart, Professor Ishmael Mensah (Ghana director – CIUCC) jointly chaired the event and were aided by Mr. James Opoku-Darko who introduced the CIUCC programmes to the new students.

The Confucius Institute at UCC was the brain child of a close collaboration between University of Cape Coast – Ghana and Hunan City University – China which started in the year 2009. The Confucius Institute was officially introduced in collaboration faculty of Arts and has since operated progressively till date. Over the past years, the Chinese language has been studied as a liberal course by students of University of Cape Coast and subsequently took a new face that broadened the programme to cover a wide range of learners by introducing variety of related courses. Presently, the CIUCC offers Chinese Beginning course, Chinese Handicraft, Chinese Calligraphy course, Tai Chi, Chinese Dance, HSK courses, and Chinese Culture Introduction course, apart from the original liberal course.



Professor Hu, the China director welcomed the newly enrolled students to the CIUCC programme and encouraged them to take advantage of the various courses being offered currently by the Institute, especially since it is 100% free. He drew the attention to the fact that China is now the second largest economy in the world since the year 2010 making it even necessary for students to study Chinese and explore global economy. According to Professor Hu, there are over 400 students who have already enrolled into the CIUCC's programmes and he is hopeful that UCC students will utilize this opportunity. The Confucius Institute has been in formal operation for 13 years now since its establishment in 2004.

As at December 2016, there was 512 Confucius Institutes, 1073 Confucius classrooms in 140 countries worldwide. Africa alone has more than 71 Confucius Institutes and classrooms in 37 countries. Also, Ghana has presently 2 Confucius Institutes, one at the University of Ghana – Legon, and CIUCC.



CIUCC has also expanded its activities to The University of Cape Coast basic school and senior high school since last academic year. Recently, one more learning class is introduced at the Cape Coat Technical Institute to offer variety of courses. The enrolment of this year is far higher than the targeted numbers as designed. All the programmes offered by the CIUCC are free and are opened to all interested persons including workers, students and the local community members. The classes are offered flexibly over the week (from Monday to Friday, 6:30am to 6:00 daily) to accommodate everyone interested to study at their own pace. In few weeks, the CIUCC will introduce another Chinese training programme for Ghana police in Central Region.



## UCC CONFUCIUS INSTITUTE CELEBRATES 2017 CONFUCIUS DAY



Some students experiencing a Chinese culture

*Source: Godfred Mawugbe | Choicism.com*

Created on Saturday, 30 September 2017 09:46

Written by Godfred Mawugbe

The Confucius Institute (CI) at the University of Cape Coast (UCC) has observed the 2017 Confucius Institute Day Celebration with a colourful display of Chinese culture. The Confucius Day Celebration is a programme organized annually to commemorate the birthday of the Chinese Philosopher, Confucius whose philosophies and wisdom are acknowledged as being the bedrock of China's handbook of governance and its code of personal morality for thousands of years.

Addressing the gathering, the Country Director of the Confucius Institute, UCC, Professor Ishmael Mensah acknowledged Confucius, a man upon which the Institute was modelled, as an experienced man who represented the Chinese culture. This, he says, makes it imperative for Confucius to be celebrated. "Confucius was a sage, a very learned man, he was a teacher, and he epitomized the Chinese culture and therefore it is not out of place if today we decide to use his day to promote the Chinese culture. In fact, he has earned a number of accolades as a result of his influence on Chinese culture, philosophy, and even politics," he said. Prof. Mensah added that the Institute is charged with the responsibility to ensure a cross-cultural relationship between Ghana and China by promoting the Chinese culture.

"We at the Confucius Institute, at the University of Cape Coast, are using today to showcase the Chinese culture because that is our mandate. Our mandate is to promote the Chinese language and culture so that we can foster cross-cultural collaboration between the people of Ghana and the people of China," Prof. Mensah stated. He also encouraged the Chinese representatives in Ghana to take the opportunity to also learn the Ghanaian culture so that they would be worthy ambassadors to Ghana when they return back home. "Let me also use this opportunity to appeal to our Chinese brothers and sisters that the essence of this day is not only for us to take from them, to learn their culture but also for them to also learn about the Ghanaian culture. So whilst they are here in Ghana, they should seize the opportunity to learn more about the Ghanaian culture." The China Director of the Confucius Institute, Professor Hu Liangcai in a speech, disclosed that there are some opportunities available to students and lecturers who are associated



with the Institute. He thus advised that students take the opportunity to study the Chinese culture.

This year's celebration which was dubbed, "Getting Close to Confucius Institute: Experiencing Chinese Culture," provided a platform for the audience to be taken through some Chinese arts upon which Confucius' philosophy of education were built, Calligraphy - the traditional art of writing the Chinese characters; Jianzi - a traditional Chinese national sport; Chinese paintings amongst others.

The programme was attended by some students and lecturers of UCC and students of the University Practice Senior High School.

## CIUCC SIGNS MOU WITH PEREZ UNIVERSITY COLLEGE

Confucius Institute at University of Cape Coast (CIUCC) on Wednesday, 18th October, 2017, signed a Memorandum of Understanding with Perez University College (PUC), Winneba, Central Region of Ghana to formally open a new Chinese learning class room.



The two directors of the Institute, Prof Ishmael Mensah (Ghana Director), Prof Hu Liangcai (China Director); Mrs Judith Owusu Peprah (Principal Administrative Assistant), and Mr. Divine Atinyo, a National Service Person were at Perez University College for the event. The event also attracted scores of students from Perez University College, as well as management and staff of the university.



In a speech before the signing of the MOU, Prof. Hu, the China Director, introduced the Confucius Institute to the gathering, and briefly explained the origin of the name “Confucius”. He stated that there are Confucius Institutes in many countries. These countries derive a lot of benefits for hosting the Institute including scholarships for students. He also informed that in order to obtain a scholarship, the HSK Test is a very important. He therefore urged students to take the Chinese lessons serious, and pass the HSK in order to obtain full scholarships to study in China. He promised that soon, lecturers will be sent to Perez University College to start the Chinese classes. He also urged them to inform their families and friends about the Chinese language programme so that they could also benefit from it.

PROF. HU



Prof. Ishmael Mensah, the Ghana Director, reiterated what Prof. Hu had said earlier. He threw more light on the benefits associated with studying the Chinese language; including job and scholarship opportunities. He said there are over hundred registered Chinese companies in Ghana, and that Chinese employers preferred to hire people who were proficient in the Chinese language. He also said that CIUCC will provide teaching and learning materials for the commencement of the Chinese language teaching programme at Perez University College. The Rector of Perez University College, Prof. Joshua Danso Owusu-Sekyere, recounted how he got in touch with CIUCC to establish the relationship between the two institutions. According to the MOU, Perez will provide classroom space and accommodation for the Chinese language lecturers among other pertinent things. He said he and his team would work hard to make sure another Chinese language center is established at their Dzorwulu Campus in Accra.



Finally, the MOU was signed in the presence of the students, lecturers and administrative staffs of Perez University College, by the two CIUCC Directors, the Rector and Registrar of Perez University College, at 11:30am after which the programme was brought to a close.

## CIUCC SIGNS MOU WITH CAPE COAST TECHNICAL UNIVERSITY (CCTU)



( Left to right ): Prof. Ishmael Mensah, Prof. Hu Liangcai (CIUCC), Prof. Lawrence Atepor, Prof. Samuel K. Ansah (CCTU)

The Confucius Institute at University of Cape Coast on Tuesday, September 4, 2017 signed a memorandum of understanding (MOU) with Cape Coast Technical University (CCTU) to formally open a new Confucius classroom at the latter. This memorable signature ceremony took place in CCTU Council Chamber. Representing CCTU was the vice chancellor, Prof. Lawrence Atepor who was accompanied by Prof. Samuel K. Ansah (PROVOST –CCTU), Mr. Michael Magnus Bentil (Registrar –CCTU), Mr. Kwame Tenadu (Dir. Of Language Devt. And Training Center) and Mr. Ben Ebo Attom (Director of International Relations). CIUCC was jointly represented by the duo directors, Prof. Ishmael Mensah (Ghana Director, CIUCC) and Prof. Hu Liangcai (China Director, CIUCC). Also, in attendance was Mr. Qin Hai Huang, a Chinese lecturer at CIUCC.

The purpose of this MOU is primarily, to facilitate the establishment of CIUCC's Confucius Chinese training center at CCTU, and to identify the rights and responsibilities of the Confucius Institute at University of Cape Coast and Cape Coast Technical University. Among the terms of this MOU include:

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CCTU will provide classrooms, furniture, students, office premises, students, as well as enabling atmosphere for the Chinese language instructors to kick start their mandate. CCTU shall also endeavor to officially integrate the Chinese language into its curriculum.

CIUCC in return, shall provide instructors who will draw the teaching plan and course design, provide teaching and learning materials.

This exercise only adds up to the commitment of Confucius Institute and Hanban to strengthen educational cooperation between China and Ghana.

Over the past years, CIUCC has made countless efforts to promote the development of Chinese Language education and other Chinese cultural related courses in Ghanaian institutions by opening Confucius classrooms in order to enhance mutual understanding and friendship between the peoples of China and Ghana, Africa and the world at large.

In his remarks, Professor Lawrence expressed gratitude to the two directors of CIUCC and Hanban for providing opportunities to students and staff members of the CCTU to learn Chinese language and related courses.

Professor Ishmael, in return thanked the Vice Chancellor and his team for opening their doors for CIUCC. He assured that, the establishment of this training center at CCTU will open many doors of opportunities to CCTU staff and students, and to the Ghanaians at large. "If we all play our roles diligently, it will be easy for Hanban to formally establish a CI center at CCTU", said, Professor Ishmael.

On his part, Professor Hu also expressed his delight in the development.

"I am very happy to have had friendly interactions with the vice chancellor of CCTU via the electronic mail on few occasions. It is my aspiration that Chinese training centers will go everywhere to benefit people of all walks of life", Prof. Hu averred.





## CHINA DIRECTOR OF CONFUCIUS INSTITUTE – UNIVERSITY OF CAPE COAST, PROF. HU LIANGCAI GIVES A SPEECH AT A MEETING WITH THE MEMBERS OF THE CENTRAL REGIONAL COORDINATING COUNCIL ON 20TH JULY, 2017.

The meeting took place at the head office of the Regional Coordinating Council. In attendance were, the Central Regional Minister, Mr. Kwamena Duncan, the Chief Director of the Regional Coordinating Council, Mr. Kwame Oppong, the Regional Director of Education, Mr. Jacob A. M. Korh and all the District Directors of Education in Central Region.

Prof. Hu met with the Central Regional Minister and the Regional Director of Education for a short discussion before the meeting began. During the discussion, he stated that Confucius Institute – University of Cape Coast would like to link up with the Regional Education Council, in order to set up centers in the various districts in Central Region to teach Chinese Language and Culture. Prof. Hu Liangcai was then invited by the Regional Director to give a speech at the meeting. He added that he will later have a personal meeting with Prof. Hu to discuss cooperation.

The meeting began with an opening prayer from one of the District Directors of Education. It followed with individual introductions of the District Directors of Education. After the self-introductions, Prof. Hu was called upon to give his speech.

Prof. Hu began his speech by stating that Confucius Institute is a Chinese Institute that is sponsored by Chinese government to teach Chinese Language and Culture to people all over the world. There are two Confucius Institutes in Ghana, one at University of Ghana – Legon and University of Cape Coast, and he is the China Director of Confucius Institute – University of Cape Coast. The Institute has set up many centers at various Junior and Senior High Schools in the university community and Cape Coast as a whole. He further indicated that the Institute is willing to extend their Chinese Language Teaching and Cultural activities to various schools in the Region. The teachers and students who will partake in the program will have the opportunity to gain half or full scholarships to study in China.

The Institute is also going to set up a local teachers' training program to teach Ghanaian teachers who are willing to learn and teach the Chinese Language. He also stated that Ghana has a very strong cooperation with China. China is the largest trading partner of Ghana in the whole world, and Ghana at the moment, has the highest number of students that are studying in China among all African countries. Therefore, this culture exchange between the two countries will help to enhance their cooperation.

He ended his speech by saying a big thank you to all the members of the Regional Coordinating Council and the Regional Minister.



## **CHINA DIRECTOR CONFUCIUS INSTITUTE UCC, HU LIANGCAI ATTENDS FOURTH ANNIVERSARY CELEBRATION OF NANA KWESI DAADZE (CHIEF OF OGUA ANAAFO ASAFO –CAPE COAST).**

The ceremony began with a traditional drumming performance by the Oguaa Anaafo Asafo No. 2. Community drumming group. The invited guests, including Prof. Hu Liangcai, Mr. James Opoku, other Queen Mothers and Chiefs were welcomed by the MC. Some traditional rites such as libation pouring were performed soon after.

The Chairman of the ceremony, Mr. James Opoku was called upon to give an introductory speech. He expressed his immense pleasure to be called upon as the chairman of the program. He commended the organizers of the program and stated that he will devote his full support to ensure a successful end of the program.

Prof. Hu after introducing himself stated that he was glad and grateful to be invited to such a celebration to witness the Ghanaian Traditional Culture, firsthand. He added that this was his first time of being invited to a gathering like this, and he will testify that the Ghanaian Traditional Culture is very beautiful. Ghana and China has a very good international cooperation. The Chinese government and industries are constructing many infrastructure in Ghana including roads, markets, educational facilities and others. Recently, the Vice-President of the People's Republic of China announced his country's preparedness to partner Ghana to undertake a massive transformation of her economy. Chinese companies are willing to provide assistance in the railway, agriculture (Planting for Food and Jobs), industrialization, energy, and transport sectors, he indicated.

He stated further that he is the China Director of Confucius Institute at University of Cape Coast. The Institute has courses on teaching and training of Chinese Language and Culture to all people over the world. There are two Confucius Institutes in Ghana, one at the University of Ghana – Legon and the other at the University of Cape Coast. He therefore urged the parents available to encourage their children to take their education seriously and also enroll on the free Chinese Language and Culture courses.



## ANNEX3 : IMPORTANT REMARKS AND SPEECHES ( 2016-2017 )

### **SPEECH BY CHINESE AMBASSADOR H.E. MDM. SUN BAOHONG ON THE OPENING CEREMONY OF THE CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST ON JUNE 2, 2016**

**R**espected Chairman, Professor D.D. Kuupole, Vice-Chancellor of the University of Cape Coast, Honorable Elizabeth Oforu-Ajare, Minister of Tourism, Culture and Creative Arts of the Republic of Ghana,  
Respected Professor Li Jianqi, President of Hunan City University,  
Respected Professor Hu Liangcai, Chinese Director of the Confucius Institute of the University of Cape Coast,  
Respected Professor Kwadwo Opoku-Agyemang, Ghanaian Director of the Confucius Institute of the University of Cape Coast,  
Leading members of the University of Cape Coast, Hunan Delegation, Friends from media, Faculty members and Students, Ladies and Gentlemen,  
Good morning!

It's a great pleasure for me to visit this beautiful coastal city again. Nearly one month ago, the inauguration of Cape Coast Sports Stadium aided by Chinese government was held here, and the Chinese National Youth Football Team played a brilliant friendly match with the Ghanaian Black Satellites, which made the city shining and people wild with joy. Many people, including myself, have been immersed in the exciting moment since that night. Now, we are going to witness another grand occasion on China Ghana cooperation the establishment of Confucius Institute at University of Cape Coast. On behalf of the Chinese Embassy, I would like to extend my warm congratulations and sincere gratitude towards all the stakeholders including UCC, Hunan City University, Ghanaian Ministry of Education, Ghanaian Ministry of Tourism, Culture and Creative Arts, Chinese Hanban (Confucius Institute Headquarters), as well as warm-hearted friends from all walks of life in Ghana for your support to make this happen.

Yesterday I made a presentation on China and its foreign policy at the Foreign Affairs Committee of the Parliament. When I told those members of Parliament that I would come to UCC to commission the second Confucius Institute in Ghana, they all became excited and sent their best wishes.

I told those members of Parliament that if they want to have a keen grasp of Chinese foreign policy, first they must have a keen grasp of Chinese civilization, one of the most time-honored civilizations in the world.

China boasts a history of over 5,000 years. More than 2,000 years ago, there were over 100 masters' schools with Confucius as the leading figure. He proposed an extensive and profound thinking system of the unity and interaction between the Heaven, the Earth and humanity. As the most outstanding master, Confucius was not only a thinker, but also a great politician. As a thinker, he founded the school of Confucianism, which becomes the backbone of the traditional Chinese culture. The Chinese civilization, in its process of development, has assimilated achievements of other outstanding civilizations in the world, but the Chinese value system is always marked by Confucianism, with the five virtues of kindness, righteousness, propriety, wisdom and trustworthiness passing from one generation to the next. As a politician, Confucius dreamed of building a world of Datong, which means a harmonious world.

So one can find that over the historical process the Chinese nation has always been peace-loving and contemporary China sticks to an independent policy of peace even when it becomes one of the major powers in the world. This is because the culture of He, which means peace and harmony, is the core of Confucianism and the traditional Chinese culture. We believe in unity between man and nature, peace among countries, the approach of agree to disagree and the good nature of people. Peace is most precious; treat others with kindness; don't do to others what you don't want others to do to you. These ideas have passed generations and taken root in the mentality of the Chinese and are reflected in their behavior.

In 1978, China's GDP per capita was only 138 dollars and it was one of the poorest countries in the world. And now China is the world's second largest economy, largest trading nation in goods, largest holder of foreign exchange reserves. One can also find answer to the myth why it took only 30-plus years for a country of 1.3 billion people to make the stunning achievements in the history of human developments. The path China has taken is very different from colonialism expansion or benefiting from wars by some other major powers. Chinese people mainly rely on hard working, innovation of institutions and win-win cooperation with the international world. Chinese people are modest and always aim high because we all believe as heaven maintains vigor through movement, a man should constantly strive for self-perfection. When problems arise, Chinese people do not grumble against natural conditions and other people, but always practice self-retrospection instead. Because our ancestors have instructed us to meditate three times a day: Are we faithful in giving advice to our master, are we trustworthy in our cooperation with partner, are we constantly reviewing what the teachers have taught?

It has taken eight years to establish the Confucius Institute at UCC, which proves another piece of Chinese wisdom that good things never come easy. In Chinese we say a journey of thousand miles takes every step and I am happy so see that every step is solid in preparation work. During the past eight years, Hunan City University has done a lot of work including setting up a Chinese language teaching location as well as carrying out the exchanges of teachers and students and training of Chinese teachers. Chinese teachers offer public elective courses for students to learn Chinese at UCC and some students excel in their studies. I remember at the first Chinese Bridge Competition in Ghana in 2014, contestant Richard from UCC delivered a speech on the pictographic character horse and expressed deep affection for Chinese characters and calligraphy. Another contestant Lawrence participated in the Chinese Bridge Competition twice and in the second year and he made champion of the non-professional group. He persists in learning Chinese every day after graduation and wishes to find a China-related job one day. So even before the Confucius Institute is formally established, the students passion for learning Chinese has long been ignited.

Ladies and gentlemen, teachers and students,

China and Ghana enjoy long-standing bond of traditional friendship and rapid development in cooperation in economic, trade, education and other fields. The Confucius Institute at UCC is the latest development of this strong momentum and it will make further significant contributions to cement the bilateral relations.

It will further enhance and deepen the educational exchanges and cooperation. Currently, over 4,600 Ghanaian students are studying in China, ranking the top of African countries. Two weeks ago, a Chinese famous university, University of Electronic Science and Technology of China held its first education exhibition in Accra, drawing wide attention of universities, secondary schools, enterprises and media. Hardly can you believe that the Ghanaian students account for one third of foreign students in this university. Various cooperation have been carried out between universities and colleges of both



countries. For example, Shanghai Maritime University is building a logistics management discipline together with Regional Maritime University of Ghana. With the Confucius Institute, more dynamic exchanges between UCC and Hunan City University and other Chinese universities are expected.

It will further promote cultural exchanges. By learning Chinese, a growing number of Ghanaians have more understanding of China. But I do want to emphasize the understanding should be two-way and Chinese people have a lot to learn from the Ghanaian people, the stool, the dance, the football, the cuisine and the Kente cloth. I once read a book about Ghanaian proverbs and to my great surprise it contains over 7,000 pieces of proverbs. I am happy to see that Winneba Youth Choir will perform in China next month and I believe the Chinese people will enjoy their heavenly voice. The cultural integration of the two countries will greatly enhance the friendship among the people.

It will also provide strong support for economic and trade cooperation. China is Africa's largest trading partner, Ghana included. More and more Ghanaian businessmen begin to communicate with Chinese partners in Chinese. Speaking Chinese is a major advantage and students who can speak Chinese become popular when they seek jobs after graduation, badly needed by many Chinese enterprises in Ghana or Ghanaian economic and financial institutions. Through mutual emulation, young generations will become a new force to facilitate common progress and development of our two countries.

Ladies and gentlemen, teachers and students,

As Chinese Ambassador to Ghana, I hope that the Confucius Institute at UCC will be dedicated to spreading Chinese language and culture, enriching the course contents, innovating management philosophy and cultivating high-end talents in Chinese as well. The Chinese Embassy will spare no efforts to support the development of the Confucius Institute of University of Cape Coast.

Let me conclude my remarks with another idiom of Confucius, In pursuit of knowledge, curiosity is more important than knowledge itself, and enjoy learning is even more important than pure curiosity. I hope you will take learning Chinese as an enjoyment.

Thank you all!

**PROF. LI JIANQI'S SPEECH ON THE  
OPENING CEREMONY OF THE  
CONFUCIUS INSTITUTE AT  
UNIVERSITY OF CAPE COAST ON JUNE 2, 2016**

**D**istinguished Chairman and Vice Chancellor,  
Most honorable Ambassador of the Republic of China to Ghana,  
Honorable Ministers of State,  
Royal Chiefs,  
Professors and Lecturers,  
Students,  
Invited Guests,  
Ladies and gentlemen, good morning!  
My warmest welcome to all of you!

With best wishes from 20,000 students and working staff of Hunan City University to University of Cape Coast, we feel very honored to have the opportunity coming from China to this beautiful city of Cape Coast, to witness together with all of you present here the official founding of Confucius Institute in University of Cape Coast !

As President of Hunan City University, I feel deeply proud that our university has the opportunity to co-establish Confucius Institute with such a famous university as University of Cape Coast.

Here, on behalf of Hunan City University, I would like to extend our warmest congratulations to all of us for the establishment of Confucius Institute in University of Cape Coast. At the same time, I would also like to deliver our heartfelt appreciation to those who have made great efforts and have played an important role in promoting the establishment of the Confucius Institute in University of Cape Coast, especially the Chief Executive—Ms. Xu Lin, and the other directors of the Confucius Institute Headquarters, Ms. Sun Baohong, Ambassador of the Peoples Republic of China in the Republic of Ghana and other working staff from China and Ghana. I should also specially extend my thanks to those at the University of Cape Coast who, for several years, have been working hard and persistently for the establishment of the Confucius Institute with Hunan City University as her partner; these include present and former Vice Chancellors, Pro Vice Chancellors and Registrars, CIE present and former directors, especially the director who originated the proposal for the Institute, and all the others concerning any activities of the Confucius Institute. Furthermore, I highly appreciate all that have been done for the successful Opening Ceremony and the Start-up of the Confucius Institute by the Board Directors and the Organizing Committee members of the University of Cape Coast. I am sure that, all of you, certainly including myself, are witnessing and will finally witness the success of the Confucius Institute of the University of Cape Coast.

At this point, please allow me to briefly introduce Confucius to you. Confucius was a great Chinese educator and famous thinker of 2000 years ago. His educational thought has nurtured the Chinese people from generation to generation, which is one of the world's most precious cultural heritages. For example, Confucius put forward a thought that everyone has the equal right to education, regardless of his or her background or social status, which has been recognized by the people all over the world and is still of great significance till now. So far, 500 Confucius Institutes and 1000 Confucius Classrooms have been established in 134 countries and regions of the world. As the messenger of Chinese culture, Confucius Institute plays an important role of bridge and link in promoting overseas Chinese teaching, enhancing Sino-foreign cultural and educational cooperation, and increasing friendship between

China and overseas countries.

As the Chinese cooperative partner of the Confucius Institute in University of Cape Coast, Hunan City University is an applied comprehensive university of over 50 years' history, which is first named after city in inland China. Hunan City University has a unique advantage and a strong and positive influence on the majors and fields of urban planning, urban design, urban management, international Chinese language education and so on.

Based on the principle of mutual respect, friendly consultation, equality and mutual benefit, Hunan City University would like to make joint effort with University of Cape Coast to set up a productive and characteristic Confucius Institute. With the tremendous support of the Embassy of the People's Republic of China in the Republic of Ghana and Confucius Institute Headquarters (Hanban) , working with University of Cape Coast, we have full confidence in making every effort to run Confucius Institute well, so as to make significant and lasting contributions to promoting Sino-Ghananian economic and cultural exchange, to increase friendship, and to strengthen world peace.

As well, I would like to take this opportunity to make an appeal to Ghana's young students to learn the Chinese language and understand China's culture, science and technology, so as to seek the intellectual nutrition and resources you need. At the same time, you are warmly welcome to come to China to study in Hunan City University, so that you could become the friendly cultural mediators between Ghana and China.

Ladies and gentlemen, dear friends, along with continuously deepening of economic globalization, cultural and technological interflow, exchange and interaction of different cultures, friendly communication between the peoples of the world has been the important way to promote civilization, development and social progress. Hereby, I would like to assure you of our sincere wishes for a smooth development of Confucius Institute in University of Cape Coast; best wishes for productive cooperative progress between Hunan City University and University of Cape Coast. We wish all the guests and friends present here good health and every happiness. May friendship between China and Ghana remain evergreen.

Thank you all !

**SPEECH BY PROFESSOR DOMWINI D. KUUPOLE ON OPENING CEREMONY  
OF CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST WELCOME ADDRESS  
ON JUNE 2, 2016**

**T**he famous Kenyan writer, Ngugi Wa’Thiongo, once made the observation, Our lives [as Africans] are a battlefield on which is fought a continuous war between the forces that are pledged to confirm our humanity and those determined to dismantle it...those who seek to mould it and those committed to breaking it up; those who aim to open our eyes, to make us see the light and look to tomorrow and those who wish to lull us into closing our eyes. Ngugi is making a wise distinction between cultural imperialism and the fruitful friction with other cultures that creates and deepens civilised encounters with others. We wish to acknowledge here and now that Confucius Institute at University of Cape Coast is intended in the long term to play a positive role, eye-opening and empowering in the life of our University and Ghana.

But what is the Confucius Institute? The Confucius Institute programme was founded in 2004 by the Chinese Ministry of Education with the central purpose to promote Chinese language and culture worldwide, to promote what is referred to as Chinese soft power. Unlike comparable western institutes, like the British Council or the German Goethe Institute, the Confucius Institute Headquarters (Hanban) determined that the location of all Confucius Institutes should be within an academic environment. The original plan was to open a thousand Confucius Institutes worldwide by the year 2020. As at 2015, there were four hundred and ninety-five Confucius Institutes operating in a hundred and thirty countries the world over, which means that the Confucius Institute Headquarters is well on its way to achieving its primary objective. Every Confucius Institute is a joint venture between a Chinese university and a host university – in our case, our Chinese partner university is Hunan City University, one of the most famous institutes of higher learning in China. The Confucius Institute Headquarters becomes the third and supervising partner in this arrangement. In Africa today, there are sixty Confucius Institutes and classrooms. In Ghana, even though University of Cape Coast wrote the first accepted Confucius Institute proposal in 2008, today we join University of Ghana as the second Ghanaian Confucius Institute.

In our eyes, the Confucius Institute at University of Cape Coast is here to serve certain very specific purposes. First among them is that it is going to enlarge and enrich the arena of intellectual debate. This idea is in reference to the underlying notion of the humanities: which is that we understand our humanity better when we study others. The Confucius Institute at the University of Cape Coast becomes beneficial to us as Ghanaians and Africans if it becomes an agent of engagement with our own culture, even as we engage with the Chinese. Let me explain: we read Shakespeare knowing very well that Macbeth is not an African and yet the sheer overwhelming humanity of the man, his overweening ambition, touch us because he is human like ourselves. By studying Macbeth, therefore, we come to understand the limits of ambition in ourselves. This is the gift of all good literature. It helps us open our eyes to the richness of the world around us. By approaching the Confucius Institute at the University of Cape Coast in this way, we begin to understand the compelling principle that Ngugi so wisely discerns in his statement.

And finally, by so doing, the Confucius Institute at the University of Cape Coast becomes one of those forces that are pledged to confirm our humanity and open our eyes. The introduction of Chinese language and culture into our curriculum can serve as a new measure of our research methodologies which will in the end sharpen our probing of our own cultures. The lesson I am trying to point out here is that the Confucius Institute at the University of Cape Coast is a positive addition to our stock, an enriching overture in the congenial dialogue among cultures. My presentation will not be complete without acknowledging the contributions of certain key people that have made it possible to open this institute at University of Cape Coast. Of course, our first acknowledgement is the presence and hand of God.



This project began under the administration of Professor Emmanuel Addow-Obeng and his Registrar, Mr. Samuel Kofi Ohene. When the original proposal was presented to these administrators, they gave their fullest possible support and immediately arranged a dialogue with Chinese Ambassador that culminated in as many as three trips to China in search of a partner.

These trips were facilitated by Mr. Kofi Enchill who was introduced to us as the official Ghanaian representative of a consortium of Chinese universities in Ghana. Acknowledgement must also be made of the current Minister of Education, our former Vice Chancellor, who, even now, is working to enhance scholarship opportunities for our students into Chinese universities. Mention must also be made of Mr. Jeff Onyame, the Deputy Registrar – Academic, who participated intimately in the negotiations that led to the acceptance of the proposal by the Chinese Ambassador in Ghana. The original idea for the Confucius Institute at University of Cape Coast and its implementation was mooted by the then Director of the Centre for International Education, Professor Kwadwo Opoku-Agyemang.

Finally, the full implementation of the Confucius Institute at University of Cape Coast project has fallen to the current administration and I must say that they have acquitted themselves with distinction. As for our partners at Hunan City University, it is a happy privilege to work with them for such a noble objective. We wish also to thank the Confucius Institute Headquarters, Hanban, for their patience, insight and all they have done to make this achievement possible. In conclusion, Confucius Institute at the University of Cape Coast is China's gift to us, an invitation to strengthen relations with Africa's biggest trading partner. It offers us the opportunity to enter another way of seeing, a new way to build cultural capital in consonance with our traditions and aspirations. Thank you and God bless.

## GHANA DIRECTOR PROF. K. OPOKU-AGYEMANG'S SPEECH ON CONFUCIUS INSTITUTE DAY 2016

It is reported that on September 23, 2016, the 3rd Confucius Institute Headquarters Open Day was held in Beijing on the theme of Cultural Diversity on the Silk Road. The Confucius Institute Multilingual Magazines Newsletter Number 09 reported that more than 300 people attended the event, including envoys to China from 44 nations, delegates from cultural organizations, the state-owned Assets Supervision and Administration Commission, the General Administration of Sport of China, Beijing Municipal Education Commission, the Party Committee and government of Xicheng District in Beijing, over 40 Chinese partner universities of Confucius Institutes, enterprises that support the development of Confucius Institutes, as well as Confucius Institute scholarship students in China who came from over 60 countries.

The first key term of the theme can be simply posed as a question: what is the Silk Road? It is commonly observed, for example in Wikipedia, that the Silk Road or Silk Route was an ancient network of trade routes that for centuries were central to cultural interaction through various regions of the Asian continent connecting the East and West from China to the Mediterranean Sea. While the term is a modern coinage, the Silk Road derives its name from the lucrative trade in Chinese silk carried out along its length, beginning in the Han dynasty (207 BCE 220 CE). The Han dynasty expanded Central Asian sections of the trade routes around 114 BCE, largely through missions and explorations of the Chinese imperial envoy, Zhang Qian. The Chinese took great interest in the safety of their trade products and extended the Great Wall of China to ensure the protection of the trade route.

Trade on the Silk Road played a significant role in the development of the civilizations of China, the Indian subcontinent, Persia, Europe, the Horn of Africa and Arabia, opening long-distance political and economic relations between the civilizations. [Though silk was certainly the major trade item exported from China, many other goods were traded, and religions, syncretic philosophies, and various technologies, as well as diseases, also spread along the Silk Routes. In addition to economic trade, the Silk Road was a route for cultural trade among the civilizations along its network.

The Silk Road can today be seen as a metaphor for globalization, the main traders during antiquity included the Chinese, Arabs, Turks, Indians, Persians, Somalis, Greeks, Syrians, Romans, Georgians, Armenians, Bactrians, and many others. The other key term is cultural diversity, and to tackle it I wish to pose the question: What does it mean to open a Confucius Institute here at University of Cape Coast? What do we stand to gain?

In our common pronouncements about the Confucius Institute at UCC, we generally tend to repeat the mantra about the transmitting and spreading of Chinese language and culture in Cape Coast, Ghana and elsewhere. But, to my mind, this view presents an unfortunate truncation. As the old scholars tell us, the proper acquisition and formal study of a new language is never a passive apprehension, but a full-bodied structural, cultural and linguistic dialogue between tongues that were initially foreign to each other. The process is self-reflexive: it transforms the very structures with which we think. The proposition is that it is linguistically impossible not to gain fresh insights and understanding into the layered existence of our own language when we acquire a new one. There is a paradox at play here: the deep lingual and cultural knowledge afforded by crossing the boundary into a new language simultaneously opens equally rich, new frontiers into our understanding of our own; and it is a simple moral imperative, especially in a research and pedagogic institution like UCC, to take full advantage of this new opportunity to learn more about our languages. This is a primary plank in our agenda at Confucius Institute at UCC.

Thus, by opening our curriculum to include Chinese language and culture, we at the same time create opportunities to allow us to discover new methodologies and approaches that can ultimately re-invigorate and re-purpose our study of Ghanaian languages, including even those foreign languages we have historically learnt to tame by domestic usage. This is the broad humanistic ideal that incited the creating and crafting of the original proposal leading to the founding of the Confucius Institute at UCC, and why, for example, it was proposed to house the project in a language department, English.

I have no doubt that UCC shares this vision, and will encourage close and mutually beneficent collaboration between the new Institute and the various Language Departments in our university, and our study of Chinese language and culture will become even more meaningful as a result. Confucius Institute at UCC is really about a dialogue between African and Chinese hegemonies: our work will have taken root when a Ghanaian student research project at UCC is successfully able to translate Ayi Kwei Armah into Chinese, and Chinese masterpieces into Ewe or Fanti! This is the kind of mutual cultural enrichment that we seek in our continuing effort here at CI-UCC.

Thank you all very much.

**REMARKS BY CHINESE AMBASSADOR TO GHANA H.E. MDM. SUN BAOHONG AT THE CHINESE AMBASSADOR SCHOLARSHIP AWARDING CEREMONY AT THE UNIVERSITY OF CAPE COAST (16TH NOVEMBER 2016, WEDNESDAY)**

Respected Chairman, Professor Joseph Ghartey Ampiah, Vice Chancellor of the University of Cape Coast (UCC),

Respected Professor George K. T. Oduro, Pro-Vice-Chancellor of the UCC,

Respected Mr. J. K. Nyan, Registrar of the UCC,

Chinese and Ghanaian Directors of the Confucius Institute at the UCC,

Faculty Members and Students,

Ladies and Gentlemen,

Good morning!

I am very delighted to be in UCC again to present scholarship to 20 brilliant students who have excelled in learning Chinese language. Thank you all for being with me. My three congratulations, to the students who have achieved academic excellence, to the Chinese teachers who have been devoted to their work, and to the Vice Chancellor who has just assumed the important post. I wish that during your tenure more pillars of the society would be brought up by UCC.

I want to commend UCC for the perfect arrangements of the event today. I have taken notice that my photo is hung up on both sides of the hall. You can see this Chinese Ambassador to Ghana is really working hard, because she looks much older now compared with the young girl in that photo of 2014.

I also want to commend the Pro-Vice-Chancellor's speech. Only that he knows too much about China-Ghana relations and he has talked a lot and spoiled my speech. So what should I say? People present today are friends of China. As US has just concluded its general election and Ghana will witness its general election early next month, people may be asking what China is doing at this time.

I want to expound on three events that happened recently. Almost two weeks ago, China launched its first heavy-lift Long March 5 carrier rocket, marking a new milestone in the country's space industry. As the nation's strongest and most technologically advanced launch vehicle, Long March 5 will enable China to put its future manned station into space and send unmanned probes to Mars. Twenty-fives days ago, a grand gathering was held in Beijing to commemorate the 80th anniversary of the Long March of the Chinese Red Army. The Long March is enlisted among "100 Events that Changed the World". From October 1934 to October 1936, the Chinese Red Army soldiers left their bases and marched through raging rivers, snowy mountains and arid grasslands to break the siege of the Kuomintang (Nationalist Party of China) forces and continue the fight against Japanese aggressors. Some of them marched as far as 12,500 kilometers, almost the same distance from Accra to Beijing. The surviving military force was less than 7000, down from 86,000 at the start of the Long March. "Compared to the Long March, Hannibal's crossing of the Alps was like a summer's day stroll," noted American journalist Edgar Snow in his book "Red Star Over China". The epic Long March was truly a great expedition to uphold idealism and faith, overcome difficulties, and break new ground. It was a remarkable turning point for China's liberation cause and the Communist Party of China (CPC). Chinese leaders have made frequent references to the Long March to boost people's confidence when China faces grave challenges or to prevent people from being self-conceited as what we have achieved may only be the first step of the 10,000 mile Long March.

Between the two events above-mentioned, the Six Plenary Session of the 18th CPC Central Committee was concluded on 27th October. The plenum introduced a set of norms for the political life of Party members and revised an intra-Party supervision regulation. China has registered rapid growth for more than 30 years but at the same time has also accumulated a number of structural problems, which call for an urgent and holistic reform. It is by no means easy to deepen the reform as the pains and costs of



the reform bring about may have bred some opposing voices from within. What is more, the external factors are not always favorable. For the time being, the world economic recovery is sluggish and China has been made a scapegoat by some forces who simply don't believe that China will embark on the path of sustainable development and speculate on China's collapse from time to time.

CPC holds that better governance of the nation must start from stricter governance within the Party. As a ruling party with 88 million members governing a nation of more than 1.3 billion people, Party building is a very important mission for the CPC. Since the past 4 years, the Party has strengthened discipline, power restriction, accountability and inspection, keeping high profile on anti-corruption, investigate and prosecute every corruption case to strengthen the construction of anti-corruption system and mechanism. This is to make sure that all Party members will act in conformity and the entire country maintains solidarity so as to carry forth the spirit of the Long March to move forward on "a new Long March" to realize the Chinese dream of national rejuvenation.

A Ghanaian scholar who has been in China for 8 years echoes the Chinese leader in his recent article "China is on the way of new Long March". He calls on the developing countries to draw on Chinese people's perseverance, adaptability, longing for success and never giving up. So with the ending of these three Long March stories, I almost come to the conclusion of my remarks. China and Ghana enjoy time-honored friendship and carry out extensive cooperation in various fields. Our cooperation in culture, education and people-to-people exchange are ever increasing. So far, China has set up 2 Confucius Institutes in Ghana, sent Chinese teachers to teach Chinese in 5 Ghanaian universities. More exchanges of visits have been conducted including former Vice-Chancellor of UCC Professor D.D. Kuupole and Honorable Minister for Education Professor Nanaa Jane Opoku-Agyeman. More tertiary institutions form partnership to jointly run classes. More Ghanaian students go to study in China and this year we have issued visas to over 1,200 Ghanaian students. China Ghana Graduates Association has also been set up.

As Chinese Ambassador, I am committed to a better China-Ghana relations and will make every effort to promote exchange and cooperation between our two countries. I encourage Ghanaian awardees today to continue sticking to the road of learning Chinese as this is also a kind of Long March that tests people's faith and tenacity.

Thank you!

CHAIRMAN'S REMARKS BY THE VICE CHANCELLOR  
AMBASSADOR'S AWARD OF EXCELLENCE  
CONFUCIUS INSTITUTE UNIVERSITY OF CAPE COAST  
Institute of Education Conference Room

1. INTRODUCTION

It is a deep pleasure for me to be present as Chairman at such a happy event, and I would like to warmly thank the Chinese Ambassador, Her Excellency Sun Bao Hong, whose creative initiative has made all this possible; and the Confucius Institute at University of Cape Coast, its two Directors, Prof. Hu Liang Cai and Prof. Kwadwo Opoku-Agyemang, as well as faculty and staff, for the excellent work they are all doing to raise the profiles of our university and our dear nation, and that of our partners, Confucius Institute Headquarters-Hanban, and Hunan City University. Through the work they are doing, they underline the lasting message of our university's Motto: Veritas Nobis Lumen

2: BACKGROUND AND HISTORY

Our Confucius Institute at UCC is very young; its history is still forming, and can be briefly told: In 2009 a proposal initiated and written by the then Director of Center for International Education, was submitted to the Confucius Institute (CI) Headquarters by the University of Cape Coast (UCC) and its Chinese partner, Hunan City University (HCU), to apply for a Confucius Institute at UCC to promote knowledge of Chinese language and culture in Ghana. That was the beginning. Then, in December 2014, a high-powered delegation of Chinese senior politicians, university academicians and administrators from HCU paid a visit to UCC with the primary mission to revive the project. The proposal was thoroughly revised and re-submitted, and this time our application was validated. Permission was granted to begin operation of the Confucius Institute at UCC. The Confucius Institute at UCC was, therefore, officially opened on June 2, 2016 with great fanfare.

3: CONFUCIUS INSTITUTE AT UCC

What does it mean to have a Confucius Institute at UCC, and what do we stand to gain? The benefits of cross-cultural exchange are largely bi-directional, and they speak directly to the historical growth of all civilizations. By opening our curriculum to include Chinese language and culture, therefore, we create opportunities to engage with one of the most influential economic and cultural presence in the world today, China. At a more immediate level, engaging with China through the Confucius Institute allows us to discover new methodologies and approaches that can ultimately re-invigorate and re-purpose our study of our own Ghanaian languages, including even those foreign languages we have historically learnt to tame by domestic usage. For this reason we urge close collaboration between Confucius Institute and our many Language Departments. This is the broad humanistic ideal that incited the creating and crafting of the original proposal leading to the founding of the Confucius Institute at UCC

Confucius Institute at UCC offers many avenues of growth to students, staff and faculty through grants, study abroad programmes and scholarships. From the beginning, there has been a healthy traffic of faculty, administrators and students between the two partner institutions. In 2009, UCC received two lecturers in Music and Computer Science from HCU. In the following year, as a way to prepare for the coming of the Confucius Institute, UCC reciprocated by sponsoring two lecturers to HCU to study Chinese language and culture. Before becoming Vice Chancellor, I myself spent a very fruitful time as Visiting Professor(Chinese Government Program named "Famous Overseas Scholar") at our partner university, Hunan City University.

According to its Development Plan, the Confucius Institute will organize lectures and seminars in the field of Chinese language, culture, history, politics, economics, sociology, philosophy and allied areas of scholarship and interest. As a starting point, on September 30, 2016, Confucius Institute organized a very

successful Confucius Institute Day. It was so popular that there were more people standing outside the venue than inside. The signs are good that we will have one of the very best Confucius Institutes in the region.

#### 4: THE CHINESE AMBASSADOR'S EXCELLENCE AWARD

Although I have been in office as Vice Chancellor for only a few months now, I can confess to you how easy it is to get lost in the daily details of university administration, important as they are, and to lose sight of the big picture, and the crucial national reason we are all here. It is formal gatherings such as this geared to excellence that help us to clarify our focus as a University, and therefore, enable us to see in a new light our larger purpose as educators in a growing nation. Our central pursuit, the one immutable principle of concern, is and has always been the pursuit of excellence. We abstract the very best among us to stand as a model, a living copy of our closest desire.

This morning, we have gathered to pay tribute to that principle of excellence. It is my privilege and pleasure, therefore, to be the Chairman of this special occasion.

THANK YOU MADAM AMBASSADOR, THANK YOU ALL!

#### BACKGROUND

By opening our curriculum to include Chinese language and culture, we at the same time create opportunities to allow us to discover new methodologies and approaches that can ultimately re-invigorate and re-purpose our study of Ghanaian languages, including even those foreign languages we have historically learnt to tame by domestic usage. This is the broad humanistic ideal that incited the creating and crafting of the original proposal leading to the founding of the Confucius Institute at UCC, and why, for example, it was proposed to house the project in a language department, English.

I have no doubt that UCC shares this vision, and will encourage close and mutually beneficent collaboration between the new Institute and the various Language Departments in our university, and our study of Chinese language and culture will become even more meaningful as a result. Confucius Institute at UCC is really about a dialogue between African and Chinese hegemonies: our work will have taken root when a Ghanaian student research project at UCC is successfully able to translate Ayi Kwei Armah into Chinese, and Chinese masterpieces into Ewe or Fanti! This is the kind of mutual cultural enrichment that we seek in our continuing effort here at CI-UCC.

There is already a firm and building relationship between UCC and HCU operating under a formal Memorandum of Understanding. Since 2008 there has been a healthy traffic of faculty, administrators and students between the partner institutions. In 2009, UCC received two lecturers in Music and Computer Science from HCU. In the following year, as a way to prepare for the coming of the Confucius Institute, UCC reciprocated by sponsoring two lecturers to HCU to study Chinese language and culture. Since then, a Chinese Language Centre has been operating a Chinese Proficiency course in the Department of English under the hand of a Chinese language tutor sponsored from HCU. Just before the end of 2014, a high-powered delegation that included the Provincial Communist Party Chairman visited UCC to renew the relationship between the two partner universities. We consider all this auspicious, and the harbinger of a steady flow of student and faculty exchange between our two Universities. We look forward to working with such a prestigious university in the CI project.

#### DEVELOPING A MODEL FOR CHINESE INSTRUCTION IN UCC

In full anticipation of the opening of the CI, the Department of English currently runs a Proficiency Course in Chinese language for UCC students; this programme is suited to serve as a Model Site for the instruction of Chinese language and culture.

When the CI programme is approved, the Department of English will reinforce the Chinese instruction program already in its curriculum. Towards this objective, two young instructors from the Department were sponsored to Hunan City University, China, to study Chinese language and culture for the upcoming establishment of the Institute, and to sensitize them on the specific methodological challenges in teaching the language in the classroom. The Department will serve as demonstration center to other departments within the university. Based on that, we hope to develop effective ways to integrate Chinese instruction in a meaningful manner into the general curriculum. Students graduating from UCC will have the opportunity, skills and predilection to continue operating in Chinese.

#### 5. RESOURCE ROOM

The Confucius Institute at UCC will be located in the brand new Language Learning Complex belonging to the Faculty of Arts. It will operate from a Resource Room in its facilities at the Department of English, UCC. The Resource Room will make books and other materials related to Chinese language instruction available to students, teachers and interested individuals throughout the community. Books donated to the resource room will be duly catalogued by qualified staff in UCC libraries. With time, catalogue records will be integrated into the OPAC (Online Public Access Catalogue) of UCC Library. Public access to the materials in the public library will support the language programme at UCC as well as increase community awareness and interest in Chinese language and culture.

#### 6. LECTURES AND SEMINARS

The Confucius Institute will organise lectures and seminars in the field of Chinese language, culture, history, politics, economics, sociology, philosophy and allied areas of scholarship and interest. These activities will be planned jointly with UCC's Chinese programme and the HCU, drawing on UCC's teaching and research strengths in Chinese, and shall be integrated with other programmes organized by UCC.

#### 7. FACULTY EXCHANGES

The Confucius Institute will serve as a hub to coordinate faculty exchanges between UCC and HCU in the broadest possible range of academic disciplines. Additionally, the Institute will work to help form lecturer exchange programmes for UCC lecturers with universities or schools in China.

#### 8. STUDENT INTERNSHIPS

The Confucius Institute will help coordinate the work of student interns assisting UCC in teaching Chinese. Guided by HCU and staff of the Institute, students from both UCC and HCU will be offered internship opportunities in a variety of fields, serving, for instance, as teaching assistants or organizers of cultural events.

#### 9. STUDY ABROAD OPPORTUNITIES

The Confucius Institute, in collaboration with other university arms such as CIE, will facilitate the efforts of UCC students to visit and study in China during their long vacation. Student leaders from UCC and HCU will be encouraged to exchange visits, and to study leadership strategies in the different contexts. The Institute will also help identify partner schools in China that are interested in establishing connections with UCC. Student pen-friends, study mates and more comprehensive exchange programmes can be explored with guidance from the Confucius Institute.



## **SPEECH ON THE OPENING CEREMONY AT UPSHS CHINESE LANGUAGE TRAINING CENTER BY PROFESSOR. HU LIANG CAI**

**D**istinguished Chairman, Honorable Regional Minister  
Regional Director of Education, Municipal Director of Education, Headmistress, Professors  
and Teachers, Students,  
Media houses and Invited Guests  
Ladies and gentlemen, good morning!  
My warmest welcome to all of you!

With our best wishes from Confucius Institute Headquarters (Hanban) to University Practice Senior High School (UPSHS), we feel very honored to have this opportunity to establish Chinese language training center at UPSHS. Firstly my special thanks goes to the Confucius Institute Headquarters, Confucius Institute UCC working staff, and all staff at University Practice Senior High school (UPSHS). In-fact I am very grateful to you all for the hard work you have done for the successful Inauguration. History tells us that Ghana and China established diplomatic relations on 5th July 1960. But our enduring national bonds began further back, and on a firm and friendly note: China was one of the first countries in the world to recognize Ghana's independence. China first President Mao Zedong and the first President of Ghana Dr. Kwame Nkrumah, enjoyed very strong personal and fraternal relationship but it is known that his main buddy in the Chinese political echelons was the Foreign Minister, Chou En Lai. The founding fathers of the two republics laid a solid foundation for the development of the bilateral ties, and multilateral forums such as The Non-Aligned Movement. In recent times, fruitful achievements have been made in various fields of bilateral cooperation, especially under the framework of China-Africa Cooperation Forum. The establishment of these diplomatic ties between these two nations has provided more opportunities including education and as a result has paved a way to UCC and HCU established Confucius Institute at university of Cape Coast last year June 2016.

At this point view, please allow me to briefly introduce "Confucius" to you. Confucius was a great Chinese educator and famous thinker of 2000 years ago. His educational thought has nurtured the Chinese people from generation to generation, which is one of the world's most precious cultural heritages. For example, Confucius put forward a thought that everyone has the equal right to education, regardless of his or her background or social status, which has been recognized by the people all over the world and is still of great significance till now.

So our main reason of setting up the Chinese language training center at University Practice Senior High school (UPSHS) is to strengthen educational co-operation between China and Ghana by means of supporting and promoting the development of Chinese language education in primary, middle and senior high schools to increase mutual understanding and friendship between the young people of China and Ghana.

The overseas Chinese language teaching, enhancing Sino-foreign cultural and educational cooperation has increasing friendship between China and overseas countries.

So far, more than 500 Confucius Institute and more than 1000 Confucius Classrooms have been established in 137 countries and regions of the world and let all hope our Chinese language training center at UPSHS will later become one of the Confucius Classrooms of Confucius Institute, so I wish we all keep on working hard to promote the Chinese language teaching in our school for us to become one of the best Chinese training center in Ghana, beside we will also provide scholarships to the brilliant Chinese language students and organize summer and winter camps for brilliant students, teachers and administrators in China, Finally I will say that Chinese Language train is at UPSHS now and it is about to move, come board and let's go.

## REMARKS BY CHINESE AMBASSADOR H.E. MDM. SUN BAOHONG ON THE FIRST ANNIVERSARY CELEBRATION OF CONFUCIUS INSTITUTE AT THE UNIVERSITY OF CAPE COAST

**R**espected Prof. George K.T. Oduro, Pro-Vice-Chancellor of the University of Cape Coast,  
Hon. Kwamena Duncan, Minister of the Central Region,  
Respected Prof. Hu Liangcai and Prof. Kwado Opoku-Agyeman, Chinese Director and Ghanaian  
Director of Confucius Institute at the University of Ghana,  
Distinguished guests,  
Faculty members, students,  
Ladies and gentlemen,  
Good morning!

It is my great pleasure to attend the first anniversary celebration of Confucius Institute at the University of Cape Coast. There is a Chinese saying, everything is hard in the beginning. In the past one year, teachers and volunteers of the Confucius Institute at UCC have overcome a number of difficulties and given sweat of hardworking to get off to a flying start. I would like to express my deep respect for your unremitting efforts. I would also like to take this opportunity to extend my sincere gratitude to the faculty members of UCC and our Ghanaian friends who are committed to China-Ghana friendship and who have rendered strong support to the smooth operation of Confucius Institute.

Confucius Institutes have traversed an extraordinary journey of 12 years. Up till now, there are 511 Confucius Institutes and 1073 Confucius Classrooms in 140 countries with 2.1 million students of all kinds. Confucius Institutes have become an important platform for exchange and mutual emulation of Chinese and other civilizations, and a window through which the world comes to know more about China and China deepens the friendship and cooperation with other countries.

Confucius Institute at UCC is said to be the 500th Confucius Institute around the world and the second in Ghana. Yet, I keep with myself letters requesting for setting up Confucius Institute from vice-chancellors of several Ghanaian universities.

Perhaps it is time to answer one question, what is the reason that Confucius Institutes are becoming increasingly popular and influential in this society?

First of all, it undoubtedly attributes to the charm of Chinese culture. Confucius Institute is the place where people learn Chinese language and understand Chinese culture. The Chinese civilization traversed for thousands of years, and yielded large quantities of cultural treasures with broad and profound essence. There's a province called Shaanxi in China. The number of cultural relics displayed in the museums in this province reaches nearly 8 million. Today I brought here a birthday gift, called double-faced embroidery. This embroidery technology was developed a thousand years ago in China. You can see the splendor of Chinese culture through this piece of works. What's more, there are lots of ideas and moral norms originated from Chinese traditional culture, values of which never fade away.

For example, the Chinese leaders often make full use of the sayings from our ancient wisdom and instruct the Chinese civil servants to acquire political ambitions such as Be the first to worry the woes of the people, and the last to share the weal of the people; to follow your heart of patriotism such as whatever my social status, I will never lay aside my concern for the nation, to obtain the awe-inspiring righteousness such as Never be corrupted by wealth and status, Never depart from principle due to poverty or humble position, Never bow down to power or coercion, and to have the spirit of dedication such as Everyone will one day die; when my day comes, may my loyalty to the country be inscribed into history. The Chinese nation has developed the human-oriented concept of loving all creatures as if they are your kind

and all people as if they are your brothers, the political concept of governing with both virtue and rule of law, the peaceful approach of love, non-offense and good-neighborliness, the idea of peace being of paramount importance and harmony without uniformity as well as personal conduct to treat others in a way that you would like to be treated and help others succeed if you want to succeed yourself. These traditional values with a unique oriental touch provide endless source of invaluable cultural assets to the theory and practice of major-country diplomacy with Chinese characteristics.

Second, it attributes to the comprehensive national strength of China. The increasing influence of Chinese culture is indispensable with China's rapid economic development. As Chairman Mao Zedong's poem goes, Nanjing City, getting rid of the old ruler, outshines its ancient glories; In heroic triumph heaven and earth have been overturned. After reform and opening-up for over 30 years, China has become the second largest economy in the world and the main driving force for the world economy, contributing 30% annually to the world economy. China is leading global governance by contributing Chinese wisdom and Chinese proposals. The Belt and Road Forum for International Cooperation was concluded in Beijing half a month ago with abundant results. Chinese President Xi Jinping pointed out in his remarks that China will insist on jointly building through consultation to meet the interests of all, aiming at policy, infrastructure, trade, finance and people-to-people connectivity. China will work together with other countries to build the Belt and Road into a road of peace, prosperity, opening up, innovation, and civilization. This caused active response from all parties. China signed dozens of cooperation agreements with countries and international organizations during the Forum, which outlined the road map for the success of the Belt and Road Initiative and pointed a clear way for future cooperation. China brought up many new measures to build synergies in development strategies and policies, promote the construction of economic corridor, enhance major projects cooperation and enlarge financial support. This shows China's responsibility. This sends out the strongest voice of the times.

Third, it attributes to the vigor of China-Ghana relations. Ghana is the second sub-Saharan African country to establish diplomatic relations with China. After 56 years, our relations have grown from strength to strength and our cooperation in all areas has obtained significant success, bringing real benefits to our two peoples. Ghana is an important partner to China on the African continent. Our bilateral trade volume and China's investment in Ghana rank among the forefront throughout Africa. Now the Chinese side is working with the new Ghanaian government to strengthen collaboration, enhance communication and exchanges on governance, and scale up planning on priority projects of future cooperation. In the meanwhile, China and Ghana share vibrant exchanges on culture. Our cooperation in the area of culture, education, sports, tourism, press, think tanks, youth and women is ever increasing and mutual understanding has been deepened. More and more Ghanaian friends love learning Chinese and go to China for study or business. The University of Ghana will set up its master program of Chinese language teaching soon, which will be a breakthrough in Africa and of great importance for Ghana to conduct Chinese language teaching in the future. The key to sound relations between countries lies in the affinity between their peoples, which largely stems from mutual understanding. A Chinese ancient philosopher once said, Visit those who you feel close to even without meeting them before, and invite those you cannot forget long after your paths crossed. I think this is a perfect definition of exchange between UCC and Hunan City University.

Faculty members, students, ladies and gentlemen,

In modern times, all countries are growing into a community of common interests and common destiny for all mankind. The megatrend of mutually enriching cultural exchanges and win-win cooperation between China and the world bring historical opportunities and broad space for the development of Confucius Institutes.

Human beings have a history of civilization for thousands of years. Each country and each nation become what they are by inheriting the past and forging the future, and the world becomes what it is by integration of diversified civilizations. We explore wisdom and absorb nutrients from different civilizations to find inner peace and spiritual handhold, and work hand in hand to deal with challenges that all mankind is facing. In March 2014 at UNESCO headquarters, Chinese President Xi Jinping pointed out in his remarks that Civilizations have become richer and more colorful with exchanges and mutual learning. Such exchanges and mutual learning form an important drive for human progress and global peace and development. Last month at the opening ceremony of the Belt and Road Forum for International Cooperation, President Xi emphasized in his speech that we should build the Belt and Road into a road connecting different civilizations. In pursuing the Belt and Road Initiative, we should ensure that when it comes to different civilizations, exchange will replace estrangement, mutual learning will replace clashes, and coexistence will replace a sense of superiority. This will boost mutual understanding, mutual respect and mutual trust among different countries.

Chinese national leaders attach great importance to the construction of Confucius Institutes and instruct the latter to go for innovation, cooperation, inclusiveness and sharing, deepen the reform and innovation of teachers, teaching materials and teaching methods, extend functions, improve quality, and strive for content-driven development. Confucius Institutes should advocate the initiatives of collaborators from both sides, improve the mechanism and enhance the partnership and integration. Localization, opening doors for everyone, and promoting mutual learning are to be pushed forward. Confucius Institutes should take an active part in serving the Belt and Road Initiative, make efforts to benefit all the people, and make fresh contribution to promoting the pluralistic civilizations.

It will take a long way to go for the one-year old Confucius Institute at UCC to realize those ambitions. However, those who keep practicing will succeed, those who keep moving will reach the final destination. Roads are created by walking, achievements are scored by doing. Common cause calls for joint efforts. I would like to extend my best wishes to Confucius Institute at UCC and hope you will continue to elevate your work a notch higher. I firmly believe that your journey has just begun with a pleasing outlook and your efforts will be pay back with a more colorful future.

Thank you!



## **A SPEECH BY CENTRAL REGIONAL MINISTER OF GHANA- HON. KWABENA DUNCAN AT THE FIRST ANNIVERSARY CELEBRATION OF CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST**

(June 2, 2017, UCC Main Auditorium )

Ladies and gentlemen:

Good morning

Ghana's relation with China is a relationship that has been beneficiary to both countries, and if we decide to take account, I am sure that alone will take the entire day. But it is so obvious that the two countries have stood side by side in their relationship, and their people have one way or the other benefited from this relationship. The establishment of Confucius Institute is even a further platform for the strengthening of this relationship between our two countries. I am glad as the Minister for the Region, to have this Institute collaborate with the University, for the benefits of the people in the Region and by virtue their counterpart.

I highly commend the management of the University, for this wonderful vision to team up with this Institute, which undeniably will seek to add on to the human resource base in the Region. Already, the presentation delivered by Prof. Hu linagcai, China Director of the Confucius Institute – UCC, indicated that our people have already started studying the Chinese Language. This wouldn't have happen without the decision made by the University to collaborate with this Institute, I therefore applaud the management of this University for taken such a decision.

In terms of what we have benefited from the Chinese government in the Region, the list is many. The Chinese are into major infrastructure development in the region, such as the Atta Mills Sports Stadium, and the legendary Kotokoraba market which was done for us by the government of China. They are also into assisting us in the Region to shape up our roads, and construction of several educational structures, all of these free of charge. For us in the Region, we have benefited immensely from the government and people of China. Therefore, this collaboration between Confucius Institute and University of Cape Coast will further give us more benefits.

The first time I heard the name "Confucius" was in my middle school form one to form three. I got to know that the name "Confucius" was the name of a Chinese philosopher. He was also a teacher, a great educator, a philosopher, an editor, and a politician. Today we have the Confucius Institute here, it is because Chinese people place a lot of value on this man.

The things which he valued were personal moralities, governmental moralities, correctness in social relationships, fairness and justice, those were the teachings and beliefs of Confucius. There is therefore no doubt about the character of Chinese people. They believe in the correctness of attitude, and those who go contrary to that face the penalty. Those are the things that have work together to bring the Chinese people to where they are today, and it is not in doubt that the twenty first century belongs to the Chinese people.

It is unfortunate that a few days ago, America decided to step out of an agreement to find a solution to the world climate problem. It is not surprising therefore, that the world is calling on China to take the leadership position which has been relinquished by America. The very things which have made China come this far are a lesson to us as a country. In our individual and official roles, in our leadership positions, let us ensure that the things we do will have a positive impact on the development of our country. The golden rule on which Confucianism was based was "do unto others as you like them do unto you", that was the principles of Confucius and if we all have this attitude as a country, I am sure we will succeed in

taking our country from this level to a higher level.

On this account, I wish to congratulate Confucius Institute – University of Cape Coast for their one year anniversary. I wish you a joyful celebration, and I urge that you bear in mind the need to carry out the goals and the objectives that you have set for yourselves. I wish also to congratulate the University. I am happy for the leadership of the university today, and I urge that they further extend the necessary support needed by this Institute to grow and to be of immense benefit, not only to Central Region but Ghana as a whole.

I thank you for your kindness.

**SPEECH BY PROF. GEORGE T. ODURO PRO VICE CHANCELLOR,  
UNIVERSITY OF CAPE COAST ON THE OCCASION OF THE FIRST ANNIVERSARY  
CELEBRATION OF CONFUCIUS INSTITUTE-UNIVERSITY OF CAPE COAST  
THEME: GHANA-CHINA IN HARMONY**

**1. INTRODUCTION**

On behalf of the Vice Chancellor, let me welcome you all to this celebration of the first anniversary of our Confucius Institute. It is a deep pleasure for me to be present as Chairman of such a happy event, and I would like to warmly thank the Chinese Ambassador, Her Excellency Sun Bao Hong, whose enthusiastic support has made all this possible; and the Confucius Institute at University of Cape Coast, especially its two Directors, Prof. Kwadwo Opoku-Agyemang, whose creative initiative led to the founding of the Confucius Institute, and Prof. Hu Liangcai, the hard-working Chinese Director. As well, let me thank the faculty and staff of the Institute, for the excellent work they are all doing to raise the profile of our university and our dear nation, and that of our partners, Confucius Institute Headquarters-Hanban, and Hunan City University. Through the work they are doing, they underline the lasting message of our university's Motto: Veritas Nobis Lumen!

**2: BACKGROUND AND HISTORY**

Since we are here to celebrate the founding of this budding Confucius Institute, it will be appropriate to recapitulate its nascent story. In 2009 a proposal initiated and written by the then Director of Center for International Education, Prof. Kwadwo Opoku-Agyemang, was submitted to the Confucius Institute (CI) Headquarters by the University of Cape Coast (UCC) and its Chinese partner, Hunan City University (HCU), to apply for a Confucius Institute at UCC to promote knowledge of Chinese language and culture in Ghana. That was the beginning. Then, in December 2014, a high-powered delegation of Chinese senior politicians, university academicians and administrators from HCU paid a visit to UCC with the primary mission to revive the project. The proposal was thoroughly revised and re-submitted, and our application was validated. Permission was granted to begin operation of the Confucius Institute at UCC. The Confucius Institute at UCC was, therefore, officially opened on June 2, 2016 with great fanfare. Thus, today we find ourselves here, to mark the first anniversary of our newest Institute.

**3: CONFUCIUS INSTITUTE AT UCC**

Confucius Institute at UCC offers many avenues of growth to students, staff and faculty through grants, study abroad programs and scholarships. From the beginning, there has been a healthy traffic of faculty, administrators and students between UCC and our partner institution, Hunan City University (HCU). In 2009, UCC received two lecturers in Music and Computer Science from HCU. In the following year, as a way to prepare for the coming of the Confucius Institute, UCC reciprocated by sponsoring two lecturers to HCU to study Chinese language and culture. The the template was set for fruitful exchange.

What does it mean to have a Confucius Institute at UCC, and what do we stand to gain? The benefits of cross-cultural exchange are largely bi-directional, and they speak directly to the historical growth of all civilizations. By opening our curriculum to include Chinese language and culture, therefore, we create opportunities to engage with one of the most influential economic and cultural presence in the world today, China. At a more immediate level, engaging with China through the Confucius Institute allows us to discover new methodologies and approaches that can ultimately re-invigorate and re-purpose our study of our own Ghanaian culture and languages, including even those foreign languages we have historically learnt to tame by domestic usage. For this reason we urge close collaboration

between Confucius Institute and our many Language Departments. This is the broad humanistic ideal that incited the creating and crafting of the original proposal leading to the founding of the Confucius Institute at UCC.

#### 4. CONFUCIUS INSTITUTE IN OUR WORLD

Confucius Institute is a welcome and necessary presence, especially now. One of the principal functions of Confucius Institute is to build bridges across cultural boundaries, to create safe and welcoming spaces where different cultures can meet and interact to the mutual benefit of all.

In Africa today, the promise of democracy is evolving; there are signs of positive growth in justice and fairness, in institutional development, and in a deep adjustment to the challenges of the day. More and more, our leaders are coming to see that the old, closed ways of doing things have to be challenged, and that smart planning hinges on innovation and a robust and balanced system of international cooperation.

Confucius Institute at University of Cape Coast can be seen as one such purposeful way forward. In celebrating Confucius Institute at UCC, therefore, we put on display our wish to build for ourselves and our future an open and successful society in which we enjoy the full benefits of all the cultural and intellectual heritage of the world. The theme of this celebration is Ghana-China in Harmony. I like think that the harmony we seek is based on innovative thinking, cooperation, mutual respect, inclusion and sharing. All this merges seamlessly with the mission and vision of our University.

On behalf of the Vice Chancellor, and on my own behalf, let me wish Confucius Institute at UCC God's blessings, and endless years of positive growth and profit.

May the good Lord bless us all.



## OPENING SPEECH BY PROF. K. OPOKU-AGYEMANG DIRECTOR, CONFUCIUS INSTITUTE

THEME:

GHANA-CHINA IN HARMONY THE FIRST ANNIVERSARY CELEBRATION OF CONFUCIUS INSTITUTE-UNIVERSITY OF CAPE COAST

Mr. Chairman

Chinese Ambassador H.E. Madam Sun Baohung

Honorable Minister of State

Special Invited Guests, Ladies and Gentlemen:

Dear Faculty, Students and Staff

Welcome to Confucius Institute at UCC

Welcome to our First Anniversary Celebration

As a way to welcome you, please allow me to say a few words about our Confucius Institutes generally, and the meaning of today's event. Confucius Institute has become a worldwide phenomenon. Conceived as a modest non-profit public educational outfit thirteen years ago in 2004 by the Chinese government, Confucius Institutes have multiplied the world over, and there have been vast new developments and achievements.

Only two weeks ago, my co-Director and I were the guests of the Confucius Institute at the University of Zambia, in the capital, Lusaka. The occasion was the 2017 Joint Conference of Confucius Institutes in Africa. There, we found that the Ministry of General Education in Zambia has recently given approval to the Curriculum Development Center in Lusaka for the introduction of Chinese Language Syllabus at both the Junior and Senior Secondary School levels. This means that today in all of Zambia Chinese language instruction is embedded at all the levels in secondary schools. All school-going children from Grades 8 to 12 learn Chinese. You can imagine the alacrity with which I grabbed copies of the syllabus! And I am sure you will agree with me that there is an important lesson of policy here that we in Ghana can profitably study.

Let me share a few of the figures I have garnered: Last year alone six million fresh candidates took the Chinese Proficiency Tests at all levels; and in that same year 84 new Confucius Institutes at universities, and Confucius Classrooms in primary and secondary schools were established. Sixty-seven countries including Italy, Tanzania, and Romania all have Chinese Language teaching in their national education system. Across the world, on five continents, 410 universities have absorbed Confucius Institute courses into their credit systems. Not to be left behind, the British government has recently launched its 'Mandarin Excellence Program' that grants 10 million Pounds Sterling to Chinese language teaching in primary and secondary schools in the UK. In Kenya the University of Nairobi offers programs in Chinese language and culture up to the Ph.D. level.

And in the United States, the Governors of the states of Utah and Delaware have jointly declared in a policy statement that young Americans should be given the opportunity to develop basic skills in Chinese. With the number of new learners at 2.1 million, Confucius Institute has become the most comprehensive, inclusive and influential language and cultural community in the world today.

As Madam Liu Yandong, the Vice Premier of PR China, and Chair of Council of the Confucius Institute Headquarters declared in her Keynote Address at the 11th Confucius Institute Conference in December 2016: 'It's self-evident that Confucius Institutes have fuelled the global "Chinese learning fervor", and helped more and more people to experience ... Chinese language and culture'.

It was with great pride and a well-earned sense of achievement, therefore, that we opened Confucius Institute at University of Cape Coast in June of 2016. As a university we knew we were beginning a glorious journey, in the company of some of the best and oldest universities in the world. Today, one year on, we celebrate that achievement. And we are so happy to have all of you join us. Thank you, Your Excellency the Ambassador of China; thank you Honorable Minister of State; thank you Special Guests, Provosts, Deans, Headteachers, Faculty, Staff and Students; thank you everybody.

It is axiomatic that when cultures retreat and close themselves off to the rest of the world, they wither and die. But when they choose to harmonize with other cultures, they flourish and endure. The free and fair exchange of heritage and hope is the life-blood of all cultures. Ghana has always stepped forward, unafraid to mix and march with the world, despite its size. As Her Excellency The Chinese Ambassador rightly pointed out in a speech here at UCC last year: "The number of Ghanaian professionals trained in China ranks third among African countries".

As our theme today suggests, we dearly seek to find harmony between our two peoples, Ghana and China: a common ground that harmonizes our own system and that of China into a new intellectual, cultural and economic whole that will be profitable for both of us. Our emerging understanding of China is paralleled by a new and closer Chinese understanding of Africa. This can only be for the good.

Still, we need to think deeply, carefully and clearly about this new relationship. It is up to us to leverage the intellectual diversity Confucius Institute makes available to us so that our eyes and ears remain open both to the expansive new opportunities as well as the threats of ancient stereotypes that can be fought only with the open exchange of ideas. If we remain the vigilant students of culture that we are, then we stand to extend the frontiers of knowledge and development for the lasting benefit of all our peoples.

Confucius Institute at University of Cape Coast is here to lead our students to confront and celebrate this new and ancient and different culture, China. As is well known, to learn a new language is to open yourself to a whole new world; you enter into an open exchange of ideas; you test old verities against new ideas; you commit to the pursuit and discovery of the heart of the new language. And you grow thereby, firm and round and free. The perennial paradox underlining all cultural exchange is that the more we study others, the better we come to understand ourselves. Thus, the sweetest part of all of this is that the more deeply you learn the new language, the more you learn about yourself, and therefore the better you understand who you are, and can be.

In 2008 when we first conceived of Confucius Institute as a viable project here at UCC, the world at large was very different from what we know today. At that time, almost a decade ago, China was a rising world power on the verge of becoming Africa's biggest trading partner. Today it is all that, and more, without question. At the time we called our world's shifting shape 'globalization'. Today's world is rather different. Globalization seems in retreat. Only last night, in a major about-turn, the United States decided to pull out of the historic Paris Climate Agreement. And yet, this is precisely the time, when there is so much uncertainty, so much inchoate threats to peace, so much rampant bloodshed, that peoples all over the world need most to expand the scope of dialogue, and finger the grains of hope.

If we have called you here today it is to respectfully invite you to celebrate with us this most important occasion in the life of Confucius Institute at UCC. It is a time of renewal in the spirit of oneness, when all of us join together in a community of relatives, friends, mates and colleagues to exchange ideas, greetings, wishes, gifts and blessings. This is a time of joy, and also of reflection. And it is as good a time as any to address the ruling challenges of our day.

Welcome to the Maiden Anniversary of Confucius Institute at University of Cape Coast. Thank you all very much for coming.

**LETTER OF CONGRATULATION FROM THE HUNAN CITY UNIVERSITY FOR THE  
FIRST ANNIVERSARY CELEBRATION OF THE CONFUCIUS INSTITUTE AT THE  
UNIVERSITY OF CAPE COAST**

**O**n the occasion of the first anniversary celebration of the Confucius Institute at the University Of Cape Coast, I would like to extend my warm congratulation on behalf of Hunan City University as the Chinese partner institution of CIUCC. We will like express our heartfelt thanks to all supporters in the development of our Confucius institute. As a bridge between China and Ghana, CIUCC has been active and successful in Chinese teaching, offering variety of Chinese courses including Chinese liberal Course, outreach course, Chinese tourism classes, Chinese technical and arts courses to over 1000 registered students. Besides this, CIUCC's effort in promoting Chinese cultural experience through various means including organizing spring festival activity, Chinese food experience, Chinese traditional clothing show and some other series of Chinese cultural activities with as many as 2000 participant has been an initial achievement. The establishment of the new Chinese language Teaching Centres has improved the popularity of the Confucius institute in the local communities of Cape Coast. Now, the Chinese learners in our Confucius Institute has covered different social levels of people like government officials, teachers, businessmen, and students from primary, secondary school and university. Undoubtedly Confucius Institute has been the important platform for the local people to learn Chinese and understand Chinese culture.

We sincerely wish the better and better cooperation between our two universities and wish CIUCC every success.

Yours Sincerely  
Professor Li Jian qi  
President  
Hunan City University



SUMMARY REPORT SPEECH AT PLENARY SESSION OF 2017 JOINT CONFERENCE OF  
CONFUCIUS INSTITUTE IN AFRICA  
BY PROF. HU LIANGCAI ON BEHALF OF PANEL 3 DELEGATES

Ladies and gentlemen,

I am highly honored to have this opportunity to give you the summary report of Panel 3 on the plenary session of 2017 Joint Conference of Confucius Institutes in Africa.

First of all, on behalf of all the delegates of Panel 3, I would like to extend my heart-felt thanks to all of the people who have fully supported our successful panel discussion. Totally, there are 59 panel members in our group from 19 countries (including China); 36 of them are the Chinese and African VC, Deputy VC or Directors of the Confucius Institutes of 18 countries, 19 delegates including Vice Presidents or Directors from Chinese-Partner universities, 4 delegates from 3 Chinese -funded companies, Deputy director, Division of Asian and African Confucius Institutes, Mrs. Li Hongyu, also attended our Panel discussion.

I would like to give my great appreciation to Mr. Xia Jianhui, the deputy director general of Hanban who gave us instructions on the Breakfast meeting of yesterday.

Our Panel discussion was chaired by Dr. Kamau Wango, the director of the Confucius Institute at Kenyatta University and Pro. Hu Liangcai, the director of the the Confucius Institute at University of Cape Coast. Dr. Kamau Wango , as the chairman of our Panel, successfully guided the whole discussion on the three topics: Local teacher Training, Vocational and Technical Training, Cooperation between Confucius Institutes and Chinese-Funded Agencies. All of the delegates of our Panel are active and positive in their speech. Some of them even spoke four to five times. without any reservation, they let other people share their experience.

For each of the topics, the Chairman guided the questions like: why do?, what should we do?, what are the models we should choose?, what are the challenges and problems we have met and would likely meet in the future?, and, what are the solutions to all these problems?

Because of the time limit, I cannot give you the reports on the details of our discussion, but I can summarize a small part as follows; the report of the Panels would be submitted to Hanban in a few days.

**Suggestions:**

Local teachers training is a complicated system; we are always encountering problems and challenges like how to sign a legal and reasonable agreement with them, short of training materials, short of sustainable training system and short of training funds.

We think we should encourage the potential qualified local Chinese teachers from the Host University for further study in China to make up for the shortage of Chinese teachers at CIS.

Confucius Institute local teachers who are only employed and salary-paid by Hanban should be included in the Staff System of the Host university, which need our further efforts to discuss with university authority for final acceptance of the long-term Chinese teaching in the university. We are looking forward a reasonable and harmonious relationship among the Host university, Confucius Institute and the local teachers themselves so as to guarantee the local teachers allowances and salary timely paid .

Setting up the Bachelor and Master Degree of Chinese language at the Host University is one of the best way to reserve local Chinese teachers. We should encourage and organize the promising local students to study in China for BA or Master degree in Chinese. The Confucius Institute can make good use of

the local resources to develop Chinese teaching and cultural activity to train the local teachers with a perfect development plan. We are thinking of how to increase the local teachers numbers, solving their inconveniencies on transportation, accommodation and daily life.

Confucius Institute is a bridge between the enterprises and C.I students, and that is why we are advocating the cooperation between C.I and Chinese-fund enterprises. CIs and enterprises can be mutually beneficial from their cooperation.

Building the excellent CI-itself brand can create more opportunities to cooperate with enterprises. We can develop a series of activities for the cooperation with enterprises for financial and technical support from enterprises like helping to organize “Graduate Recruitment for Enterprises”, recommending the excellent students to sign employment agreement with enterprises, setting up CI students internship base in enterprises, introducing students a part-time job, inviting enterprises to jointly organize Chinese Bridge competitions, large-scale cultural activities and performances.

We advocate that CI cooperation should be with not only Chinese funded agencies but also with local enterprises, local government departments and academic institutions in order to set up multiple platforms. This kind of cooperation is also a good way to disseminate Chinese culture. Mutual Support shall be mutually beneficial . Confucius Institute can also help local foreign companies to set up cooperation with Chinese enterprises inside China, to promote cooperation between foreign and Chinese educational institutions, which can be an aid of “The Belt and Road”

To implement vocational and technical training for our CI students, we also need cooperation with Chinese-funded enterprises. More exchange between CI students and enterprise personnel can increase their communication ability, increase their understanding about Chinese culture and also help them develop technical skills.

We realized that we should be helpful and push for Chinese language course being formally included into national education system of the country in which our Confucius institute lies .

We proposed that the workshop of several Confucius institutes at the neighboring countries should visit each other to share the excellent experience and we hope that we can get support from Hanban.

We also proposed to set up Eastern African Agriculture Alliance (League) initiated by Nanjing Agriculture University.

CI should start vocational and technical training on the basis of students’ job employment direction after graduation. The teachers in CI to teach Vocational and Technical course can be mainly from Chinese-funded enterprises.

2017 CI Joint Conference in Africa

Panel 3 Discussion Summary about Challenges and Solutions in Three Topics of CI Development

### **1.Local teacher training challenges.**

#### **Challenges**

1. Lack of professionally trained teacher from china (they know their language but lack training to teach-pedagogy)
- 2.Lack of harmonization between the Chinese system and the local system in train of academic status, grading, salary, cost shaking, insurance and upward mobility.
- 3.Inadequate competency in English that prevent teaching efficiency of the Chinese language.
- 4.Lack of adequate competent local teachers and also lack of proper incentives.

- 5.Lack of material/tools/equipment to support teacher training.
- 6.Chinese language is not necessary taught in the primary/secondary curriculum leading to lack of foundational language training.

### **Solutions**

- 1.Need for teachers who are better grounded in pedagogy.
- 2.Enhanced harmonization at both academic and administration level to foster and clearer understanding by both parent universities to their responsibilities.
- 3.Adequate command and competency in the language of instruction in the local university.
- 4.Local teachers of Chinese language must be accorded adequate incentives that match pay scale in other disciplines of the university.
- 5.CI's should generate detailed budgets to meet their teachers training needs in term of books/material/tools/equipment and source of founding from HANBAN.
- 6.To universalize the teaching of Chinese language culture from the primary to university level.

## **2.Vocational technical training challenges.**

### **Challenges**

- 1.Language or skills.  
There is no clear integration between language acquisition and skills.
- 2.Limited number of technical teachers/instructors.
- 3.Lack of long term systematic training plan/strategies.
- 4.Lack of training resources including material and founding.
- 5.Lack of technical institutes where the language of instruction is Chinese (or technical departments and lack of proper collaboration with universities that have technical expertise.)

### **Solutions**

- 1.Ensuring that there is clear integration between language acquisition and technical skills
- 2.Increase training of technical teachers/instructors (from partner universities with more sponsorship from HANBAN).
- 3.Formulation of long term training plans/strategies.
- 4.Availability of additional training resources such as material and founding from CI headquarters (HANBAN), Chinese founded companies and China partner universities
- 5.Added or enhanced collaboration with Chinese partner universities (particularly those that offer technical disciplines).

## **3. Cooperation between Confucius institutes and Chinese founded agencies.**

### **Challenges**

- 1.Lack of a data base of talent and skills which companies can access.
- 2.Absence of knowledge or information about the needs of the companies (where CI's can help).
- 3.Lack of visibility of the CI's in dealing with local Chinese and lack of adequate branding.
- 4.Lack of proper model for working with Chinese companies.
- 5.Lack of adequate engagement with local Chinese Embassies as a platform for teaching Chinese enterprise.

### **Solutions**

- 1.Creation of a data base (by the CI's) of talent and skills that can be accessed by Chinese companies for their man power needs (recruitment).
- 2.More consultation with companies on their needs through regular workshops and recruitment exhibitions.
- 3.The CI's should engage companies and help to brand them.
- 4.Development of a sustainable working model with Chinese founded agencies/companies.
- 5.More engagement with Chinese embassies as a strategy to reach out to the great network of Chinese enterprises.

## **Letter of Congratulations by H.E. Mdm. Sun Baohong, Chinese Ambassador to Ghana to the China-Africa Urban Development Forum at the University of Cape Coast**

On behalf of the Chinese Embassy in Ghana, I would like to extend my warm congratulations to the convening of the China-Africa Urban Development Forum. I also want to express my sincere gratitude to the University of Cape Coast and its Confucius Institute for hosting this important exchange event.

China promotes people-oriented urbanization under the guidance of the concepts of innovation, coordination, green development, open and sharing. More and more attention is being paid to increasing the urbanization rate of household registration population, equalizing basic public services between urban and rural areas, providing a habitable environment, inheriting historical and cultural heritage, and improving people's sense of acquirement and happiness.

Urbanization has developed rapidly in both China and Africa, providing a powerful impetus to the economic development and has become a new area of China-Africa cooperation. It forms an important part of implementing the outcomes of the Johannesburg Summit of the Forum on China-Africa Cooperation in 2015. China is willing to share its experience in urbanization with African countries and is looking forward to making greater contribution to the urbanization of Africa. I hope today's forum will make valuable suggestions on urban development and China-Africa cooperation in this regard so as to create a better life for both Chinese and African people.

I wish the forum a complete success!



**LETTER OF CONGRATULATION BY H.E. MDM. SUN BAOHONG, CHINESE AMBASSADOR TO GHANA TO THE CHINESE AMBASSADOR SCHOLARSHIP AWARDING CEREMONY AT THE UNIVERSITY OF CAPE COAST**

On the occasion of the Chinese Ambassador Scholarship Awarding Ceremony at the University of Cape Coast (UCC), I would like to extend my warmest congratulations to the 20 students who have performed excellently in their studies of Chinese language and won the Chinese Ambassador Scholarship of 2017. I would like to acknowledge the staunch support rendered to Chinese language teaching by the UCC and my appreciation for the dedication of the Chinese language teachers.

To all the awardees, I hope you will continue to make persistent efforts to precisely master this ancient language with a history of 5,000 years, study the Chinese culture in depth, make Chinese friends, become useful talents to repay the country and society with outstanding achievements and make contributions to the cause of friendship between China and Ghana. The future belongs to you!

To the UCC, I am pleased to point out that with the joint efforts of both China and Ghana, the Confucius Institute at the UCC has made gratifying achievements in the teaching of Chinese language and disseminating of Chinese culture. I am pleased to know that the UCC has opened the Chinese undergraduate preparatory course this year. It is expected to become the second university in Ghana to offer the Chinese undergraduate course next year. This will register another major breakthrough in Chinese language teaching and I wish UCC would strike a good beginning.

Thank you.

**CHINA-AFRICA URBAN DEVELOPMENT FORUM-2017  
CONFUCIUS INSTITUTE AT THE UNIVERSITY OF CAPE COAST AND CENTRE  
FOR AFRICAN INTERNATIONAL STUDIES**

**THEMES:**

**”URBAN DEVELOPMENT IN CONTEMPORARY TIMES”  
A PAPER PRESENTED BY PROF. D. D. KUUPOLE**

**TOPIC:**

**“MULTILINGUALISM AS A DISTINCTIVE SOCIAL INTEGRATION FORCE IN THE  
URBAN CONTEXT: IMPLICATIONS FOR SUSTAINABLE DEVELOPMENT”**

MONDAY, 20TH NOVEMBER, 2017

Chairman of forum – V.C., UCC & Vice-President, HUNAN City University, Honorable Minister of Zongo & Inner-City development, Delegation from China, Members of the Diplomatic Corps, Distinguished Traditional & Zongo leaders here present Members of inking-fraternity here present, Distinguished ladies and gentlemen; I deem it a great honor to be invited by the organizers of this all important platform to share a few thoughts on the theme of this gathering “Urban Development in Contemporary times.”

Considering my academic and professional background as a sociolinguist, my presentation titled: “multilingualism as a distinctive social integration force in the urban contest: implications for sustainable urban development”, affords me the opportunity to share some reflection on the correlation between multilingualism, social integration and sustainable urban development within the framework of the China –Africa urban development partnership.

Distinguished Ladies and Gentlemen, I am not oblivious of the questions that may be agitating the minds of some members of this August assembly, trying to understand or see the nexus between language, multilingualism and sustainable urban development. Well, these are legitimate introspective questions which, I believe, would heighten your curiosity to grant me audience and lend me your ears.

Ladies and gentlemen, language refers to “human and non-instinctive method of communicating ideas, feelings and desires by means of a system of sounds.”<sup>1</sup> in the words of Farley “Language is set of symbols through which the people in a society communicate with on another”.<sup>2</sup> So in this sense, language is an instrument of communication of thoughts, emotions, and expression of our cultural values.

1 hornby, A.S.; Cowie, A.P.; Gimson, A.C. (1982). Oxford Advanced Learner’s Dictionary of Current English.London: Oxford University Press. p. 472.

2 Farley, J.E. (1990). Sociology. New Jersey; Prentice Hall, Englewood Cliffs.p.622.:Multilinguistic refers to a linguistic context marked by the present of a plurality of languages. This is a situation akin to the convergence of people from divergent linguistic groups and socio-cultural backgrounds at a common geographical location, and having to work and live together.Urbanization stems from increasing population in urban areas mainly as a result of rural-urban migration culminating in the emergence of cities.Urbanization is therefore one of the driving forces necessitating the need to develop urban areas. Urban development is an evolving process of relocating people from divergent horizons to new locations characterized by modern economic activities contrary to what pertains to their various original locations. Urban development constitutes the policies that are instituted to enhance structural transformation, absorption of changes, and conservation of culture, environment and equity. Reflecting on the existence of cities, O’ Sullivan has this to say: Cities exist because individuals are not self-sufficient. If each of could produce everything we consumed and didn’t want much company, there would be no reason to live in dirty, noisy, crowded cities. We aren’t self-sufficient, but instead specialized in a labour task - writing software, playing the accordion, performing brain surgery and use our earnings to buy things we don’t produce ourselves. We do this because labour specialization and large-scale production allows us to

consume more stuff.

3 For the very fact that individuals are not self-sufficient, and unable to produce everything they consume, nor live without the company of others, as underlined in O'Sullivan's words, language becomes the primary requirement for the consummation of their conglomerate multi-cultural coexistence. This need gives rise to multilingualism.

As a distinctive social integration force in the urban context characterized by the rise of cities, multilingualism has significant implications for sustainable urban development:

3O'Sullivan, A. (2007). *Urban Economics*. New York: McGraw-Hill.p.17

- Multilingualism provides for a socio-cultural hybridization of divergent languages in contact of the city.
- It serves as a binding wire against exclusion, when its harmonious strength is deployed towards a symbiotic, rather than parasitic, coexistence among urbanized communities.
- Multilingualism also provides the life-line against socio exclusion and conflict, resulting from miscommunication and misunderstanding akin to conglomerated communities characterized by the setting of people of divergent linguistic extraction and socio-cultural background.
- It serves as a melting-pot of linguistic and cultural diversities which is apt for combating the ills of ethnocentrism, religious bigotry, and diversities. These ills are at variance with the communal spirit required for the statement of the development of sustainable cities in Africa as envisaged within the china-Africa Urban Development framework.
- Multilingualism creates opportunities for effective and efficient socio-cultural dialogue, required for the development of a unique urban culture which transcends sub-cultural boundaries.
- In cognizance of the fact that the most attractive favor of urbanization is the economic opportunity that cities offer urban-dwellers to turn their lives, effective communication is the way to tapping from the most enriching experiences of the cosmopolitan culture embedded in the multilingual context.

#### Empirical evidence

Ladies and Gentlemen, having established the implications of Multilingualism for sustainable urban development let me take some minutes to provide empirical evidence about the role of Multilingualism in the advancement or transformation of some cities across the world.

An example of Multilingualism spatial mooring comes from the German language expert, Jakob R.E. Leimgruber, who explores the evolution of Multilingualism in Singapore in his contribution, "The management of Multilingualism in a city-state. Language policy in Singapore". Leimgruber reviews how multiple languages, ethnicities and religions get along within this Asian city-state with one national language which is Malay and four official languages namely, Malay, Mandarin, Tamil and English prevails in most public contexts. The Chinese, Malay, Indian and Other (CMIO) model is framed in light of the current politics of ethnic integration, the 'cultureless' of English as an ethnically neutral language, and the cultural value of Mandarin, Malay and Tamil – as three tools for the unification of dialect speakers. Campaigns like the speak Mandarin campaign or the speak Good English Movement lead to a restricted or even detrimental use of dialects and varieties in a Singapore where most people are bilingual in English and their mother tongue.

Breaking down the findings of this research, Leimgruber established that Singapore being a cosmopolitan city, is a home to many religions and languages. With the exception of English, all the other languages are culture-laden and many people identify themselves with either a religion or language. To avoid tension with the use or promotion of any language, English, which not associated with any ethnic undertone in Singapore, is adopted in all public discourse and this facilitates integration among all the residence in the city. As the people integrate, they learn other languages within the city which they do not speak and these boost social and economic activities.

Talking specifically about China, the country according to the China National Statistics Bureau, 2001, is a multilingual and multinational nation with 91.59% Han people and 8.4% minority people of 55 groups. Some scholars have categorized minorities into three groups. Korean, Kazak, Mongolian, Tibetan, and Uyghur as the main minority groups that have widely used functional writing systems, so they have used their native languages in bilingual education.

### **Multilingualism and urban development in Africa**

Most Africans speak several African languages: among them usually, a regional one that could well be used as a language of instruction in higher education. In many instances, many Africans who have the privilege of having parents of different linguistic backgrounds and who stay outside their native areas with their parents, becomes automatically multilingual. In the report on MULTILINGUALISMS AND DEVELOPMENT proceedings of the 11th Language & Development Conference held in New Delhi, India, in 2015 (and edited by Hywel Coleman), a Tanzanian school inspector tells how he grew up with three different languages. He would speak one of them with his father's clan, another and very different one with his mother's clan – they all lived in the same compound – and Kiswahili with his friends. He could not say which one was his mother-tongue or LI (first language). Africans are now increasingly moving within and between countries and are, as a result, becoming more and more Multilingual in African Languages. In that same report, it has been stated that in Nima Ghana, 69 percent of those interviewed spoke at least four languages while 41 percent spoke five languages or more.

This Multilingualism is in many instances a great advantage for Africans. They are able to negotiate prices in one language with the fishmonger, in another language with the mangoes seller, in a third language with the person who mends the shoes.

The African economies are characterized by a small formal economic sector and large informal sector. According to Walther (2007, 30) the informal sector of the African economy accounts for 75 percent of national existing jobs, 80 percent of new jobs and 50 percent of national wealth. The languages of the informal economy are the African languages (Djite, 2008) and there is a multitude of them. The informal sector is highly innovative and creative, accommodates those with little schooling, trains the majority of the youth with very little support from national governments, and has a huge demand for technical and vocational training. The ability to speak different languages help establish rapport, to develop friendships and to gain a deeper understanding of people whose language you use. With each language you learn, you learn more of the culture of the people speaking that language and your own perspective is widened. If you do not speak the language which people around you speak, you are easily marginalized.

The multilingual nature of many Africans is the force behind the economies of many African countries and cities. The ability of many Africans to speak other languages besides their native languages make them easily integrate in cities and towns and carry out transactions that promote development.

### **Challenges of Urban Multilingualism**

Ladies and Gentlemen, while the evidence available suggests there are overwhelming advantages associated with multilingualism in urban centres, there are times urban multilingualism poses certain challenges to both urban residents and city authorities. Let me therefore spare some minutes to go through some of

these challenges:

1. Multilingualism at times makes it difficult for the government or city authorities to decide which language should be used in schools as the medium of instruction. Lack of access to multilingual education is one of the factors that, according to the 2010 Education for All-Global Monitoring Report 'Reaching the marginalized,' may lead to poverty. Where the official language is not the language most commonly spoken at home are strong links from language to poverty and marginalization. In societies where indigenous people live, competence in the home language has not always been valued leading to discrimination, low self-esteem and stigmatization. Indigenous populations throughout the world are now realizing the importance of their language claiming the right to intercultural bilingual or multilingual education. They address deeper problems of discrimination and inequality and express linguistic, cultural, economic, and political demands including the right to decide how and in what language their children shall be educated (UNESCO 2010:12,174).

2. Multilingualism in urban areas can also lead to tensions between the indigenous language of the urban area and the assimilated languages. According to James Simpson, a renowned global language expert, the resentment against multilingualism is not just prevalent among ordinary residents of cities but among the elites in society as well."A university professor in India assures me that her institution is doing everything it can to combat the 'problem of multilingualism' and a British Prime Minister once appeared on the radio to suggest that the threat of terrorism in the UK can be addressed if only Muslim mothers would learn English". Both the professor and the politician are troubled by the way that the multilingualism of contemporary urban life disturbs notions of linguistic fixity and boundedness, and hence of social homogeneity and even national cohesion.

3. The existence of so many languages within a single geographical location and their right not only to survival but also development represent a matter of importance that has to be considered over and above the categories into which they fall. This diversity is in itself perceived as inherent problem in matters of communication, governance and education. Such a multiplicity is perceived as a communication barrier and view as synonymous with conflicts and tension. It is assumed that managing so many speech communities is problematic and costly. Colonial history, the emergence of globalization and the immediacy and rapprochement between people and communities have enabled certain selected languages to move center-stage and maximize their potential to broker among numerous local languages. Although most African education systems focus on the use of international languages, only between ten and fifteen percent of the population in most African countries are estimated to be fluent in these foreign languages. Nevertheless, these languages, besides their strong weight in governance, dominate the educational systems with the result that there is a serious communication gap between the formal education system and its social environment.

4. Another problem with urban multilingualism which is closely related to the third point is marginalization. Multilingualism in itself does not lead to marginalization but a state policy dictating that a foreign language which does not belong to the repertoire of the speaker of a multitude of African languages, is the language of instruction in school works to the disadvantage of the African learner.

### **Concluding Remarks**

Ladies and Gentlemen, the myriad of challenges associated with the urbanization can be successfully addressed through the integrated linguistic framework unconsciously born out of the day-to-day interactions among divergent city-dwellers. It is my firm conviction, Distinguished Ladies and Gentlemen, that, multilingualism is intrinsically linked to urban development. The convergence of individuals from various socio-cultural and linguistic backgrounds at a single geographical space means the convergence of the cultures and languages.



For the various individuals in this context to survive, they must relate to one another. In doing so, they must communicate through languages that translate their shared values and aspirations. As they do so, they must cultivate the values of tolerance, accommodation, mutual respect, respect for divergent view and opinions, and rise above attempts to individual selfish desires and ambitions.

Ladies and Gentlemen, but in arguing that multilingualism can do a lot to enhance and sustain urban development, I am not unmindful of its potential to also sometimes bring about conflict in urban spaces. The very notion of multilingualism leads to the development of multiculturalism, which in turn and with time can result in the creation of multiple identities. Multiple identities, especially if they are founded on inequality, discrimination, disregard for other people, and abuse of power and authority, can cause intolerance and therefore trigger conflicts among people of diverse cultures and languages in the same location.

But multilingualism's potential for conflict can be easily managed – in fact, the likelihood that in a well-organized urban society – where there is respect for every individual irrespective of one's status, language, gender, religion, ethnicity, complexion, or any other values – multilingualism will foster co-existence is considerably higher. To overcome this challenge of multilingualism causing conflict, I wish to reiterate my point that people with diverse cultural and linguistic backgrounds cohabiting in the same geographical space ought to exhibit tolerance, accommodation, respect for others, politeness to others and selflessness.

## **SPEECH BY THE MINISTER FOR INNER -CITY AND ZONGO DEVELOPMENT**

### **HON. ABU-BAKAR SADDIGUE BONIFACE ON THE OCCASION OF THE OPENING OF THE CHINA-AFRICA URBAN DEVELOPMENT FORUM AT THE UNIVERSITY OF CAPE COAST**

NOVEMBER 20, 2017

#### **THEME:**

**Policy Interventions and Programmes towards the Upgrading of Slums in Ghana: The Role of the Ministry of Inner-City and Zongo Development (MICZD).**

Chairman, Your Excellency the Chinese Ambassador, Hon. Ministers and Members of Parliament, Nananom, Faculty and Staff, Students and Friends from the media, Distinguished Ladies and Gentlemen.

It is a great honour to be called upon to address this august gathering. Let me begin by thanking the organizers of the forum for giving me the opportunity to highlight the policies and Programmes of my Ministry; the Ministry of Inner-City and Zongo Development (MICZD). It is the first of its kind in Sub-Saharan Africa with a specific mandate towards a clearly demarcated and geographically situated group of persons. The novel Ministry have been welcomed by most Ghanaians and development partners, yet there are also pockets of misunderstanding about the rationale for its creation and its mandate. Hopefully by the time I end my speech there would be a better understanding of what the Ministry seeks to accomplish.

The theme of this forum could not have been more appropriate especially in the face of the myriad of challenges which confront our cities including the worsening socio-economic conditions in our Inner-City and Zongo (ICZ) communities. The reality however is that these ICZ communities are very much part of the rich fabric that define the urban tapestry and can therefore not be wished away in our quest to develop. The urban landscape of Ghana and elsewhere is undergoing radical transformation and modernization as evident in the proliferation of superstructures such as shopping malls, upscale residential estate housing, international standard hotels and other high rise commercial buildings amongst others. Such developments have resulted in a burgeoning urban divide with affluent communities like Airport Residential Area, Dzorwulu and Cantonments, there is also Nima, Maamobi, Sabon Zongo and Sodom and Gomorrah (Old Fadama). These ICZ slum areas have played and continue to play a very important role in our socio-economic development by providing affordable housing for the poor and in some instance, the marginalized, serving as a source of labour, a food basket and home of genuine African cuisine.

Chairman and distinguished guests, in spite of the fact that ICZ communities form an essential component of the urban fabric, we have largely neglected these communities in the implementation of our development Programmes, which has affected the quality of life of its dwellers. It is to remedy this situation that the NPP under the able leadership of His Excellency Nana Addo Dankwa Akufo-Addo has created the Ministry of Inner-City and Zongo Development.

Slums also referred to as Favelas, Kampung, Bidonville, Tugurios and Sabon Gari among others in different parts of the world, are neglected parts of cities where housing and living conditions tend to be unplanned and messy. According to UN-HABITAT slum household lack one or more of the following:

- Durable and permanent housing that protects against extreme climatic conditions.
- Sufficient living space per person
- Easy access to safe water in sufficient amounts and at an affordable price
- Access to adequate sanitation

- Security of tenure that prevents forced evictions
- Easy access to drive-ways and alley-ways
- Easy access to health facilities
- 

Generally, slums tend to develop on derelict or undesirable spaces. As a result, slum areas are characterized by sub-standard housing structures which are often built without following town and country planning policies and as such built in haphazard manner. Such situations have led to infrastructure deficit, lack of sanitation and water resources, insufficient living space for families and abundance of makeshift housing. As such, slum dwellers live in poor conditions and are susceptible to diseases. Slums vary from high density, squalid city center tenements to spontaneous squatter settlements without legal recognition or rights, sprawling at the edge of cities. According to UN-Habitat, one in eight people live in slums. In developing countries like Ghana, the picture is even bleak. In our case, Zongo which is a Hausa term, means lodging place of travelers. Zongos Slums also referred to as Favelas, Kampung, Bidonvilles, Tugurios and Sabon Gari among others in different parts of the world, are neglected parts of cities where housing and living conditions tend to be unplanned and messy. According to UN-HABITAT slum household lack one or more of the following:

In our case, Zongo which is a Hausa term, means lodging place of travelers. Zongos have a particularly interesting history. Muslim Hausa traders who introduced Islam to the southern areas of West Africa, a region formerly populated by non-Muslims, resided in the immigrant quarters of the cities, the Zongo that later became the Zongo. The earliest vibrant Zongo communities in Ghana started in Salaga, Gamgaba and Yagabakobori, however Salaga (where I came from) was the only one that survived. By the first quarter of the 19th century similar communities had already sprung up in Tamale, Yeji Ejisu, Tafo, Koforidua and Secondi to name a few. The largest and one of the oldest Zongos close to the coastal belt started in Nima, Accra. Today there are Zongos in all the ten regions of Ghana. Though the ethnic dynamics of the Zongo has changed into a melting pot, comprising of people mainly Northern extraction, it is still dominated by Hausa Speaking Muslims, even though there is a strong presence of Christians, traditionalists among others living together in peace and harmony.

Chairman, it is important to note that the Zongos did not only develop spontaneously as a corollary of urbanization and migration. They were also employed as a staging post for marginalization and segregation of northern migrants by the colonial masters. The inhabitants were thus forcibly drafted into the British Army where they fought various wars. As such a British plaque to honor First and Second World War veterans at Kumasi Post Office exhibits mostly names of northern extraction. The Zongo was used by British Colonial Officers to define the areas in which Muslims lived. A case in point is the Kumasi Zongo where policies of the colonial authorities ensured that either there was an expansion of existing Zongo communities or additional ones were created to accommodate an increased alien populace who were allies of the British authority.

Since independence, the Zongo communities have been neglected by successive governments. The contribution of people from the Zongos in the struggle for independence has not been rewarded. The first President of Ghana Dr. Kwame Nkrumah promised to make Nima a city within a city. Though he made some effort to relocate the inhabitants of the area to other parts of Accra such as Madina, it was largely unsuccessful. While some Nima dwellers moved to settle in Madina a greater number of them still live in Nima partly because the resettlement programme failed to consider the socio-cultural and economic realities of the community. Former President J.J. Rawlings' efforts to reintegrate the Nima community with the rest of Accra by constructing the Nima and Kanda Highways did not yield the needed results.

Chairman and distinguished guests gathered, slum dwellers are confronted with a number of socio-economic challenges due to the unplanned nature of such communities. Slums lack basic services

including water, sanitation and waste collection, drains, toilets, hospitals, schools, clinics and recreational centers. The poor living conditions in our Zongos and the lack of economic opportunities for the youth who reside in these communities has resulted in the Zongos becoming both a stain on our social fabric and a breeding ground for delinquents and criminals.

As a result of developmental neglect, ICZ communities are plagued with high levels of poverty, disease, illiteracy and growing unemployment. Though the population of the ICZ communities is on the ascendancy, there hasn't been a resultant increase in the provision of social amenities, infrastructure and social services. The already bad situation in the ICZ communities is getting worse. The rationale for the creation of the Ministry and the fund is to arrest the development of the ICZ communities away from despair, difficulty and social conflict into a place of hope, economic and social development.

Chairman, I am happy to announce that the Zongo Development Fund (ZoDF) bill has been passed by parliament and is now awaiting Presidential assent.

The MICZD is mandated to undertake programmes geared towards the upgrading of targeted communities. The Ministry is adopting a participatory and bottom-up approach towards the execution of its mandate. Already there have been a number of stakeholder consultations in some communities across the country. It is the view of Government that sustainable development can only be achieved through collaboration and coordination of efforts at all levels. One of the Government's development policy goals is to have a balanced and holistic development which will see the whole of Ghana 'grow together' with particular emphasis on rural and deprived communities which lag behind in terms of socio-economic development. It is a bold attempt at inclusive development of all parts of the country which is in consonance with the United Nations Sustainable Development Goals (SDGs), which aims at ending poverty and hunger, improving health and education, making cities more sustainable and combating climate change by the year 2030.

Goal 10 of the SDGs talks about reducing inequalities within and among countries. Undoubtedly, the creation of this Ministry will help Ghana to make serious strides towards the realization of these goals. We will need the support of all: community level stakeholders, academia, all political parties and development partners. We are however cognizant of the potential challenges to implementation. Prominent among the challenges are undue politicization and potential conflicts due to competing interests.

We have already affirmed that the Zongo Development Fund will not be politicized; NPP government has the political will to develop our ICZ communities and all ICZ communities around the country have been earmarked to benefit irrespective of all the political affiliation or ethnic background of residents. Also, the various consultations we held on the Zongo Development Fund Bill is a clear attempt to ensure that the interests of diverse groups in the ICZ communities are factored in our decisions in order to avoid the situation where only the political elite dictate the pace and direction of our mandate to accomplish their parochial interests.

In conclusion let me reiterate, Inner-city and Zongo communities have been marginalized for far too long and the time for change is now. The NPP government under the leadership of His Excellency Nana Addo Dankwa Akufo-Addo has set the pace and we need all hands on deck to deliver on the mandate. For us to succeed, we need to bury our political differences and work together as a common people with a common destiny.

Let me state again that, we need the support of all: political parties; development partners; civil society organizations; Zongo Chiefs and opinion leaders; and academia among others. The doors of my Ministry is always open to new ideas and suggestions. When we go wrong, don't hesitate to offer criticisms. I thank you very much for your attention.

ADDRESS BY THE DEPUTY CENTRAL REGIONAL MINISTER HON. THOMAS YAW ADJEI-BAFFOE AT THE CHINA-AFRICA URBAN DEVELOPMENT FORUM AT THE UNIVERSITY OF CAPE COAST AUDITORIUM ON MONDAY, 20TH NOVEMBER, 2017

**M**r. Chairman, The Vice Chancellor, University of Cape Coast, The Hon. Metropolitan Chief Executive, Our development Partners, Distinguished ladies and Gentlemen; It is a pleasure for me to join you on this occasion of the China-Africa Urban Forum. I would first like to thank the organizers for acknowledging my office and the kind invitation extended to me to be part of this important conference.

Ladies and Gentlemen, as you are aware this forum has been organized to serve as a platform for stakeholders in Africa Urban Sector to discuss pertinent issues and to come out with ideas in dealing with the challenges and opportunities of Africa's Urban transformation that will translate into the general development of the African Continent. The inputs we shall make during our discussions constitute part of the decisions that will inform the Government's Policy direction.

Urban development should be guided by a sustainable planning and management vision that promotes interconnected greenspace, a multi-modal transformation system and mixed-used development. According to Brundtland Report of 1987, Sustainable development is development that meet the needs of the present without compromising the ability of future generation to meet their own needs.

The theme for the forum, Sustainable urban development in Contemporary Times, says it all. Population increase in our urban communities coupled with rapid technological growth and advancement comes with its related socio-economic demands which put a lot of pressure on existing public facilities. The onus therefore lies on Policy makers to design well through strategies and programmes to address the numerous developmental challenges in our communities.

We are most of the time confronted with issues and challenges emanating from sanitation, waste management, health, education, roads, food, water, electricity, accommodation, commerce, just to name a few. We need to fashion out lasting solutions to these problems. And as we do that let us also explore opportunities which will help us churn out the resources in our urban communities into a more efficient use in such a manner that will sustain the needs of posterity. This laudable idea informs Government policy initiatives such as:

Improving the business environment and opportunities for the youth

Introduction of accessible and quality education

Provision of accessible and efficient health care services

Fighting crime and corruption Job creation Energy and Revenue mobilization among others.

Ladies and Gentlemen this is an important forum, the outcome of which will have a long term effect on the present generation and posterity. We therefore bear the responsibility to show commitment to this exercise. I entreat all participants including our development partners and indeed each of us to offer ideas from our diverse backgrounds and experiences to enhance this course. We need to be more creative and innovative in our thinking in order to enrich our socio-economic initiatives to put our country on the path of sustainable growth and development.

As you well know Ghana practices the decentralized system of planning and there is the urgent need to interrogate the policy carefully and find out how our MMDAs are fashioning out their Medium Term Development Plans (MTDPs) to meet the standards of urban development we all crave for. I am convinced that the organizers have carefully selected the resource persons for this workshop and I intend to be brief suffice it to say that they are poised to their best in directing and leading us to a very fruitful



interaction.

I wish to take this opportunity to commend the leadership of Confucius Institute and for that matter the Chinese Government for the commitment to improve the quality of lives of our people over the years. I indeed acknowledge with admiration your resolve to partner the Government in pursuit of its development agenda and to you all, I say Ayekoo!!.

To those of you who may be visiting Cape Coast and for that matter the Central Region for the first time I wish to extend a special welcome and I hope that you will take the opportunity to enjoy the many delights that the Region has to offer.

Mr. Chairman, Ladies and Gentlemen you are once again welcome to the Central Region. Enjoy your stay.

Thank you.

## **SPEECH BY PROFESSOR LIU HUIHUANG OF HUNAN CITY UNIVERSITY ON THE OCCASION OF THE OPENING OF THE CHINA-AFRICA URBAN DEVELOPMENT FORUM**

In the most beautiful season, the “Africa-China City Forum” was held today at the famous academy of University of Cape Coast. The the “Africa-China City Forum” is an international conference co-hosted by the Leading Group of International Chinese Education and Promotion at Confucius Institute headquarters of P.R.C, the University of Cape Coast of Ghana and the Hunan City University, and the Hunan City University of China, and is co-organize by the Confucius Institute at the University of Cape Coast and the Africa & International Research Center of the University of Cape Coast.

Entrusted by the Leading Group of International Chinese Education and Promotion at Confucius Institute Headquarters, I would like to convey the warmest congratulations on the grand opening of the forum.

As the representative of Hunan City University, one of the organizers of the forum, the warm congratulations from Hunan City University go to the smooth opening of the conference. Meanwhile, my sincere thanks should go to the Confucius Institute Headquarters (Hanban) for the guidance and funding support. My heartfelt gratitude also goes to the University of Cape Coast for the good conditions. I would like to express my thanks to the Confucius Institute at the University of Cape Coast and the Africa & International Research Center of the University of Cape Coast for the careful preparation. Gratitude also goes to those supporting the conference, Chinese Embassy to Ghana, Ministry for Tourism, Culture and Creative Arts of Ghana, Ministry for Inner City & Zongo Development, the academic journals as Aussie-Sino Studies from Australia and Journal of Urban Studies from China. And all the conference staff, thank you for your thoughtful service.

Along with the rapid development of modern information network and the rise of global liquidity of capital and labor, a worldwide massive urbanization has been in progress. Recently, the developed countries have already entered the stage of post-urbanization, while most of the developing countries has entered the period of rapid development and transition /the period of rapid development and over-development. The rapid urbanization in the developing countries marked the start of a new stage of the global urbanization.

It is expected that by 2025, the vast majority of developing countries will have been completed the urbanization process, and the world will enter the era dominated by urban economy. Urbanization in developing countries is of great significance for the collection of their production factors, the optimization of investment environment, the development of production efficiency and competitiveness, the transformation of industrial structure and the improvement of social structure, as well as the improvement of residents' welfare and the living environment. Accelerating urbanization is a common strategy of economic and social development for developing countries.

Urbanization provides both rare opportunities and common challenges for developing countries. Compared with the developed countries, developing countries began to develop their urbanization at the low starting point, the late start, and the overall low level of urbanization.

Series of common pressing problems are produced in the process of rapid urbanization, such as excessive urbanization problems, that is the lag-behind of the industrialization and modernization compared with population urbanization; the imbalance of urbanization, that refers to the unreasonable urban structure, the overdeveloped city, and the absence of a city scale structure in reasonable and orderly sequence; the co-existence of the rapid development of urbanization and the fading of rural areas and agriculture, that

means the failure in realizing the integration of urban and rural areas, and other so-called “City Disease” and urban social problems such as the inefficient urban infrastructure and public service which cannot meet the demand of rapid urban expansion, the traffic congestion, the high cost of living, the urban poverty, the unemployment, the environment pollution in cities, and the urban crimes.

China attaches great importance to the urban development. In order to effectively solve the problem of city disease in the process of rapid urbanization, a working meeting on cities organized by the central government was held in 2016. The meeting proposed to carry out the ideology of urban development as innovation, coordination, environment-friendly, opening-up, and sharing, the meeting devoted to transform the mode of city development, perfect the urban governance system, improve the urban governance ability, and strive to resolve such outstanding problems as urban ills.

The conference proposed five major tasks: 1. To coordinate the structures of urban space, scale and industries, and improve overall urban work. 2. to make the stages of planning, construction and management as a whole system 3. to make full use of the driving forces derived from reform, science and technology and culture, and improve the sustainability of urban development. 4. to coordinate production, life and ecology, and improve the livability of urban development. 5. to coordinate the subjects of government, society and citizens, and raise the initiative of all parties to promote urban development. I believe that the experience of urbanization in China can provide some useful references for the urbanization development in developing countries.

The “Africa-China City Forum” organizes the extensive exchanges and discussions on series problems of urbanization in developing countries, and is of great significance to the development of urbanization in developing countries.

I wish the conference a complete success! I wish all leaders, experts and scholars health and success .

Thank you.

## **ORIENTATION FOR FRESHERS BY CONFUCIUS INSTITUTE BY GHANA DIRECTOR PRO. ISHMAEL MENSAH**

Ni hao !

Good morning, let me congratulate you for making it to the University of Competitive Choice. We are from the Confucius Institute. I am Prof. Ishmael Mensah and I am here with

- Ms Zeng Weijun
- Mr. Huang Qin Hai
- Miss Ma Dandan
- Miss Hou Shiyang
- Mr. Robert Mawufemor-Lewis

China has become a significant contributor to the economies of most African countries including Ghana. Since 2000 China has emerged as Africa's largest trading partner. Chinese direct investment in and lending to African countries has also grown rapidly. There are over 100 Chinese Companies operating in Ghana currently and this continues to increase. Thus literacy in Chinese language and culture is important to not only those who want to work in Chinese companies but those who want to be globally competitive and cease the other socio-economic opportunities that the Chinese offer (China is the world's second largest economy according to the world bank, with \$11 trillion, or 14.8% of the world economy). It is also the world's most populous country with a population of 1.3 billion (18.4% of world population. Learning the Chinese language offers a number of benefits Employment opportunities in Chinese Companies Scholarship for further studies in China – this year one UCC student had scholarship to do medicine in China. To facilitate the teaching of Chinese language and culture and to promote cultural exchanges between china and other countries, over 500 Confucius Institutes have been established around the world of which UCC is privileged to have one i.e. CIUCC. Confucius Institute is named after the noted Chinese philosopher Confucius (551–479 BC). Confucius Institutes (CIs) promote and teach Chinese culture and language around the world. CIs develop Chinese language courses, train teachers, hold the HSK Examination (Chinese proficiency test), and provide information about contemporary China

### **CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST**

Inaugurated in June 2016, CIUCC has rolled out a number of outreach programmes, offers courses in Chinese language and Chinese culture Chinese language courses, we offer the following:

- Chinese course for beginners – for anyone who has not studied Chinese language before
- HSK training course – for those who have studied Chinese language and want to pass the HSK- Chinese proficiency test
- Chinese bridge training course – for those who have studied Chinese language and want to take part in the Chinese Bridge Competition

#### **Chinese culture we offer the following:**

- Taichi – traditional martial arts and good bodily exercise
- Calligraphy – traditional Chinese art for writing Chinese characters
- Handicraft – papercutting
- Chinese traditional dancing and singing – Chinese folk songs and dancing

These courses are offered through our outreach mode. For this semester we hope to enroll 300 students on these programmes. We have mounted registration desks at the entrance of SRC Office at the old site and at the New Site, Science Quadrangle and entrance of Sam Jonah Library. Or you can contact us at the east-wing basement of CELT or our main office on the ground floor of the Amissah-Arthur Language Centre. Remember these programmes are for the entire University community so please those interested should register as early as possible before the 300 slots are exhausted.

In addition will offer a Liberal Course in Chinese (3 credit hours) but that would be mounted in the second semester.

Once again congratulations

Thank you

**ADDRESS TO AUDIENCE AT CONFUCIUS DAY CELEBRATIONS  
ON 29TH SEPTEMBER, 2017  
AT THE NAANA OPOKU-AGYEMANG AUDITORIUM, UCC  
BY PROF. ISHMAEL MENSAH (GHANA DIRECTOR)**

**M**r. Chairman,  
Distinguished invited guests,  
Friends from the media

Ladies and Gentlemen

On behalf of the Board, Directors and Staff of CIUCC, I humbly welcome you to the 2017 Confucius Day Celebrations

Confucius Day is held annually on Confucius' Birthday (September 28) to pay homage to Confucius, China's 'First Teacher.' Confucius was a sage, scholar, and philosopher who was passionate about education. He was a philosopher whose sound bites of wisdom became China's handbook on governance and its code of personal morality for thousands of years. He earned a number of accolades including a posthumous award of "Supreme Teacher", an imperial decree deeming him a "Grand Master", and the bestowing of the title of "Prince of Culture" on him.

His teachings focused on creating ethical models of family and public interaction, and setting educational standards. His social philosophy was based primarily on the principle of "ren" or "loving others" while exercising self-discipline. He believed that ren could be put into action using the Golden Rule, "What you do not wish for yourself, do not do to others." He believed that a leader needed to exercise self-discipline in order to remain humble and treat his followers with compassion. In doing so, he would lead by positive example. According to Confucius, leaders could motivate their subjects to follow the law by teaching them virtue.

His philosophy of education focused on the "Six Arts": archery, calligraphy, computation, music, chariot-driving and ritual. To Confucius, the main objective of being an educator was to teach people to live with integrity.

We at the Confucius Institute at the University of Cape Coast are using this period to showcase the Chinese Culture. This we have dubbed 'a Chinese Cultural Experience'.

Today, you will learn more about the following:

- Calligraphy – the traditional art of writing the Chinese characters.
- Jianzi - a traditional Chinese national sport in which players aim to keep a heavily weighted shuttlecock in the air by using their bodies (ball juggling)
- Chinese painting - is one of the oldest continuous artistic traditions in the world and involves painting in the traditional style.
- Chinese paper cutting - The art of Chinese paper cutting has been prized for many thousands of years. Paper cuts are used for decoration, given as gifts, and are regarded as lucky. Traditional paper cuts often showed celebrations, weddings and feasts, but now all sorts of motifs are used.
- Tai Chi – a type of martial arts which is also used for stress reduction and a variety of other health conditions.
- Mooncake - a Chinese bakery product traditionally eaten during the Mid-Autumn Festival.

Our decision to provide this Chinese cultural experience is imperative because the mandate of CIUCC is to promote the Chinese language and culture. In pursuit of this, we have rolled out a number of Chinese Language and culture programmes. However, most of our programmes have been confined to the lecture room. This year's Confucius Day Celebration is 'off-the-beaten-track'. As we seek to provide our students and the entire university community with an opportunity to have a first-hand experience of the Chinese culture and for them to immerse themselves in it. This we believe will enhance students' appreciation of



the Chinese culture.

Let me also seize this opportunity to appeal to our Chinese friends to also learn aspects of the Ghanaian culture whilst they are here in the true spirit of Confucianism and for cultural exchange which the Confucius institute seeks to achieve. In the words of Confucius, “Acquire new knowledge whilst thinking over the old, and you may become a teacher of others.”

To my Ghanaian friends, there is a lot that we can learn from the Chinese, especially with regards to China’s recent meteoric economic rise which is deeply rooted in its culture and the moral teachings of Confucius including sound moral values such as harmony, benevolence, righteousness and courtesy.

Confucius, in many ways epitomized the Chinese Culture and worldview. It is therefore not out of place to showcase the Chinese culture on a day set aside to honour him. What we are doing today coincides with his popular saying:

“I hear and I forget. I see and I remember. I do and I understand.”

Today you will not only be hearers of Chinese cultural practices but also seers and doers so you can remember and understand.

## **HOW A HOST INSTITUTION SUPPORTS A CONFUCIUS INSTITUTE: THE CASE OF UNIVERSITY OF CAPE COAST**

By Professor Ghartey Ampiah

Event: The Presidents' Forum of the 12th Global Confucius Institute Conference in Xi'an China

Time: On the 13th of December, 2017.

Theme: 'Deepening Cooperation, Development through Innovation, working Together to Build a Community of Shared Future for Mankind'.

### **INTRODUCTION**

One of the more impactful changes in our world today is China's rapid growth, its enduring cultural reach, and the sharp rise in the world's demand for Chinese learning. To satisfy this demand, the Chinese government has established Confucius Institutes all over the world including the Confucius Institute at the University of Cape Coast. Through the Confucius Institutes, China is able to create a platform for cooperation with the rest of the world. The Confucius Institute creates new opportunities for cultural collaboration and engagement with one of the most influential economic and cultural entities in the world today, China.

Ghana and China have been in a friendly relationship since the 1960s but the relationship has received a boost in recent times, with China becoming a major development partner to Ghana. This has resulted in an increased flow of goods between both countries and an increase in Chinese investments in Ghana. China has become Ghana's most significant trading partner while there has been an increase in the Chinese Foreign Direct Investments in Ghana. These developments have further heightened the demand for the Chinese language in Ghana. The Confucius Institute at the University of Cape CIUCC was established to facilitate the teaching of Chinese language and culture as well as to promote cultural exchanges between China and Ghana.

It was the result of a collaboration between Hunan City University and the University of Cape Under the agreement between UCC and HCU, the latter was to;

1. provide one or two visiting scholars/instructors on Chinese language and culture each year;
2. provide textbooks, reference materials, and audio-visual materials;

3. accept qualified UCC students who are studying at the Confucius Institute for further study at HCU every year.

4. decide on the themes of academic reports and implementation plans through discussion with the board of advisors.

UCC in turn was required to;

1. provide apartments and offices with free electricity and water for the Chinese director and instructors who are assigned to work at the Confucius Institute.

2. be responsible for airport reception and local transfer of instructors and related personnel from Hunan City University from the airport in Accra to the University of Cape Coast.

3. hold academic activities relating to the Confucius Institute.

### **ESTABLISHMENT OF THE CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST**

The Confucius Institute at UCC was formally launched on the 2nd of June, 2016, but the proposal for its founding was first submitted in 2009. The Confucius Institute Headquarters provided a start-up capital to facilitate the initial structuring of the Institute. Due to the strong language and cultural focus of the institute, it was safely placed under the Faculty of Arts under the College of Humanities and Legal Studies. First, UCC prepared the Confucius Institute site and facilities consisting of two offices, a classroom, and a computer room. In November 2016, new offices were offered to Confucius Institute to be housed in the newly opened Amissah Arthur Language Centre.

The extended space allowed for work to begin on a dedicated Language Laboratory that will also serve as the HSK Examination Center. In addition, UCC has provided accommodation for the China Director and the volunteer teachers. In terms of personnel, a Ghana Director Prof. Kwadwo Opoku-Agyemang was appointed initially to support the Chinese Director.

He has since August 2017 been replaced by Prof. Ishmael Mensah. UCC has also provided the needed administrative support to facilitate the operations of the institute. During the first year

of operations of CIUCC, full-time teaching and management staff have been appointed from an initial number of 3 people to 20 people, including 11 people who are paid by Hanban (1 Chinese director, 2 Chinese lecturers, 7 volunteer teachers and 1 local teacher), and 9 people paid by UCC (1 Ghana director, 2 management staff, 1 messenger, 2 cleaners and 3 national service persons).

To facilitate the smooth running of the institute, a set of rules and regulations have been developed to guide the Board of Advisors, Directors, administrative staff and volunteer teachers. In addition, a strategic plan (2016-2021) has been developed to guide the future course of the institute. By the plan, CIUCC seeks to become a model Confucius Institute in Ghana by vigorously pursuing its mandate.

The Institute is headed by the two Directors who work under the supervision of an advisory board of which I am the chairman with Prof Li Jianiqi, the president of Hunan City University as the co-chair. Other members of the board are Prof Dora F. Edu-Buandoh (Provost of the College of Humanities and Legal Studies, UCC); Prof Rosemond Boohene (Dean of the Centre for International Education, UCC); Mr Anthony Acquah (erstwhile College Finance Officer) as well as Prof Yuan Zhicheng and Ms Zhou Guiping of HCU. The board meets at least twice every year to approve the programmes, activities and budget of the institute. The Institute has established an especially close working relationship with the Chinese ambassador to Ghana Her Excellency Sun Bao Hong, whose support for the institute has been phenomenal. The Institute has also received a lot of support from the University of Cape Coast community. I am happy to report, that to date every public event organized by the institute has been well patronized by students and staff alike.

## **ACHIEVEMENTS OF CIUCC AND FUTURE PROSPECTS**

CIUCC has made significant strides in barely a year of its existence CIUCC has chalked up a number of successes including the following; First, there has been a steady increase in enrollment of students for the Chinese language and culture programmes. The number of registered students

has reached 2,000.

Also, the number of Chinese training centers opened outside the UCC campus has been on the ascendancy; to date 9 Chinese training Centers have been opened at Mfantsipim Senior High School, Shama Senior High School, Assin Northern Technical High School, Cape Coast Technical University, Perez University College, Immigration Service in the Central Region, Central Regional Police Command, Takoradi Guangdong Senda International Trade Co., Ltd among others. In addition to this, five Chinese Clubs have been formed in some schools including UCC Primary School, Mfantsipim and Shama SHS.

Moreover, there has been an increase in the number of Chinese cultural activities organized by CIUCC including the Global Confucius Institute Day Celebrations, Chinese Spring Festival, Confucius Day Celebrations, first anniversary of the establishment of the Confucius Institute at University of Cape Coast. These programmes provided the platform for showcasing the rich culture and traditions of the people of China and were patronized by scores of students and faculty of UCC and the other training centres.

CIUCC also presented four candidates for the 2017 Ghanaian Chinese Bridge Competition which was held on March 17th, 2017 at the University of Ghana. On April 7th, CIUCC sent on candidate, James to the University of Ghana to participate in the finals of the Chinese Bridge Competition at the University of Ghana.

To further strengthen cultural exchanges between the people of China and Ghana, CIUCC successfully organized a summer camp at HCU for 14 Ghanaian students. The students had a first-hand experience of Chinese language and culture. To further strengthen the ties between CIUCC and the Chinese language training centres in order to promote the teaching and learning of Chinese language in Ghana, CIUCC has organized a 12-member delegation to China led by the Deputy Minister of the Central Region of Ghana. It has also successfully organized the maiden China Africa Urban Development Forum which attracted scores of international participants who presented papers on various aspects of the conference theme.

In the coming years, management of UCC will continue to provide its unflinching support to

CIUCC in its quest to become a model Confucius Institute in Ghana. Management will ensure that the structures needed for the effective functioning of the institute are further strengthened and improved. It is my fervent hope that by the close of the next academic year (2018/2019), the BA (Chinese Language and Culture) will begin in earnest.

## **CHALLENGES FACING CONFUCIUS INSTITUTE AT UNIVERSITY OF CAPE COAST**

The achievements notwithstanding, CIUCC is still confronted with some challenges that inhibit the achievement of its full potentials. The institute is confronted with challenges relating to space, transportation, finance, communications and cross-cultural communication. Whilst pointing to these problems, I will also indicate how management is dealing with them.

First, there is inadequacy of office and classroom space. The institute is growing in terms of student numbers and staff. This calls for an expansion in office space and classrooms.

However, at the moment, the two directors share a common office. Also, volunteer teachers do not have offices as such they are compelled to use the conference room which also houses the administrators and other staff. This does not promote effectiveness of staff and functionality of equipment. It also does not guarantee privacy, confidentiality and security of official documents. The institute has one dedicated classroom and this places undue pressure on teachers as some are compelled to teach late in the evening. The university in an attempt to address this problem, has provided further space at the Amisah-Arthur Language Centre for the construction of a classroom, HSK Centre and a library. The project should be completed by the close of the year. When completed, it will ease the pressure.

Additionally, the financial challenges confronting CIUCC is not about the lack of funds but they are borne out of the differences between some of the financial policies of Hanban and that of UCC. However, since the accounts of CIUCC is lodged in the UCC system, usually it is the UCC

financial regulations that must be satisfied first. This sometimes Also, sometimes, the approval process for budgets that have already been approved by the CIUCC Board and Hanban tends to delay. To address this challenge, Directors have been advised to submit their requests for approval on time. Also, CIUCC will be given a dedicated accountant to ensure faster processing of requests since at the moment the institute relies on the accountant of the Faculty of Arts who also serves other eleven departments.

Lastly, the work of the institute demands constant communication with Hanban and other institutions. However, internet connectivity at the office is poor. Slow internet makes it difficult to communicate effectively with Hanban and other stakeholders. Directors are forced to spend hundreds of cedis of their personal money on recharge cards in order to dispatch urgent documents to Hanban but usually without an opportunity for reimbursement. However, to address this problem, the university has installed a new 4G Mifi infrastructure throughout the campus. It is currently being piloted and the two directors have been given mifi devices to take part in the piloting.

## **CONCLUSION**

In order to successfully host a Confucius Institute, UCC has provided the needed institutional support including personnel and space as well as the institution of a Board of Advisors and the necessary rules, regulations, procedures and policies. Frankly, CIUCC is doing very well considering the fact that it has been in existence for barely a year and a half. UCC remains committed to the agreements with Hanban and Hunan City and will continue to support the institute in its quest to become a model Confucius Institute.



孔子学院总部  
Confucius Institute Headquarters

May 18, 2016

### Letter of Congratulations

On the occasion of the inauguration of the Confucius Institute at University of Cape Coast, I would like, on behalf of Hanban, to extend my warmest congratulations and sincerest gratitude to all those who have offered continued care and support to the establishment of the Confucius Institute!

Even though China and Ghana are thousands of miles apart, our traditional friendship established by older generation of leaders is of long standing and grows much stronger as time goes by. Ghana is the important cooperative partner and sincere friend of China in Africa. The Confucius Institute at University of Cape Coast marks a great event in the educational and cultural exchanges between our two nations. I believe that through the joint efforts of the two sides, the Confucius Institute at University of Cape Coast will become an important platform for students and local people to learn Chinese language and culture, and will make new contributions in promoting the people-to-people exchanges and cooperation between China and Ghana, and enhancing the mutual understanding and friendship between the two peoples.

Wish the Confucius Institute at University of Cape Coast every success!

Yours sincerely,

XU Lin

Chief Executive, Confucius Institute Headquarters

Director General, Hanban, China