





KENYATTA UNIVERSITY

CONFUCIUS INSTITUTE STRATEGIC PLAN

2010-2015



### **VICE CHANCELLORS MESSAGE– KENYATTA UNIVERSITY**

A Strategic and Vision Plan is a management tool used to improve the performance of an organization. It is a document that outlines the organisation's direction and priorities, and guides the management to make decisions regarding the allocation of resources. Thus, undertaking a Strategic and Vision Planning process helps the management of an organization to built commitment among its key stakeholders to the agreed upon direction.

The world is becoming very competitive and this calls for inculcation of as many skills as possible. The Chinese programmes will definitely add value to our regular degree programmes towards propelling Kenyatta University to being a truly world class university. The Kenya Vision 2030 for the education sector is to have globally competitive quality education, training and research for sustainable development. To achieve this vision, four strategic areas, namely; access, quality, equity, science, technology and innovation have been identified for support based on their impacts on the economic, social and political life of the people. We at Kenyatta University recognize the fact that global competitiveness will depend on the ability to create a human resource base that will play a major role in contributing not only to efficiency gains in existing economic activities, but in diversifying economic sectors and activities in order to realize the country's vision. The Confucius Institute will go a long way in creating these globally competitive individuals who will be able to play a useful role on the world.

I take this opportunity to thank the Chinese embassy in Kenya, Confucius institute headquarters, Hanban, and Shandong Normal University for their immeasurable assistance that has seen the Confucius institute at Kenyatta University come this far. May this spirit of collaboration continue as the institute propels itself to greater heights of success and sustainability?

It is important to note that the Chinese language is spoken by a third of the world's people. China is a global power in terms of knowledge and having Kenyans who can competently engage and work side by side with the Chinese is strategically important for a developing nation like ours. It is thus gratifying to see that the Kenyatta University Confucius Institute has come up with a strategic plan to guide them in the achievement of their vision of becoming dynamic centre of excellence in provision of quality teaching and research in Chinese studies as well as service to the community.

PROF. OLIVE MUGENDA, PhD., EBS  
VICE-CHANCELLOR  
KENYATTA UNIVERSITY



#### **MESSAGE FROM THE PRESIDENT-SHANDONG NORMAL UNIVERSITY**

Confucius institute at Kenyatta University was established in December 2008.

The establishment of the institute is an indication of the cordial relations between the two great countries- china and Kenya. Further, the establishment symbolizes the good partnership between Shandong Normal University and Kenyatta University. I congratulate the chairman of the university council, the Vice- chancellor and the University community for having thought of the idea of a Confucius Institute which came at a time when the expansion of Confucius Institutes continues all over the world.

I must congratulate Kenyatta University, Shandong Normal University and Confucius headquarters, Hanban, China for their continued good relationship. I look forward to witnessing grater collaboration between the two universities and the realization of the goals of the establishment of the Confucius institute at Kenyatta University.

**PRESIDENT ZHAO YAUXIU  
SHANDONG NORMAL UNIVERSITY**



### **MESSAGE FROM THE DIRECTORS**

The Kenyatta University Confucius Institute Strategic Plan is the blueprint upon which the legacy of success of this Institute will be built. It is thus a very important management instrument that we intend to implement in full for the next five (5) years. This Strategic Plan is in line with the Kenyatta University Strategic and Vision Plan 2005-2015 and aligned to the Kenya Vision 2030.

In line with its Vision Statement ‘to be a dynamic, inclusive and globally competitive centre of excellence in the provision of quality education, training and research for sustainable development’. Kenyatta University put in a request through the Ambassador of the People’s Republic of China in Nairobi, for the establishment of a Confucius Institute in Kenyatta University and the agreement was formally signed on 3<sup>rd</sup> December, 2008. The Confucius Institute Headquarters, at Hanban, China then appointed Shandong Normal University, China, to implement the agreement. The institute is mandated to teach Chinese Language and Culture, Chinese Fine Art, Sports and Games, Traditional Chinese Medicine, Confucius Philosophy and other programmes that may be developed in future.

Confucius is the name of a Chinese philosopher who lived in 500 BC and it is his philosophy, among other things that Confucius Institutes all over the world spread.

The progress of the Chinese language and culture programmes has been steady and the institute's pioneer class graduated in July 2010. There are two classes of certificate level running concurrently with one hundred (100) students who registered for the September, 2010 intake. In addition, the University Senate and Council also agreed to offer beginners course in Chinese language and culture, free of charge to bonafide Kenyatta University students and at a subsidized rate to Kenyatta University members of staff.

The Confucius Institute is currently offering three (3) programs as follows:

- Beginners programme for Kenyatta University registered students
- Proficiency in Chinese language and culture for mainly Kenyatta University members of staff
- Certificate in Chinese language and culture for the wider community

#### **Plans and projections**

The institute is planning to include more Chinese studies such as;

- Diploma
- Bachelor
- Doctorate

We would like to pledge our commitment towards making Confucius Institute Kenyatta University self sustaining.

However, we must point out the fact that this will require an expanded centre as well as additional lecturers something already entrenched in the institutes five(5) years strategic plan.

The aim of Confucius Institute in Kenyatta University is to be a world class Confucius Institute.

We have no iota of doubt that the institute will grow to be a centre of excellence. In this Strategic and Vision plan we envisage Chinese Language and Culture being taught in all our Campuses countrywide. Currently, the institute has five Chinese Professors from Shandong Normal University and four local teachers who will be on hand to assist the Institute deliver its core mandate of teaching Chinese language and Culture.

Once again, we thank Confucius Institute, Hanban, Shandong Normal University and Kenyatta University management for their support and assure all that Confucius Institute Kenyatta University is on the right track. We also take this opportunity to call on both

Kenyatta University's members of staff and students of Kenya to register for various Chinese programmes for facilitation of academic and cultural exchanges between Kenyatta University and Chinese Universities and generally between Kenya and China.

**DR MARTIN C.NJOROGE**  
**DIRECTOR**  
**KENYATTA UNIVERSITY CONFUCIUS INSTITUTE**

**PROF. PANG HUI**  
**CHINESE DIRECTOR**  
**KENYATTA UNIVERSITY CONFUCIUS INSTITUTE**



#### **MESSAGE FROM THE BOARD CHAIRMAN –CONFUCIUS INSTITUTE**

It is with pleasure on behalf of the Confucius Institute board members to thank Kenyatta University, Shandong Normal University and the Confucius institute Headquarters, Hanban for the establishment of the institute. The establishment of the institute was a major milestone towards strengthening the good relationship between Kenya and China. With joint efforts of Kenyatta University, Shandong Normal University and the Confucius institute Headquarters, Hanban, the Confucius institute at Kenyatta University will continue to expand and act as a bridge between Kenya and China. The place of Chinese language and culture in global economy today cannot be over-emphasized. It is thus gratifying to note that Kenyatta University is amongst the pioneering institutions in this region to establish the Confucius institute.

**MR. PETER MUGAMBI**  
**BOARD CHAIRMAN, CONFUCIUS INSTITUTE**

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- 1.Kenyatta University main gate
- 2.Confucius Institute offices
- 3 K U logo
- 4 SDNU logo

## EXECUTIVE SUMMARY

The Kenyatta University Vice- Chancellor, acting on behalf the University, requested the government of the Peoples Republic of China, through its ambassador in Nairobi, to establish Confucius Institute at Kenyatta University. The request was granted and an agreement was formally signed on 3<sup>rd</sup> December, 2008. The Confucius Institute Headquarters, at Hanban, China, then appointed Shandong Normal University (China) to implement the agreement.

The Confucius Institute is a non- profit education organization devoted to responding to the needs of people from different nations and regions in the world interested in China. The target groups learn Chinese language to enhance their understanding of Chinese culture. The Institute's purpose is mainly to strengthen not only educational and cultural exchanges but also to facilitate cooperation between China and other countries, thereby deepening friendly relationships between China and other nations. It is hoped that by doing so, multiculturalism will be promoted and subsequently, a harmonious world realized.

The Confucius Institute at Kenyatta University is headed by a Director, appointed by the Vice-Chancellor and a Chinese Director seconded from Hanban, China. The institute is mandated to teach Chinese Language and Culture, Chinese Fine Arts, Sports and Games, Traditional Chinese Medicine, Confucius Philosophy and other programmes that may be developed in future. The institute was officially launched on June 3<sup>rd</sup> 2010 where the guest of honour was Mr. Wang Gang, Vice-chairman of Chinese Political Consultative Forum.

The strategic objectives, anticipated inputs and outputs will be critical in guiding the Institutes` self-renewal efforts, so that they are in consonance with Kenyatta University's strategic and vision plan whose theme is" committed to creativity, excellence and self reliance," and is grounded on the principles of inclusiveness, participation, and democracy as well as human rights approach.



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1. Kenyatta University's DVC (administration) Prof. P.K. Wainaina (left), President Zhao Yauxio, Shandong Normal University and other senior officials during the launch of Confucius Institute on June 3<sup>rd</sup> 2010
2. Shandong Normal University students perform during Kenyatta University's culture week in 2009
3. Kenyan students in China celebrating Chinese New Year at Shandong Normal University

## CHAPTER ONE

### Historical Background

Confucius is a western corruption of the name K'ung-fu-tzu or Kung-tzu (551-479BCE), the Chinese Master Teacher. Confucius was born in the Chinese state of Lu, now Qufu, in Shandong Province. Although he was honoured as a sage in his own time, and a shrine was built in his honour upon his death, the religion associated with him(confucianism) ceased to exist at the end of the Chou Dynasty, but was later revived at around 195 B.C. during the Han Dynasty.

Confucianism is a set of ethical beliefs, sometimes termed religion, that were developed from the teachings of [Confucius](#). Confucius' theories and [philosophy](#) gave rise to laws based on his teachings, first in China, and then later in Japan, Korea and Vietnam. All who studied and practiced Confucianism aimed at harmonious relationships that would result in greater peace in their countries. Elements of Confucianism, though it is no longer widely practised, persist in many Asian cultures.

Like many of the great philosophers and religious leaders, Confucius did not keep records of his own words and deeds. Instead, the texts that make up Confucianism are recordings from his students, and their students. This is a bit complicated because many texts recording Confucian thought were burned during the Qin Dynasty. Dissenters of Confucianism were authorized to burn all materials in reference to it. Thus, the records of Confucian thought are fragmented and sometimes contradict themselves or lack required explanation.

Nevertheless, during the [Han Dynasty](#), which lasted until about 220 BC, Confucian thought was the inspiration for establishing the rules and laws of China. After the Han dynasty fell, Confucian thought was widely discarded in favour of [Buddhism](#), but enjoyed a rebirth again in the 7th century. At that time, scholars blended ideas of Buddhism, Daoism and Confucian thought in order to create laws and emphasize the way right relationships can establish peace.

The principal concepts in Confucianism were primarily meant to apply to rulers, the nobility and scholars. Confucianism does not target the general populace, as does Buddhism. The beginning of Confucianism is the idea that people must be virtuous, especially rulers. Self-virtue, expressed in modesty, truthfulness, loyalty, charity, and learning were essential requirements for all. The sum total of this social virtue is often referred to as the *Jen*. It was impossible to expect virtue in

the people governed, if the governors (or emperors) did not display the highest virtues, and did not promote the education of others to obtain these virtues.

The [Golden Rule](#) is manifested in Confucianism: What you do not want done to yourself, do not do to others. Emphasis is placed on virtuous relationship with others and acting “right” with all. Through virtuous behaviour and observance of right relationships, harmony is established in the self and in the kingdom.

Confucianism does include the concept of the divine and the expressed. Men should have three “awes.” Awe can be translated as respect and veneration of the following:

- Heaven’s decree
- Great Men
- Saints (past thinkers or ancestors)

Confucianism opposes war since it is the antithesis of harmonious relationship. It also opposes enforcement of too many laws, as the ideal is that all people will live in harmony and govern themselves. There are five principal relationships to which man has varying responsibility. These are husband and wife, parent and child, elder and younger siblings or all younger people’s relationship to elders, ruler and subject, or even friend.

Of these, one of the most important relationships is still emphasized today in modern China, Japan and Korea. This is the relationship between parent and child is also called filial piety: the idea that children, even adult ones, must respect and obey their parents, and in general, their elders. This relationship is maintained in many households in Asian countries. The word of the parents is the law for the children when this relationship remains harmonious. Care of the parents as they age is another aspect of filial piety.

After establishing a pilot institute in Tashkent, Uzbekistan, in June 2004, the first Confucius Institute was established on November 21, 2004 in Seoul, the Republic of South Korea and many more have been established in other countries, such as the United States of America, Germany, South Africa, Sweden and Kenya. The Chinese language enjoys an increasing popularity in these countries. As of November 2009, there were 282 Confucius Institutes and 272 Confucius Classrooms. The Confucius Institute in Hanban aims to establish 1,000 Confucius Institutes by 2020. There are two Confucius Institutes

in Kenya: Kenyatta University Confucius Institute and University of Nairobi Confucius Institute. As of August 2010, there were 26 Confucius institutes in Africa and 4 Confucius classrooms.

The curriculum for the Confucius Institute at Kenyatta University was developed and approved by the Kenyatta University Senate in March 2009. The first curriculum to be developed was Beginners course in Chinese Language and Culture, then Proficiency course in Chinese Language and Culture followed by a Certificate course in Chinese Language and Culture. The curriculum for other programmes will be developed as demand increases.

### **Resources of the Institute**

The Confucius Institute is headed by a Director, appointed by the Vice-Chancellor and a Chinese Director seconded from Hanban, China. There are also four Chinese lecturers from Shandong Normal University, two volunteer lecturers also from Shandong Normal University and four local teachers. The institute has a Senior Administrative Assistant, a Secretary, a clerk, a cleaner and a Librarian. These employees form the human resource base that runs the Institute under the guidance of the Institute's Board. The governance structure of the Institute bears executive functions of the Director who is answerable to the Vice - Chancellor. The role of the Board is evaluative and advisory. The board meets regularly to discuss matters pertaining the institute. It is thus vital to use the instrument of strategic planning as a means of planning and fostering mechanisms for the management of the Confucius Institute.

Consequently, strategic objectives, anticipated inputs and outputs will be critical in guiding the Institutes' self-renewal efforts, so that they are in consonance with Kenyatta University's strategic and vision plan whose theme is "to be committed to creativity, excellence and self reliance," and is grounded on the principles of inclusiveness, participation, and democracy as well as human rights approach.

### **Situational Analysis (SWOT Analysis)**

The strengths, weaknesses, opportunities and threats facing the Institute have been identified and will serve as a benchmark on which priority areas and strategies will be based.

#### **Strengths**

- i. Kenyatta University, where the Confucius Institute is established, is a leading institution in international language training and research.

- ii. Support and goodwill from the University administration.
- iii. Support from Hanban and Shandong Normal University.
- iv. A multi- disciplinary Board to manage the Institute.
- v. Adequate information and communication technology infrastructure.
- vi. Competent teaching and support staff.
- vii. Availability of land for physical infrastructural development.
- viii. Strategically situated campuses countrywide to mount Chinese programmes.
- ix. Availability of a University radio station for dissemination of information.
- x. A wide range of possible multi-disciplinary programmes.
- xi. Proximity to Kenya's capital city, Nairobi, and location in a peri-urban, beautiful, serene and clean environment.

### **Weaknesses**

- i. Insufficient local Chinese teachers.
- ii. Inadequate lecture theatres.
- iii. Insufficient funds for infrastructural development and capacity building.

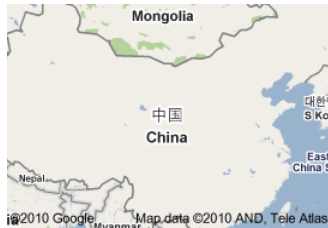
### **Opportunities**

- i. To offer joint degree programmes.
- ii. Potential exchange programme and scholarships.
- iii. Increased demand for Chinese studies.
- iv. A chance to popularize Chinese among students and staff
- v. Increased demand for Business Chinese.
- vi. Potential to develop and mount multi-disciplinary programmes



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in a chinese class



2.The map of China and Kenya



3. Cofucius Institute students in an interactive debate

1.Cofucius Institute students

## CHAPTER TWO

### **Fundamental Statements and Objectives**

#### **Vision Statement**

To be a dynamic centre of excellence in provision of quality teaching and research in Chinese studies as well as service to the community.

#### **Mission Statement**

To provide quality teaching in Chinese studies, offer service to community and innovate ways of sustaining the Institute's objectives.

#### **Identity Statement**

Kenyatta University Confucius Institute is a community of scholars, committed to the generation and dissemination of knowledge in Chinese studies and promotion of Sino-Kenyan culture and ties.

#### **Core Values**

Integrity, Excellence, Creativity, Service and Internationalization.

#### **Integrity**

To maintain an institute run with a high level of professionalism.

#### **Excellence**

To be a world - class centre in teaching

#### **Creativity**

To maintain a high level of innovation in its operations.

## **Internationalization**

To be interlinked with all leading Confucius Institutes globally.

### **Objectives**

The specific objectives of Confucius Institute are to:

- i. Promote high standards in teaching, learning and scholarship.
- ii. Undertake research, seminars/workshops and public lectures.
- iii. Undertake activities that are within the confines of the memorandum of agreement binding Kenyatta University and Confucius Institute Headquarters, Hanban and Promote interaction between Shandong Normal University and Kenyatta University, in order to increase the quality and delivery of programmes.
- iv. Institutionalize quality management systems in the operations of the institute.
- v. Develop marketing strategies to ensure sustainability.
- vi. Develop adequate physical infrastructure for the Institute.
- vii. Build capacity of the personnel in the institute.

### **General Strategies**

In order to pursue the achievement of the above institutional objectives during the strategic plan period, the institute intends, inter-alia to:

- i. Develop and mount Chinese Language and Culture programmes and other Chinese-related courses.
- ii. Undertake research and organize seminars/workshops and public lectures.
- iii. Institutionalize quality management systems in the operations of the Institute.
- iv. Develop adequate physical infrastructure for the Institute
- v. Recruit and train the Institute's staff.
- vi. Undertake activities that are within the confines of the MOU binding Kenyatta University and Confucius Institute Headquarters, Hanban and to promote interaction between Shandong Normal University and Kenyatta University, in order to increase the quality and delivery of programmes.
- vii. Develop marketing strategies to ensure sustainability.



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1. Pioneer Kenyatta University Cofucius Institute students at SDNU main gate

2. The statue of Mao Tse Dong at the front gate of SDNU

3. Kenyatta University main gate

## **CHAPTER THREE**

### **CONTEMPORARY AND EMERGING ISSUES**

The Institute needs to address a number of issues for it to realize its strategic plan. These issues include:

Log Frame 1: Promote high standards in teaching, learning and scholarship.

Log Frame 2: To undertake research, seminars/workshops and public lectures.

Log Frame 3: To institutionalize quality management systems in the operations of the institute.

Log Frame 4: To develop adequate physical infrastructure for the institute.

Log Frame 5: To build capacity of the personnel in the institute

Log Frame 6: To undertake activities that are within the confines of the MOU binding Kenyatta University and Confucius Institute Headquarters, Hanban and to promote increased interaction between Shandong Normal University and Kenyatta University in order to increase the quality and delivery of programmes.

Log Frame 7: To develop marketing strategies to ensure financial sustainability.

Log Frame 8: Monitoring and Evaluation

The Strategic and Vision Plan indicates how the Kenyatta University Confucius Institute will respond to these issues.

## CHAPTER FOUR

### Academic Programmes

#### Introduction

The mission of Kenyatta University is to provide quality education and promote scholarship. In this regard, the Confucius Institute will endeavour to transform learners from being mere consumers of knowledge to holistic generators of knowledge. The Institute will strive to develop and mount market-driven courses with a view to enhancing marketability of its graduates. Given the information and knowledge explosion, and the significance of China in the global economy, the Confucius Institute will design and mount innovative curricula in Chinese studies. This captures the key targets: quality education, scholarship, holistic generators of knowledge, market - driven courses, and innovative curricula.

#### Strategic Goal

The strategic goal of the Confucius Institute is to promote high standards in teaching, learning and scholarship. In order to attain this goal, the Confucius Institute will pursue the following objectives:

- i. Develop and mount relevant and responsive curricula.
- ii. Review existing curricula.
- iii. Institutionalize the use of new approaches in teaching and learning.
- iv. Develop and mount undergraduate programmes

#### Strategies

For the above objectives to be achieved the Confucius Institute will pursue the following strategies:

- i. Develop and mount new and diversified programmes responsive to market needs.
- ii. Review the existing programmes.
- iii. Adopt new teaching and learning technology Expected Output
- iv. Needs assessment will have been conducted.

- v. Evaluate existing Confucius Institute curricula.
- vi. New programmes developed.
- vii. New programmes mounted.
- viii. Number of curricula revised.
- ix. Train academic staff on the use of modern learning technologies.
- x. Establishment of teams to develop an undergraduate programme
- xi. Undergraduate programme processed for approval by the University

## LOG FRAME 1: Teaching and Learning

**STRATEGIC GOAL: To promote high standards in teaching, learning and scholarship**

| Strategic Objectives                                   | Strategies                        | Activities                         | Performance indicators                               | Time Frame |   |   | Implementation Period |   |           | Assumptions                    | Responsibility                          |
|--------------------------------------------------------|-----------------------------------|------------------------------------|------------------------------------------------------|------------|---|---|-----------------------|---|-----------|--------------------------------|-----------------------------------------|
|                                                        |                                   |                                    |                                                      | 1          | 2 | 3 | 4                     | 5 |           |                                |                                         |
| To develop and mount relevant and responsive curricula | Develop and mount new programmes  | Conduct a needs assessment         | Curriculum committee constituted on needs assessment | √          | √ | √ |                       | √ | 2010-2015 | Availability of resources      | Dire-<br>ctor<br>CI/Chinese<br>director |
|                                                        |                                   | Evaluate the existing CI curricula | Available evaluation report                          | √          | √ | √ | √                     | √ | 2010-2015 | Cooperation from other CIs     |                                         |
|                                                        |                                   | Develop new programmes             | List of the new programmes                           | √          | √ | √ | √                     | √ |           |                                |                                         |
|                                                        |                                   | Mount the new programmes           | List of the new programmes mounted                   | √          | √ | √ | √                     | √ | 2010-2015 | Availability of teaching staff |                                         |
| To review existing curricula                           | Reviewing the existing programmes | Conduct a needs assessment         | Available reports on needs                           | √          | √ | √ | √                     | √ | 2011-2014 | Availability of resources      | DVC<br>Academic                         |

|  |                                              |                                                                                                                                              |                                                          |   |   |   |   |   |           |                                                |                                         |
|--|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---|---|---|---|---|-----------|------------------------------------------------|-----------------------------------------|
|  |                                              |                                                                                                                                              | assessments                                              |   |   |   |   |   |           |                                                |                                         |
|  |                                              | Evaluate existing curricula and identify gaps                                                                                                | Available evaluation report                              | √ | √ | √ | √ | √ | 2011-2014 |                                                | DVC Academic                            |
|  |                                              | Revise curricula                                                                                                                             | List the number of revised curricula                     | √ | √ | √ | √ | √ | 2011-2014 |                                                | Director c i                            |
|  | Apply new teaching and learning technologies | Train academic staff on the use of modern teaching and learning technologies                                                                 | Number of staff trained. Number of new technologies used | √ | √ | √ | √ | √ | 2011-2014 |                                                | Director CI                             |
|  | Develop diversified undergraduate programmes | Constitute a curriculum committee in the institute to ascertain multi disciplinary approach to the development of an undergraduate programme | Number of undergraduate programmes developed             | √ | √ | √ | √ | √ | 2011-2014 | Cooperation from other Schools and Departments | DVC (Acad) Director CI                  |
|  |                                              | Process undergraduate programme for approval by University                                                                                   | Number of undergraduate programme approved               | √ | √ | √ | √ | √ |           |                                                | DVC (Acad) Director CI Chinese director |
|  |                                              | Mount the approved undergraduate                                                                                                             | Number of undergraduate programmes                       | √ | √ | √ | √ | √ |           |                                                |                                         |

|  |  |           |          |  |  |  |  |  |  |  |  |
|--|--|-----------|----------|--|--|--|--|--|--|--|--|
|  |  | programme | approved |  |  |  |  |  |  |  |  |
|--|--|-----------|----------|--|--|--|--|--|--|--|--|

*Time Frame Key:*

Year 1 -- 2010-2011

Year 2 -- 2011-2012

Year 3 -- 2012-2013

Year 4 -- 2013-2014

Year 5 -- 2014-2015



1. Confucius institute students in a class discussion
2. The front gate of shandong Normal University

## **CHAPTER FIVE**

### **Physical Infrastructure and Facilities**

#### **Introduction**

The Confucius Institute is currently accommodated temporarily along Nigeria Street. It therefore requires more facilities to carry out its mandate and a spacious centre to conduct its business effectively. Such a centre is currently not in place, thus there is need to build the Confucius Institute Centre at Kenyatta University. The centre will provide lecture halls, offices, Chinese activities rooms, language laboratories, and a library. The Centre will also be equipped with furniture, computers, computer networking and other necessary electronic equipment. The strategic objectives are to create an all inclusive Confucius Institute Centre with space to accommodate all their needs. Getting Confucius Institute accommodated in the centre will enhance the achievement of its strategic objectives.

The proposed Centre will have four lecture halls with a capacity of one hundred each. The language laboratory should have a capacity of seventy students. The maximum number of staff for the Confucius Institute is fifty members both teaching and non-teaching. Four language activity rooms each with a capacity of fifty one culture room with a capacity of one hundred and three and seminar rooms with a capacity of fifty each are required.

#### **Strategic Goals, Objectives and Strategies.**

During the Strategic and Vision Plan period, the Confucius Institute will:

- i. Put in place both the physical facilities and infrastructure to match the students enrolment, programmes and staff.
- ii. Provide teaching and learning materials and equipment.
- iii. Acquire up – to – date books and subscribe to current and relevant journals.
- iv. Automate the library service.

## Key Targets and Expected General Outputs

By 2015 it is anticipated that the Confucius Institute will have:

- i. Attained provision of the required physical infrastructure and corresponding furniture requirement.
- ii. Automated its resource centre services.
- iii. Acquired the required learning and teaching resources.

## LOG FRAME 2: Physical Infrastructure and Facilities

**STRATEGIC GOAL:** To have adequate Physical Infrastructure and Facilities to teach Chinese Language

*Include Performance indicators e.g. Proposal. Designs etc*

| Strategic objectives                    | Strategies                                                    | Activities                                                    | Performance indicator | Time Frame |   |   |   |   | Implementation period   | Assumptions        | Responsibility                                                    |
|-----------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|-----------------------|------------|---|---|---|---|-------------------------|--------------------|-------------------------------------------------------------------|
|                                         |                                                               |                                                               |                       | 1          | 2 | 3 | 4 | 5 |                         |                    |                                                                   |
| To build the Confucius Institute centre | Write proposal for construction of Confucius Institute centre | Sourcing funds from Hanban and other sources<br>Raising funds | Funds approved        | √          | √ | √ |   |   | March 2011 - March 2012 | University support | DVC (F,P&D)                                                       |
|                                         | Develop architectural models of the Confucius Institute       |                                                               | Funds raised          |            |   |   |   |   |                         | Hanban support     | Director Confucius Institute<br>University Architect<br>Committee |
|                                         | Obtain                                                        |                                                               |                       |            |   |   |   |   |                         |                    |                                                                   |

|                                                                   |                                                                       |                                 |                     |   |   |   |  |  |                         |                                                          |                               |
|-------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------|---------------------|---|---|---|--|--|-------------------------|----------------------------------------------------------|-------------------------------|
|                                                                   | approval from Kenyatta University and Hanban                          |                                 |                     |   |   |   |  |  |                         |                                                          |                               |
|                                                                   | Raise funds for building                                              |                                 |                     |   |   |   |  |  |                         |                                                          |                               |
|                                                                   | Construct a Confucius Institute centre                                |                                 |                     |   |   |   |  |  |                         |                                                          |                               |
| To furnish the lecture halls, activity rooms and offices          | Get the specific requirements and quotations.<br><br>Source for funds | Purchase the required furniture | Purchased Furniture |   | √ | √ |  |  | April 2014 - April 2015 | Confucius Institute Head-quarters and University support | DVC (F,P&D)                   |
| Utilize space to cater for Confucius Institute staff and students | Identify and allocate offices                                         | Allocation                      | Offices allocated   | √ |   |   |  |  | May 2011                | Confucius Institute Headquarters and University support  | Director, Confucius Institute |

|                                                                                                  |                                                                         |                                                                                                                                                                                               |                                                                                              |  |   |   |  |  |                          |  |                                                       |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--|---|---|--|--|--------------------------|--|-------------------------------------------------------|
| Improve the standards of the resource centre                                                     | Expand and modernize the resource centre                                | Create reading spaces in the resource centre.<br><br>Automate and network the library system.<br><br>Library system automated and networked<br>Stock current and relevant books and journals. | The number of reading spaces created<br><br>The number of current books and journals stocked |  | √ | √ |  |  | March 2014 to March 2015 |  | Director, Confucius Institute                         |
| To enhance teaching and learning through adequate provision of materials resources and equipment | Provide adequate and relevant teaching/learning materials and equipment | Allocate adequate funds for teaching materials and equipment in the budget<br><br>Purchase adequate teaching and learning equipment e.g. LCD projectors and computers                         | Adequate Funds allocated<br><br>The number of teaching/learning equipment purchased          |  | √ | √ |  |  | Ongoing<br><br>ongoing   |  | Director, Confucius Institute<br><br>Chinese Director |

**Time Frame Key:**

Year 1 -- 2010-2011

Year 2 -- 2011-2012

Year 3 -- 2012-2013

Year 4 -- 2013-2014

Year 5 -- 2014-2015



1



2





3

1. Retreat by Confucius Institute board members at North Coast Beach Hotel
2. the Vice-Chancellor of Kenyatta University and the director Confucius Institute
3. Chinese Director

## CHAPTER SIX

### Relations, Institutional Management and Governance

#### Introduction

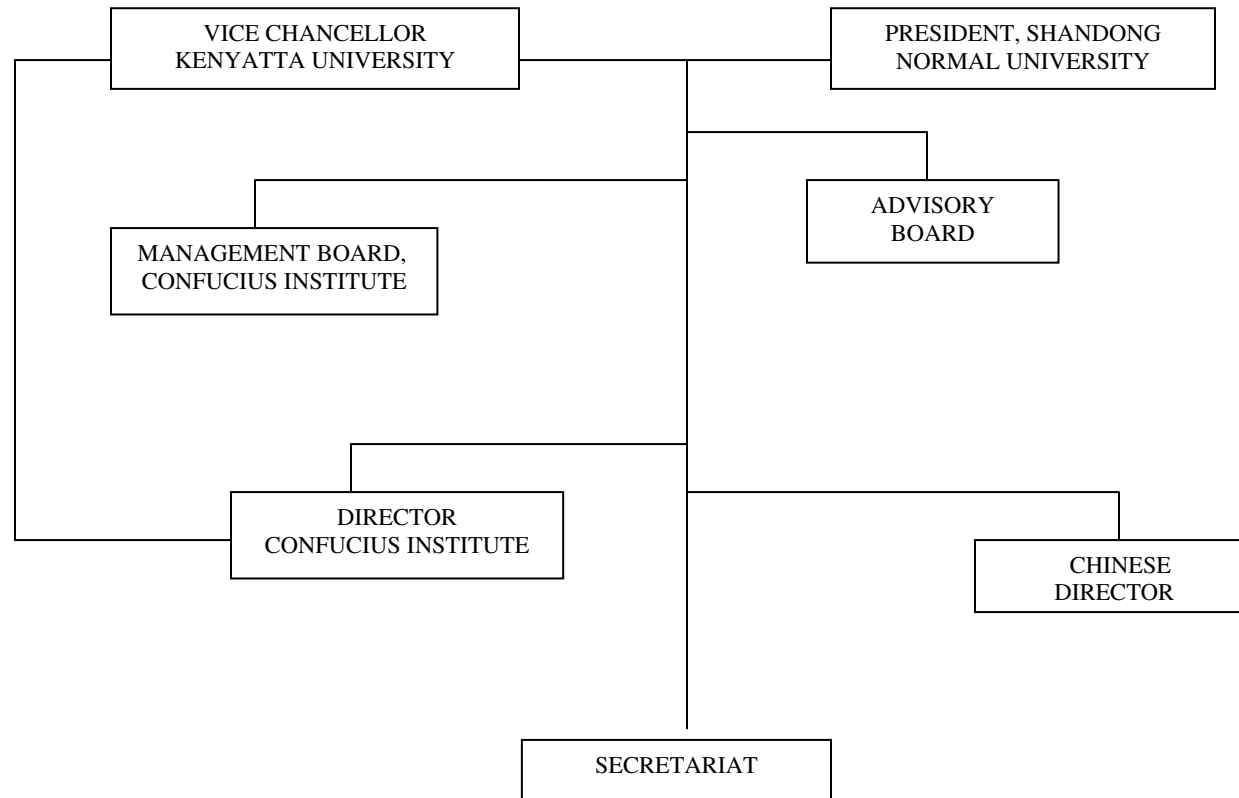
The Confucius Institute at Kenyatta University aims at becoming one of the leading Confucius Institutes in the world. The Institute's prosperity will be achieved by having a transparent, accountable, ethical and results-oriented governance structure. This will also be achieved by maintaining a close relationship with the Confucius Institute Headquarters and other Confucius Institutes in the world.

#### Governance

In line with the aspirations of Kenyatta University's Strategic and Vision Plan, the Confucius Institute will intensify efforts to embrace and enhance institutional structures that value transparency and accountability. CI will institutionalize the use of its working instructions as a tool for enhancing efficiency in service delivery.

The memoranda of agreement between Kenyatta University and Hanban and between Kenyatta University and Shandong Normal University have provided for management and administrative structures that are largely hierarchical. Further, Confucius Institute at Kenyatta University operates under the Kenyatta University governance structures on a day to day basis (see organogram). Subsequently, there is need to rationalize and synchronize organizational structures in order to create an efficient Institute. *The management boards have complementary roles.*

## MANAGEMENT ORGANOGRAM FOR KENYATTA UNIVERSITY CONFUCIUS INSTITUTE



## **Strategic Goal, Objectives and Strategies**

The goal of the Confucius Institute is to institutionalize good governance practices at the institute. To attain this goal the Confucius Institute will pursue the following objectives:

- i. Improve efficiency and effectiveness in all its functions and operations.
- ii. Enhance relations with collaborators.

To achieve these objectives, the Confucius Institute will pursue the following strategies:

- i. Rationalize administrative structures and organizational practices.
- ii. Institutionalize the University service charter and results-based management practices.
- iii. Adopt international best practices in management such as ISO 9001:2000.
- iv. Enhance interactions between Kenyatta University, Hanban, and Shandong Normal University.
- v. Initiate relations with other Confucius Institutes and other collaborators in the world

## **Key Targets and Expected Outputs**

- i. A board with defined roles and diverse representation
- ii. Administrative responsibilities devolved to the Institute.
- iii. Instituted competitive-based appointment systems at all senior administrative positions.
- iv. New administrative and management structures that are rationalized and accountable.
- v. Gender equity at all levels.
- vi. Institutionalized service charter and Results Based Management (RBM).
- vii. Accelerated staff and student exchanges
- viii. Increased collaborations

## Log Frame 3: Governance

**STRATEGIC GOAL: To Institutionalize Good Governance Practices at the Institute**

| Strategic Objectives                                                 | Strategies                                               | Activities                                                                    | Performance Indicators (Output/Target) |   | Time Frame |     |    |   |             | Assumptions                                                                                                                          | Responsibility                                                                                                   |                       |
|----------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------|---|------------|-----|----|---|-------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------|
|                                                                      |                                                          |                                                                               |                                        |   | Yr         |     |    |   |             |                                                                                                                                      |                                                                                                                  | Implementation Period |
|                                                                      |                                                          |                                                                               |                                        | I | II         | III | IV | V |             |                                                                                                                                      |                                                                                                                  |                       |
| Improve efficiency and effectiveness in all functions and operations | Rationalize administrative and organizational structures | •Review the existing administrative structure in the MOAs                     | •Revised MOA                           | √ |            |     |    |   | 2010 – 2011 | •Support from Confucius Institute Headquarters, Hanban<br><br>•Support from Shandong Normal University<br><br>•Support from Kenyatta | Kenyatta University - Vice Chancellor<br><br>President, Shandong Normal University<br><br>Chief Executive Hanban |                       |
|                                                                      |                                                          | •Review the structure and operations of the board                             | •New board structure                   | √ |            |     |    |   | 2010 – 2011 |                                                                                                                                      |                                                                                                                  |                       |
|                                                                      |                                                          | •Develop a governance policy at the Confucius Institute, based on revised MOA | •Approved policy document              | √ |            |     |    |   | 2010 – 2011 |                                                                                                                                      |                                                                                                                  |                       |

|                                                       |                                                                            |                                                       |                                                                                                                              |   |   |   |   |   |             |                              |                               |
|-------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------------|------------------------------|-------------------------------|
|                                                       |                                                                            | •Implement the policy                                 | •New administrative and organization structures.                                                                             | √ |   |   |   |   | 2011 – 2012 | University                   | Director-CI                   |
|                                                       | Institutionalize the use of the service charter as a service delivery tool | •Sensitize staff and students<br>•Working instruction | •Number of staff and students sensitized                                                                                     | √ |   | √ | √ | √ | 2010 – 2015 |                              |                               |
|                                                       |                                                                            | • Audit implementation                                | •Number of compliments/ complaints raised                                                                                    | √ | √ | √ | √ | √ | 2010 – 2015 |                              |                               |
|                                                       | Adopt international best practices in management such as ISO 9001:2008     | • Train and sensitize staff and students on ISO       | • Number of staff and students sensitized                                                                                    | √ | √ | √ | √ | √ | 2010 – 2015 |                              |                               |
|                                                       |                                                                            | • Audit implementation                                | • ISO reports                                                                                                                | √ | √ | √ | √ | √ | 2010 – 2015 |                              |                               |
| Enhance relations with Confucius Institutes and other | Enhance interactions between Kenyatta University,                          | Hold conferences.                                     | <ul style="list-style-type: none"> <li>• Number of conferences.</li> <li>• Number of publications of proceedings.</li> </ul> | √ | √ | √ | √ | √ | 2010 – 2015 | Timely availability of funds | Director, Confucius Institute |

|               |                                        |                                                           |                                                       |   |   |   |   |   |             |                                                         |
|---------------|----------------------------------------|-----------------------------------------------------------|-------------------------------------------------------|---|---|---|---|---|-------------|---------------------------------------------------------|
| collaborators | Hanban and Shandong Normal University. | Undertake student and staff exchanges                     | Number of staff and student exchanges                 | √ | √ | √ | √ | √ | 2010 - 2015 | •Support from Confucius Institute headquarters / Hanban |
|               |                                        | Hold cultural exchanges                                   | Number of cultural exchanges                          | √ | √ | √ | √ | √ | 2010 - 2015 | •Support from Kenyatta University                       |
|               |                                        | Hold exhibitions                                          | Number of exhibitions.<br><br>Number of participants. | √ | √ | √ | √ | √ | 2010 - 2015 |                                                         |
|               |                                        | Undertake other activities in the Memorandum of Agreement | Number of tasks accomplished                          | √ | √ | √ | √ | √ | 2010 - 2015 |                                                         |

|  |                                                                                   |                                                                                             |                                                                                                                    |   |   |   |   |   |             |                                                                                                                                                                                   |                                                 |
|--|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|  | Initiate relations with Confucius Institutes and other collaborators in the world | Create and update a web page for the Confucius Institute in the Kenyatta University website | <ul style="list-style-type: none"> <li>Updated webpage</li> <li>Number of site hits</li> </ul>                     | √ | √ | √ | √ | √ | 2010 – 2015 | <p>Willing cooperators/ Collaborators Opportunities to participate in conferences</p> <p>Availability of opportunities for collaborations</p>                                     | Director, Confucius Institute, Chinese Director |
|  |                                                                                   | Publish and distribute periodical magazines, brochures, and other promotional materials     | <ul style="list-style-type: none"> <li>Number of copies published</li> <li>Number of copies distributed</li> </ul> | √ | √ | √ | √ | √ | 2010 – 2015 | <ul style="list-style-type: none"> <li>Financial support for workshops, international meetings, cultural events among other areas.</li> </ul> <p>Timely availability of funds</p> |                                                 |

|  |  |                                                                       |                                                                                                                                                                          |   |   |   |   |   |             |
|--|--|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-------------|
|  |  | Make formal contacts to Confucius Institutes in Africa                | Number of contacts and Participations in annual Confucius Institute conferences                                                                                          | √ | √ | √ | √ | √ | 2010 - 2015 |
|  |  | Make formal contacts to Confucius Institutes in the rest of the world | Institute conferences                                                                                                                                                    | √ | √ | √ | √ | √ | 2010 -2015  |
|  |  | Make formal contacts to potential collaborators                       | Increased number of collaborators                                                                                                                                        | √ | √ | √ | √ | √ | 2010 - 2015 |
|  |  | Hold sensitization meetings with potential collaborators              | <ul style="list-style-type: none"> <li>• Number of meetings</li> <li>• Number of participants</li> <li>• Number of potential collaborators attending meetings</li> </ul> | √ | √ | √ | √ | √ | 2010 - 2015 |
|  |  | Sign MOUs/MOAs with collaborators                                     | <ul style="list-style-type: none"> <li>• Number of signed contracts</li> <li>• Number of funding opportunities</li> <li>• Number of donors</li> </ul>                    | √ | √ | √ | √ | √ | 2010 - 2015 |

**Time Frame Key:**

Year 1 – 2010-2011

Year 2 -- 2011-2012

Year 3 -- 2012-2013

Year 4 – 2013- 2014

Year 5 -- 2014-2015

## **Chapter Seven**

### **Human Resource Development**

#### **Introduction**

The strength of the Confucius Institute depends on the quality of its human resource, which includes the teaching and support staff. Currently, the Confucius Institute has two teaching staff, local Director, Chinese Director, Senior Administrator, Secretary, a Clerk, a Librarian and a Messenger. Among the challenges facing the Confucius Institute is shortage of teaching staff. This needs will be addressed in the Strategic Plan period.

#### **Strategic Goals, Objectives and Strategies**

In order to improve on service delivery, Confucius Institute will seek to:

- i. Improve staff productivity guided by work ethics among the staff
- ii. Increase the number of academic staff
- iii. Increase the number of administrative staff
- iv. Develop the opportunities for upward mobility.
- v. Rationalize the utilization of the existing human resource.
- vi. Enhance the development of staff.

#### **Key Targets and Expected General Outputs**

It is anticipated that during the Strategic and Vision plan period, the Confucius Institute will have:

- i. Established the required human resource.
- ii. Attained the required staff rationalization by 2015

- iii. Attained the required capacity building by March, 2015.

## LOG FRAME 4: HUMAN RESOURCE DEVELOPMENT

**STRATEGIC GOAL: To have adequate and competent staff**

| Strategic objectives                             | Strategies                                                            | Activities                                                          | Performance indicators              | Time Frame(Yr) |   |   |   |   | Implementation periods | Assumptions                                   | Responsibility                |
|--------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------|----------------|---|---|---|---|------------------------|-----------------------------------------------|-------------------------------|
|                                                  |                                                                       |                                                                     |                                     | 1              | 2 | 3 | 4 | 5 |                        |                                               |                               |
| To enhance staff development and upward mobility | Formulate a staff recruitment policy using Kenyatta University policy | Draft a staff recruitment policy.                                   | Available staff development policy. |                |   |   |   |   | 2010 – 2015            | Availability and hiring of qualified officers | Director, Confucius Institute |
|                                                  | Training the staff                                                    | Local training to target local teachers<br><br>External training in |                                     |                |   |   |   |   |                        |                                               |                               |
| Increase number of academic staff                |                                                                       |                                                                     |                                     |                |   |   |   |   |                        |                                               |                               |

|                                                             |                                                                                              |                                                                               |                                          |  |  |  |  |  |           |  |  |  |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------|--|--|--|--|--|-----------|--|--|--|
|                                                             |                                                                                              | China                                                                         |                                          |  |  |  |  |  |           |  |  |  |
|                                                             |                                                                                              | Recruitment via media advertisements for positions for increasing local staff |                                          |  |  |  |  |  |           |  |  |  |
|                                                             |                                                                                              | Request Hanban to send more Professors and have more staff exchanges          |                                          |  |  |  |  |  |           |  |  |  |
| Increase administrative staff                               | Recruit according to establishment                                                           | Advertise and recruit for positions                                           | Number of administrative staff recruited |  |  |  |  |  |           |  |  |  |
| Rationalization of staff requirement at Confucius institute | Determine staff requirements according to University programmes, students and support staff. | Come up with Confucius Institute establishment                                | Staff establishment developed            |  |  |  |  |  | 2010-2015 |  |  |  |

|                                          |                                    |                                               |                                                                                |  |  |  |  |  |             |                                             |  |
|------------------------------------------|------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------|--|--|--|--|--|-------------|---------------------------------------------|--|
| Build the capacity of the existing staff | Determine the staff capacity needs | Conduct a Needs Assessment and offer training | Needs assessment report and number of courses offered. Number of staff trained |  |  |  |  |  | 2010 – 2015 | Availability of capacity building trainers. |  |
|------------------------------------------|------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------|--|--|--|--|--|-------------|---------------------------------------------|--|

**Time Frame Key:**

Year 1 -- 2010-2011

Year 2 -- 2011-2012

Year 3 -- 2012-2013

Year 4 -- 2013-2014

Year 5 -- 2014-2015

1. Foreign students in Shandong Normal University
2. Books available in the library
3. Books available in the library

## **Chapter Eight**

### **Research and Publications**

#### **Introduction**

As observed in the University Strategic and Vision Plan, research is a principal engine of development in a country. The emergence of the knowledge-based economy is associated with an increase in Science, Technology, and Innovation (STI) related activities critical to the socio-economic transformation of the country.

The Confucius Institute will not only endeavor to teach its courses in the most innovative way by using appropriate technology, but will also encourage participation of staff in both basic and applied research in order to contribute towards moving forward the frontiers of knowledge in the discipline.

#### **Strategic Goal, Objectives and Strategies**

The strategic goal for Confucius Institute is the generation of knowledge through research and publications. For this goal to be attained, the Institute will pursue the following objectives:

- i. Enhance research skills among staff and students
- ii. Raise funds for research/resource mobilization.
- iii. Conduct research
- iv. Dissemination of research findings

To achieve the above objectives, Confucius Institute will pursue the following strategies:

- i. Train staff and students in proposal and grant writing, data analysis and report writing.
- ii. Provide opportunities for seminars, workshops and public lectures.
- iii. Provide opportunities for publication.
- iv. Improve library resources and the related facilities.

### **Key Targets and Expected Outputs**

- i. Establish research needs of staff and students.
- ii. Mount relevant research training courses for staff and students.
- iii. Develop research and project proposals.
- iv. Apply for research grants
- v. Organize seminars, workshops and public lectures.
- vi. Establish specific publications to target different groups/needs.
- vii. Improved library resources

## LOG FRAME 5: Research and Publications

### STRATEGIC GOAL: To Promote Research and Publications

| Strategic Objectives                      | Strategies                                                                               | Activities                                                              | Performance indicators                                           | Time Frame(Yr) |   |   |   |   | Implementation Period | Assumptions                                                        | Responsibility               |
|-------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------|----------------|---|---|---|---|-----------------------|--------------------------------------------------------------------|------------------------------|
|                                           |                                                                                          |                                                                         |                                                                  | 1              | 2 | 3 | 4 | 5 |                       |                                                                    |                              |
| Enhance staff and student research skills | Establish research needs of staff and students                                           | Carry out a needs assessment                                            | Report on needs assessment                                       |                |   |   |   |   | 2010 - 2015           | Availability of resources for staff and students who need training | Director Confucius Institute |
|                                           | Train staff and students in proposal and grant writing, data analysis and report writing | Mount relevant research training courses for staff and students         | Number of staff and students trained and number of seminars held |                |   |   |   |   |                       | Availability of resources                                          | Director Confucius Institute |
|                                           | Resource mobilisation                                                                    | Develop research and project proposals<br><br>Apply for research grants | Number of proposals written and number of grants received        |                |   |   |   |   |                       | Availability of resources                                          | Director Confucius Institute |

|                                                                                                                                          |                                                                   |                                                                  |                                                        |  |  |  |  |  |             |                           |                              |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------|--|--|--|--|--|-------------|---------------------------|------------------------------|
| To organize seminars, workshops and public lectures                                                                                      | Provide opportunities for seminars, workshops and public lectures | Hold seminars, workshops and public lectures                     | Number of seminars, workshops and public lectures held |  |  |  |  |  | 2010 – 2015 | Availability of resources | Director Confucius Institute |
| To promote publication of research findings and seminar/ workshop reports through existing journals and those of the Confucius Institute | Provide opportunities for publication                             | Establish specific publications to target different groups/needs | Number of publications produced                        |  |  |  |  |  | 2010 – 2015 |                           | Director Confucius Institute |

**Time Frame Key:**

Year 1 -- 2010-2011

Year 2 -- 2011-2012

Year 3 -- 2012-2013

Year 4 -- 2013-2014

Year 5 -- 2014-2015

- 1.Prof.P.K.Wainaina and president Zhao Yanxiu during the launch of Confucius Institute
- 2.New year festival for foreign students at Shandong Normal University
- 3 A performance by Shandong Normal University students during the launch of Confucius Institute

## **Chapter Nine**

### **Marketing Strategies and Financial Sustainability**

#### **Introduction**

The main source of funding for the Kenyatta University's Confucius Institute is the Confucius Institute's Headquarters, Hanban, China. In consolidating its financial base, the Confucius Institute will employ various strategies in order to raise the funds required to run its programmes and activities. Various marketing strategies and marketing activities will be put in place. Funds from these activities will supplement the funds from Hanban, China. In order to ensure efficient operations, the Confucius Institute will prioritize its activities in relation to the available financial resources.

#### **Strategic Goals, Objectives and Strategies**

In order to achieve financial sustainability the Confucius Institute will:

- i. Seek alternative sources of funds to meet its needs.
- ii. Institutionalize prudent financial management practices.
- iii. Rationalize its budget.
- iv. Market its programmes.

#### **Key Targets and Expected General Output**

In order to sustain its financial resource base, Confucius Institute expects to:

- i. Take an inventory of all the areas that need internal and external funding.
- ii. Establish fund - raising programmes.
- iii. Computerize the financial resources management system.

## LOG FRAME 6: Marketing Strategies and Financial Sustainability

**STRATEGIC GOAL: To Market Programmes and Enhance the Financial Base of the Confucius Institute**

| Strategic objectives                         | Strategies                                                      | Activities                                                            | Performance indicators              | Time Frame(Yr) |   |   |   |   | Implementation period | Assumptions                                 | Responsibility                 |
|----------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------|----------------|---|---|---|---|-----------------------|---------------------------------------------|--------------------------------|
|                                              |                                                                 |                                                                       |                                     | 1              | 2 | 3 | 4 | 5 |                       |                                             |                                |
| Increase the financial base of the institute | Seek alternative sources of funds to meet the institute's needs | Identify areas that require funding and their respective time frames. | Inventory of areas that are funded. | √              | √ | √ | √ | √ | 2010-2015             | Support from Kenyatta University management | Director, Confucius Institute. |
|                                              |                                                                 | Identify specific sources of funding                                  | Inventory of sources of funding     |                |   |   |   |   |                       |                                             | DVC (Academic)                 |
|                                              |                                                                 | Write proposals for funding                                           | Number of funded proposals          |                |   |   |   |   |                       |                                             | DVC (F, P&D)                   |
| Institutionalize prudent                     | Streamline the financial                                        | Keep records of                                                       | Availability of records             | √              | √ | √ | √ | √ | 2010-2015             |                                             | Director Confucius             |

|                          |                                           |                                                                                        |                                                                                          |   |   |   |   |   |           |                                                      |                                                |
|--------------------------|-------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---|---|---|---|---|-----------|------------------------------------------------------|------------------------------------------------|
| financial management     | management systems                        | requisition and procurement.                                                           |                                                                                          |   |   |   |   |   |           |                                                      | Institute                                      |
|                          |                                           | Apply Confucius Institute Headquarters, Hanban /Kenyatta University financial policies | Confucius Institute Headquarters,Hanban/ Kenyatta University financial policies in place |   |   |   |   |   | 2010-2015 | Approval of expenditure by the University management | Director Confucius Institute/ Chinese Director |
|                          |                                           | Rationalize budgets at all levels                                                      | Rationalized budget                                                                      | √ | √ | √ | √ | √ | 2010-2015 | Strict adherence to policy                           | Director Confucius Institute/Chinese Director  |
| To market the programmes | Identify target groups                    | Conduct needs assessment survey                                                        | Needs assessment report                                                                  | √ | √ | √ | √ | √ | 2010-2015 | A market for Chinese programmes                      | Director Confucius Institute                   |
|                          | Identify appropriate marketing approaches | Design promotional materials such as adverts, emails, brochures                        | Number of promotional materials designed.                                                |   |   |   |   |   |           |                                                      | Chinese Director                               |
|                          |                                           | Organize marketing                                                                     | Number of marketing                                                                      |   |   |   |   |   |           |                                                      |                                                |





**Ambassador David Shinn during his visit at Confucius Institute**

## **Chapter Ten**

### **Quality Control Management Systems**

#### **Introduction**

There is a need for the establishment of a quality management system for effective functioning of any organization. The implementation of such a system at the Confucius Institute will ensure that its academic and other programmes, human resource and its operations among others, are of the appropriate quality as per the requirement of the University. The ultimate objective is to put in place a quality management system in the Institute.

#### **Strategic Goal, Objectives and Strategies**

The goal for the Confucius Institute is to institutionalize quality management systems in all programmes and operations. To attain this goal, Confucius Institute will pursue the following objectives:

- i. Institutionalize quality management in all programmes and operations.
- ii. Institutionalize quality assurance in the programmes

In order to achieve these objectives, Confucius Institute will pursue the following strategies:

- i. Implement existing University quality management policy.
- ii. Implement quality assurance policy.

#### **Key Targets and Expected Outputs**

- i. Sensitization workshops.
- ii. Staff and students sensitized to the University's quality assurance policy.
- iii. Administered students' evaluation of lecturers.

- iv. Feedback of evaluation provided to Confucius Institute lecturers.

#### LOG FRAME 7: Institutionalization of Quality Management Systems

##### STRATEGIC GOAL: To Institutionalize Quality Management Systems

| Strategic objectives                                                                        | Strategies                                                                    | Activities                                                     | Performance Indicators                                                                                                                        | Time Frame |   |   |   |   | Implementation Period | Assumptions                                                                 | Responsibility                                                                    |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------|---|---|---|---|-----------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                                                             |                                                                               |                                                                |                                                                                                                                               | 1          | 2 | 3 | 4 | 5 |                       |                                                                             |                                                                                   |
| To institutionalize quality management in all Confucius Institute programmes and operations | Sensitize staff and students on existing University quality management policy | Organize sensitization workshops<br><br>Conduct internal audit | Number of sensitization workshops<br><br>Number of staff and students sensitized<br><br>Report of sensitization workshops<br><br>Audit report | √          | √ | √ | √ |   | 2010 – 2015           | Support from Quality Management System and Performance Contract Directorate | Director Confucius Institute.<br><br>Chinese Director<br><br>Director, Centre QMS |
| To                                                                                          | Implement                                                                     | Sensitize                                                      | Number of                                                                                                                                     |            |   |   |   |   | 2010 – 2015           |                                                                             | Director                                                                          |

|                                                                   |                                |                                                                                   |                                                                                                                                    |   |   |   |   |             |  |                                                                       |
|-------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|-------------|--|-----------------------------------------------------------------------|
| institutional-<br>ze quality<br>assurance in<br>all<br>programmes | quality<br>assurance<br>policy | staff and<br>students to<br>the<br>University's<br>quality<br>assurance<br>policy | staff and<br>students<br>sensitized<br><br>Report of<br>sensitization<br>workshops<br><br>Annual<br>quality<br>assurance<br>report | √ | √ | √ | √ |             |  | Confucius<br>Institute<br><br>Chinese<br>Director<br><br>Director, QA |
|                                                                   |                                | Administer<br>students'<br>evaluation<br>of lecturers                             | Evaluation<br>questionnaire<br>filled.                                                                                             | √ | √ | √ | √ | 2010 – 2015 |  | Director<br>Confucius<br>Institute                                    |
|                                                                   |                                | Provision of<br>feedback to<br>Confucius<br>Institute<br>lecturers.               | Number of<br>lecturers<br>provided<br>with feedback<br><br>Lecturers'<br>assessment<br>report                                      | √ | √ | √ | √ | 2010 – 2015 |  | Director<br>Confucius<br>Institute                                    |

**Time Frame Key:**

Year 1 -- 2010-2011

Year 2 -- 2011-2012

Year 3 -- 2012-2013

Year 4 -- 2013-2014

Year 5 -- 2014-2015

1. Kenyatta University monument symbolising that education is strength
2. A computer in the Confucius institute resource centre
- 3 Graduation gear

## **Chapter Eleven**

### **Monitoring and Evaluation**

#### **Introduction**

In line with the aspirations of the Kenyatta University Strategic and Vision Plan, the Confucius Institute will respond to the dynamic needs of its customers and be flexible enough to respond to changing local, national, regional and international realities.

The Strategic and Vision Plan is, therefore, expected to be a “living document” that will respond to changes within and without but still remain focused on its goals. This calls for a pragmatic approach to the implementation of the Strategic Plan and constant monitoring and evaluation.

The process of monitoring and evaluation will be conducted through internal and external assessment based on strategic goals, objectives and performance indicators.

A checklist of strategic objectives will guide the monitoring and evaluation process. The details are presented in Table 13.1.

Table: Monitoring and Evaluation: A Checklist of the Strategic Objectives

| PRIORITY AREAS                                     | STRATEGIC OBJECTIVES                                                                                                                                                                                                                                                              |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACADEMIC PROGRAMME FOR SUSTAINABLE DEVELOPMENT     | <ul style="list-style-type: none"> <li>• Develop and mount relevant and responsive curricula.</li> <li>• Review existing curricula.</li> <li>• Institutionalize the use of new approaches in teaching and learning.</li> <li>• Develop and mount undergraduate program</li> </ul> |
| RESEARCH, SCIENCE, TECHNOLOGY & INNOVATION         | <ul style="list-style-type: none"> <li>• Enhance research skills of staff and students</li> <li>• Organize seminars, workshops and public lectures</li> <li>• Promote publication of research findings and seminar/workshop reports</li> </ul>                                    |
| QUALITY AND MANAGEMENT SYSTEMS                     | <ul style="list-style-type: none"> <li>• Institutionalize quality management in all Confucius Institute's programme and operations</li> <li>• To institutionalize quality assurance in Confucius Institute's courses/programme</li> </ul>                                         |
| RELATIONS, INSTITUTIONAL MANAGEMENT AND GOVERNANCE | <ul style="list-style-type: none"> <li>• Improve efficiency and effectiveness in all functions and operations</li> <li>• Enhance relations with Confucius Institute collaborators</li> </ul>                                                                                      |

| PRIORITY AREAS                         | STRATEGIC OBJECTIVES                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HUMAN RESOURCE DEVELOPMENT             | <ul style="list-style-type: none"> <li>• Improve staff productivity guided by work ethics</li> <li>• Enhance the staff recruitment system</li> <li>• Develop the opportunities for upward mobility</li> <li>• Rationalize the utilization of the existing human resource</li> <li>• Enhance the development of staff</li> </ul>                                     |
| PHYSICAL INFRASTRUCTURE AND FACILITIES | <ul style="list-style-type: none"> <li>• Put in place both the physical facilities and infrastructure to match the students enrolment, programmes and staff</li> <li>• Provide teaching and learning materials and equipment</li> <li>• Acquire up to date books and subscribe to current and relevant journals</li> <li>• Automate the library service.</li> </ul> |
| FINANCIAL SUSTAINABILITY               | <ul style="list-style-type: none"> <li>• Seek alternative sources of funds to meet its needs</li> <li>• Institutionalize prudent financial management practices</li> <li>• Rationalize its budget</li> <li>• Market its programmes</li> </ul>                                                                                                                       |
| MONITORING AND EVALUATION              | <ul style="list-style-type: none"> <li>• Anchor the Confucius Institute monitoring and evaluation system to the existing Kenyatta University monitoring and evaluation system.</li> <li>• Implement the monitoring and evaluation system</li> </ul>                                                                                                                 |

### **Strategic Goal, Objective and Strategies**

The goal of Confucius Institute is to implement an efficient monitoring and evaluation system.

To attain this goal Confucius Institute will pursue the following objectives:

- i. Anchor the Confucius Institute monitoring and evaluation to the existing Kenyatta University monitoring and evaluation system.
- ii. Enhance the monitoring and evaluation system.

In order to meet the above objectives, the Confucius Institute will pursue the following strategies:

- i. Adopt appropriate monitoring and evaluation tools.
- ii. Institutionalize monitoring and evaluation mechanism.
- iii. Adopt monitoring and evaluation guidelines.
- iv. Review monitoring and evaluation reports.

### **Key Targets and Expected Outputs**

- i. Effective monitoring tools and guidelines.
- ii. Appropriate intervention reports.
- iii. Comprehensive review reports.

### *Log Frame 8: Monitoring and Evaluation*

**STRATEGIC GOAL: To Implement an Efficient Monitoring and Evaluation System**

| Strategic Objectives                          | Strategies                                        | Activities                                         | Performance Indicators (Output/Target) | Time frame |     |      |     |   |                       | Assumption s              | Responsibilit y              |
|-----------------------------------------------|---------------------------------------------------|----------------------------------------------------|----------------------------------------|------------|-----|------|-----|---|-----------------------|---------------------------|------------------------------|
|                                               |                                                   |                                                    |                                        | Phases     |     |      |     |   | Implementation Period |                           |                              |
|                                               |                                                   |                                                    |                                        | I          | I I | II I | I V | V |                       |                           |                              |
| Anchor the Confucius Institute monitoring and | Adopt appropriate monitoring and evaluation tools | Customize existing monitoring and evaluation tools | Customized tools                       | √          | √   | √    | √   | √ | 2010 -2015            | Availability of Resources | Director Confucius institute |

| Strategic Objectives                                                            | Strategies                                           | Activities                                                                   | Performance Indicators (Output/Target)               | Time frame |     |      |     |   | Assumption s | Responsibilit y |                       |
|---------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------|------------|-----|------|-----|---|--------------|-----------------|-----------------------|
|                                                                                 |                                                      |                                                                              |                                                      | Phases     |     |      |     |   |              |                 | Implementation Period |
|                                                                                 |                                                      |                                                                              |                                                      | I          | I I | II I | I V | V |              |                 |                       |
| evaluation to the existing Kenyatta University monitoring and evaluation system |                                                      | Utilize the customized tools                                                 | Itemized results of monitoring and evaluation tools. | √          | √   | √    | √   | √ | 2010 – 2015  |                 | Chinese director      |
| Enhance the monitoring and evaluation system.                                   | Institutionalize monitoring and evaluation mechanism | Sensitize staff and other stakeholders on Confucius Institute Strategic Plan | Number of staff and other stakeholders sensitized.   | √          | √   | √    | √   | √ | 2010 – 2015  |                 |                       |
|                                                                                 |                                                      | Implement the monitoring and evaluation tools. System                        | Implemented monitoring and evaluation system         | √          | √   | √    | √   | √ | 2010 – 2015  |                 |                       |
|                                                                                 |                                                      | Periodic monitoring and evaluation at all levels                             | Evaluation reports                                   | √          | √   | √    | √   | √ | 2010 – 2015  |                 |                       |

| Strategic Objectives | Strategies | Activities                                                            | Performance Indicators (Output/Target)                     | Time frame |        |      |     |   |             | Assumptions | Responsibility |                       |
|----------------------|------------|-----------------------------------------------------------------------|------------------------------------------------------------|------------|--------|------|-----|---|-------------|-------------|----------------|-----------------------|
|                      |            |                                                                       |                                                            |            | Phases |      |     |   |             |             |                | Implementation Period |
|                      |            |                                                                       |                                                            | I          | I I    | II I | I V | V |             |             |                |                       |
|                      |            | Implement appropriate intervention measures                           | Functional monitoring and evaluation offices at all levels | √          | √      | √    | √   | √ | 2010 – 2015 |             |                |                       |
|                      |            | Final external evaluation Report of monitoring and evaluation in 2015 | Final monitoring and evaluation report                     |            |        |      |     | √ | 2015        |             |                |                       |

**Time Frame Key:**

Year 1 -- 2010-2011

Year 2 -- 2011-2012

Year 3 -- 2012-2013

Year 4 -- 2013-2014

Year 5 -- 2014-2015