On 29th April 2006, Hu Jintao, General Secretary of the CPC Central Committee, President, received teachers and students of Confucius Institute of Nairobi warmly during his visit to Kenya.
2006年6月20日，国务院总理温家宝参观刚果（布）布拉柴维尔中学，并和该校学习中文的学生交流。（新华社记者李学仁摄）

Chinese Premier Wen Jiabao shares a moment with students of the Chinese language at a school during his visit in Brazzaville, capital of the Republic of the Congo, on 20th June, 2006. (Photographer Li Xueren, Xinhua News Agency)

2006年10月25日，中共中央政治局常委、全国政协主席贾庆林为全球首家商务孔子学院——伦敦商务孔子学院揭牌。

On 25th October 2006, Jia Qinglin, member of Standing Committee of the Political Bureau of the Central Committee, Chairman of CPPCC, attended the Unveiling Ceremony for Confucius Institute for Business, London—the first Confucius Institute for Business all over the world.
2006年6月9日，中共中央政治局常委李长春（右一）出席保加利亚索非亚孔子学院协议签字仪式并与师生交谈。
On 9th June 2006, Li Changchun (Right 1st), member of Standing Committee of the Political Bureau of the Central Committee, attended the agreement signing ceremony with Confucius Institute in Sofia, Bulgaria and talked with teachers and students.

2006年9月26日，中共中央政治局委员、国务院副总理曾培炎（右一）出席爱尔兰都柏林大学孔子学院揭牌仪式。
On 26th September 2006, Zeng Peiyan (Right 1st), Member of Political Bureau of the Central Committee, Vice Prime Minister of State Council, attended the Unveiling Ceremony for UCD Confucius Institute, Ireland.

2006年7月7日，全国人大常委会副委员长许嘉璐（左一）出席孔子学院大会并接见与会的外国大学校长。
Xu Jialu (Left 1st), Vice Chairman of the Standing Committee of National People’s Congress attended Confucius Institute Convention and received the presidents of foreign countries.
2006年8月27日，国务委员唐家璇（左一）为塞尔维亚贝尔格莱德孔子学院揭牌。
On 27th August 2006, Tang Jiaxuan (Left 1st), State Councilor, attended the Unveiling Ceremony for Confucius Institute in Belgrade, Serbia.

2006年2月7日，国务委员陈至立（左二）为加拿大不列颠哥伦比亚理工大学孔子学院揭牌。
On 7th February 2006, Chen Zhili (Left 2nd), State Councilor, attended the Unveiling Ceremony for Confucius Institute at BCIT, Canada.

2006年4月19日，教育部部长周济（左一）出席国家汉办与美国大学理事会合作协议签字仪式。
On 19th April 2006, Education Minister Zhou Ji (Left 1st) attended the agreement signing ceremony between Hanban and the College Board.
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2006年, 是汉语国际推广工作具有划时代意义的一年。为适应世界各国急剧增长的汉语学习需求, 更好地帮助外国人了解中国语言文化, 在中国政府的亲切关怀下, 在国家汉语国际推广领导小组的领导下, 我们和有关部门及学校一道, 解放思想, 开拓进取, 群策群力, 积极与世界各国开展广泛深入的交流与合作, 使孔子学院建设和汉语国际推广工作取得了显著进展。

The year 2006 was a milestone for the international promotion of Chinese language. With the rapid increase of foreigners studying Chinese (Mandarin) and Chinese culture, the Chinese Language Council International along with the strong support of the Chinese government has worked together to promote Chinese language. Our open-minded and innovative work with foreign language departments has established a wide-range of cross-cultural communication and cooperation. The Confucious Institute construction and international promotion of Chinese both have obtained substantial progress.
在此，我谨代表国家汉办暨孔子学院总部，向国内外所有从事汉语国际推广事业的同仁和朋友表示崇高的敬意，向所有关心和支持我们工作的人们表示最诚挚的感谢！

On behalf of the Office of Chinese Language Council International and the Confucius Institute Headquarters, I’d like to thank all of the colleagues and friends promoting Chinese at home and abroad, and furthermore extend a thanks to those who has interest in and support our efforts.

新的一年里，国家汉办暨孔子学院总部将更加努力，竭诚为世界各国学习汉语的朋友们提供优质服务，为促进中外教育合作与交流、构建和谐世界做出应有的贡献！

In the upcoming year, the Office of Chinese Language Council International and the Confucius Institute Headquarters will strive to provide more resources and services for Chinese learners around the world, and also contribute to cross-cultural academic communication and cooperation in creating a harmonious community.
概述
Overview

2006 年，世界各国学习汉语的需求急剧增长。全球 100 多个国家近 3000 所高等学校开设了汉语课程和专业，英国、韩国、泰国、越南、印度尼西亚、马来西亚等国家都把汉语纳入了国民教育体系；美国新设汉语课程的学校数和学习汉语的学生人数大幅度增加；韩国所有大学都开设了中文课；拉美、中东和非洲国家学习汉语的人数也在迅猛增长。为更好地帮助世界各国人民学习汉语，了解中华文化，中国国务院成立了国家汉语国际推广领导小组，并下设办公室（简称“国家汉办”），专门负责向外国提供汉语师资、教材、考试及质量评估等一系列服务。

The year 2006 witnessed an upsurge in Chinese learning worldwide with the schools offering Chinese courses and the students learning Chinese increasing substantially. In over 100 countries, almost 3000 institutions of higher education introduced Chinese courses and taught Chinese as a major. Countries including the UK, South Korea, Thailand, Vietnam, Indonesia and Malaysia incorporated Chinese into their national education systems. All the universities in South Korea offered Chinese courses. Latin American, Middle Eastern and African countries experienced a soaring number of people learning Chinese. In order to better support the expanding interest of studying and understanding Chinese and Chinese culture, the State Council of China set up the Chinese Language Council International and a subsidiary office, known as “Hanban.” These groups are committed to provide Chinese teachers, teaching resources, examinations, quality evaluations and other services to other parts of the world.
Over the past year, with strong support from the central government, Hanban has been committed to the construction of teaching quality, teaching resources and online academic resources. Having these goals in mind, Hanban restructured the current education system, created innovative mechanisms and gathered domestic and foreign resources to spread Chinese around the world. Hanban reached six major conclusions in improving traditional teaching methods. First, transition from simply teaching Chinese as a foreign language to an all-round international promotion of Chinese language. Second, shift from inviting foreigners to learn Chinese in China to encouraging Chinese going global at the same time. Third, offer Chinese to the public for practical purposes not just as a major in universities. Fourth, spread Chinese both within and outside of educational system. Fifth, shift from being guided by governmental administration to being driven by government while strengthening market operation. Lastly, extend teaching from face-to-face with paper materials to teaching by diversified means including multimedia and the internet. Implementing the six principles, Hanban developed teaching quality standards, teaching resources, academic online resources, testing reforms and international communications.
截至2006年底，全球已启动孔子学院（包括孔子学校、孔子课堂）122所，分布在49个国家和地区。其中亚洲43所，欧洲44所，美洲25所，非洲6所，大洋洲4所。此外，还有43个国家和地区的200多家机构提出了设立申请。2006年年底，国家汉办对40所孔子学院进行了抽样调查，结果表明，尽管平均运行时间不到半年，但已开设各种层次、各种形式的汉语课程300多门，开班人数达1.3万人次；同时，举办了各种文化、经贸讲座及展览、演出等活动，参与者达22万余人次。

By the end of 2006, 122 Confucius Institutes (including Confucius Schools and Confucius Classes) in 49 countries and regions had been established, among which 43 in Asia, 44 in Europe, 25 in America, six in Africa and four in Oceania. In addition, 200 institutions from 43 countries and regions have applied to establish Confucius Institutes. At the end of 2006, Hanban conducted a sample survey of 40 Confucius Institutes. The conclusion is that despite having only been established on average for less than a year, those institutes introduced over 300 multi-level and diverse Chinese courses for over 13,000 students. Meanwhile, they held various symposiums on the Chinese culture, economy and trade, as well as exhibitions and performances about China, which attracted more than 220,000 people.

中央机构编制委员会办公室和财政部批准了孔子学院总部建制，增加了人员编制，财政部解决了总部业务购房所需资金。

State Commission Office of Public Sector Reform and Ministry of Finance of China approved the establishment of the Confucius Institute Headquarters and employed more staff members. The Ministry of Finance provided funding for the headquarters’ building.
Various government offices gave Confucius Institute full supports and cooperation during its development. The General Office of the State Council gave tremendous support and assistance to Confucius Institute’s development. The Ministry of Finance began an endowment and funding for Confucius Institute and international promotion of Chinese language. In 2006 the Ministry of Finance allocated 350 million RMB. Overseas Chinese Affairs Office of the State Council incorporated the development of Confucius Institute and Confucius Class into the Overseas Chinese Education Plan. Chinese diplomatic missions abroad also gave strong support to Confucius Institute in its development. The National Development and Reform Commission, the Ministry of Commerce, the Ministry of Culture, the Stat Administration of Radio, Film and Television, General Administration of Press and Publication, the State Council Information Office and the State Language Work Committee all support the international promotion of Chinese language. China Radio International established Air Confucius Institute and Air Confucius Class.

Departments of education, overseas Chinese affairs, foreign affairs and culture in different provinces, autonomous regions and municipalities also actively participated in the development of Confucius Institute by making full use of their sister schools and cities overseas. 52 Chinese partners in 20 provinces, municipalities and autonomous regions are directly involved, including 29 universities and colleges under the administration of ministries, 1 provincial education department, 18 universities and colleges under the administration of provincial governments, 3 secondary schools and 1 state-owned enterprise.
2006年7月，首届全球孔子学院大会在北京隆重举行。38个国家和地区的84所孔子学院的大学校长、孔子学院院长及驻华使节共300余人参加会议。国务委员陈至立出席大会开幕式并致辞；全国人大副委员长许嘉璐出席闭幕式并致辞。教育部部长周济作了大会总结报告。国务院办公厅、教育部、财政部、国务院侨办、外交部、发改委、商务部、文化部、广电总局、新闻出版总署、国务院新闻办、国家语委等部门的负责人出席了会议。大会交流了孔子学院建设经验，审议了孔子学院章程。

In July 2006, the 1st Confucius Institute Conference was held in Beijing which attracted over 300 participants, including 84 university presidents of Confucius Institutes, directors of Confucius Institutes and foreign diplomats from 33 countries and regions to China. Chen Zhili, State Councilor of China, delivered a speech at the opening ceremony, while Xu Jialu, Vice Chairman of the Standing Committee of the National People's Congress, delivered a speech at the closing ceremony. Zhou Ji, Minister of Education of China, made the closing speech. Officials from the General Office of the State Council, the Ministry of Education, the Ministry of Finance, the Overseas Chinese Affairs Office of the State Council, the Ministry of Foreign Affairs, the National Development and Reform Commission, the Ministry of Commerce, the Ministry of Culture, the State Administration of Radio, Film and Television, the General Administration of Press and Publication, the State Council Information Office and the State Language Work Committee also attended the conference. They discussed experiences in the construction of Confucius Institute and reviewed the Constitution and By-Laws of the Confucius Institutes.
孔子作为世界公认的伟大的教育家和思想家，早在两千多年前就提出了“和为贵”的思想，意思是说国家、民族、人与人之间要以团结互助、友好相处、求同存异、共同发展为最高境界。数千年来经过长期的熏陶，这种和谐理念深深根植于中国的历史文化传统之中，并成为中华民族文化的宝贵财富，这就是孔子学院建设的出发点和落脚点。

As a world-renowned educator and thinker, Confucius stated more than two thousand years ago that “Harmony is the most valuable of all things”. That is to say that the goals of existence for the ideal condition between countries, peoples, and individuals would be to unite and help each other, to live amicably, and to seek common ground and resolve differences, while striving for mutual development. This conviction for the importance of peace and harmony has exerted a thousand-year-long edifying influence on the Chinese people. Confucius’ philosophies are deeply rooted in Chinese historical and cultural traditions, and become an invaluable treasure to Chinese culture. This is the initial belief and guiding principle for the construction of the Confucius Institutes.
在经济全球化、文化多元化的当今世界，语言作为人类最重要的交流工具和文化载体，成为各国人民之间增进了解和友谊的纽带，在国际交往中具有不可替代的重要作用。中国的发展离不开世界，世界的发展也离不开中国。因此，我们一向鼓励提倡公众、特别是青少年通过学习和使用世界其他民族的语言，吸收和借鉴人类社会的一切文明。目前我国公众学习外语的热情越来越高。中国目前学习各种外语的人数总计已经超过了3亿。外语学习促进了中国与世界各国在教育、文化、经贸等各个领域的交流与合作，加深了我们对世界多元文化的理解。汉语是世界上使用人口最多的语言之一。近年来随着我国对外开放的进一步扩大和经济的持续快速增长，中国与世界各国的交往与联系日益广泛和深入，汉语的文化价值和使用价值也在不断地提升，汉语学习也受到了越来越多国家和民众的重视，世界各国对汉语学习的需求正在迅速地增长。为了更好地满足海外学习汉语的要求，从2004年开始我们借鉴国外有关机构语言国际推广的经验，在海外设立了以教授汉语和传播中华民族文化为宗旨的非营利性的公益机构，并将其命名为“孔子学院”。“
As the most important cultural carrier and means of communication in this modern world of multiculturalism and economic globalization, language has become an essential instrument for promoting understanding and friendship between people of different countries. It has an irreplaceable function in international communication. China’s development cannot progress in isolation from the world, and the world’s development must include the role of China. Therefore, we have been encouraging our people—especially our young people—to absorb and draw on the experiences of all human societies by means of learning and making use of the languages of other peoples around the world. At present, the enthusiasm of the general public for learning foreign languages is on an upsurge. According to the most recent statistics, the total number of people currently studying foreign languages in China has already exceeded three hundred million. The study of foreign languages has promoted exchange and cooperation between China and the rest of the world in various areas, such as education, culture, economy, and trade. It has deepened our understanding of the diverse cultures around the world. Chinese is one of the most widely-spoken languages in the world. Due to China’s rapid and sustained economic growth and a policy of opening up to the world, China’s foreign contacts are becoming far-reaching and profound; the cultural and practical value of the Chinese language is continuously increasing; the study of the Chinese language is receiving increasing attention from many peoples and countries; and the demand for learning the Chinese language is increasing rapidly. To respond to and fulfill this demand, from 2004, we drew on the experiences of foreign institutes devoted to the international promotion of language, and started to establish non-profit, public organizations with the purpose of teaching Chinese language and spreading Chinese culture. We named the new group “Confucius Institutes”.

孔子学院建设两年多来，受到了许多国家的重视。各地的孔子学院结合实际充分发挥自身的优势，形成了各具特色的办学模式，积累了一些成功的经验。孔子学院已经成为各国学习汉语言文化、了解当代中国的重要场所，受到了社会各界的广泛欢迎。孔子学院的建设有利于更好地满足海外汉语学习的需求，有利于促进我国与世界各国经济、文化的合作与交流，有利于使中华文明更好地为促进世界和平和发展的事业服务。

Since its establishment two years ago, the Confucius Institute has received great attention from nations around the world. Each Confucius Institute has fully taken advantage of its local resources, worked out unique methods of education and management, and accumulated some successful experience. The Confucius Institutes have become essential places in their local communities for people to learn about Chinese language and culture, and contemporary China. They are also well-received by various sectors of their local societies. The construction of the Institutes has been helpful in
better satisfying the demand for learning Chinese abroad, promoting economic and cultural exchange and cooperation between China and other countries, and contributing China's role in world peace and development.

今后，我们将本着以下原则与海内外有识之士一起继续推进孔子学院建设：

From now on, with people of noble aspirations, we will adhere to the following principles in continuing to push forward with the construction of the Confucius Institutes:

一是双方自愿，加强合作，共同建设，规范办学。适应当地民众学习汉语文化、了解当代中国的需求，增进中国人民和世界各国人民之间的交流、合作与友谊，是建设孔子学院的宗旨。我们将在双方自愿的基础上，按照孔子学院章程合作办学。

Firstly, on a voluntary basis, both partners of the Confucius Institutes should reinforce their cooperation and mutual development, and ensure they conform to standards in running their individual Institutes. The objectives of the Confucius Institutes are to facilitate the learning of the Chinese language and culture in local communities, to help understanding the needs of contemporary China, and to promote exchange, cooperation, and friendship between Chinese people and the rest of the world. We will voluntarily pledge to run each Institute in conformity to the Constitution and By-Laws of the Confucius Institutes.

二是遵守所在国国家的法律，尊重当地的风俗，因地制宜，灵活办学。我们将入乡随俗，根据各地的实际，更好地推动文化的交流和融合。

Secondly, we will comply with the laws of the country in which each particular institute is located, observing local customs and demonstrating flexibility by running the Institute in accordance with local specifications. Upon entering a country, we will inquire about its customs, and promote cultural exchange and integration accordingly.

三是及时总结经验，规范教学标准，完善质量评估体系。

Thirdly, we will sum up our practical experience at periodic intervals, regulate curriculum and teaching standards, and improve evaluation and appraisal systems.
全国人大常委会副委员长许嘉璐在孔子学院
大会闭幕式上讲话摘要

Abstract of the Speech by Honorable Xu Jialu, Vice
Chairman of the Standing Committee of the
National People’s Congress, at the Closing
Ceremony of Confucius Institute Conference.

为什么要以孔子的名字来命为各国人民学习
汉语和文化提供方便的学院呢？这是因为，孔子是中
国人心目中永恒的导师，是教导人们正确对待他人、
善行和大自然相处，立足现实不断构建美好未来的圣
人，是与释迦牟尼同时代的世界文化巨人。他所提倡
的“己所不欲，勿施于人”，“己欲立而立人，己欲达
而达人”，“四海之内皆兄弟”，“和为贵”，“三人行，
必有我师焉。择其善者而从之，其不善者而改之”，“君
子和而不同，小人同而不和”，“尊贤而容众，嘉善而
矜不能”等等，至今还是中国人和他人相处的原则。他
所说的“吾日三省吾身：为人谋而不忠乎？与朋友
交而不信乎？传不习乎？”，“自古皆有死，民无信
不立”，“学而不厌，诲人不倦”，“修己以安人，修
己以安百姓”，“人无远虑必有近忧”，“君子求诸己，
小人求诸人”等等，几千年来一直是中国人提高个
人修养的准则。

Why did we adopt Confucius’ name for these
institutes whose aim is to provide facilities for learning
Chinese language and culture? The reason is that
Confucius, a contemporary of Sakyamuni, is a
historically significant figure in our culture. He is
regarded as the greatest teacher of all time in the hearts
of Chinese people. He was the philosopher who taught
people to treat others with respect and propriety, to
coc-exist with nature, and be based on the current
surroundings while striving for a better future.
Confucius’ enduring teachings include: “Do not impose
upon others what you do not desire yourself”; “Help
others establish what you wish to establish yourself,
helps others achieve something you wish to achieve
yourself”; “All who are encompassed within the Four
Seas are brothers”; “Harmony is the most valuable of
everything”; “When walking in the company of other men,
there must be one I can learn something from; I shall
pick out his merits to follow and his shortcomings for
reference to overcome my own”; “A gentleman unites
with people of principle and never follows others
blindly; a petty man follows others blindly without regard
to principles”; “A cultivated person honours his betters
and is tolerant of the multitude; he is full of praise for the

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Hanban
good while taking pity on the unrefined”. These and many more of his teachings are still observed by the Chinese people today as guiding principles for getting along with other people. The teachings in The Analects also include: “Every day, I examine myself many times on three counts: Have I tried my utmost to help others? Have I been honest to my friends? Have I diligently reviewed the instructions from the Master?” “Man has been destined to die since time immemorial. But if people lose their trust in the government then the country has lost its basis.” “Study hard and never feel contented, and never be tired of teaching others.” “A refined person cultivates himself and thereby brings peace and security to his fellow beings.” “Worries will soon appear if one gives no thought to a long-term plan.” “A gentleman sets strict demands on himself while a petty man sets strict demands on others.” These sayings have been the standard of self-cultivation for the Chinese people for generations.

Language is the best bridge for friendship and exchange between people of different countries. In recent years, the activities and events held by “Chinese Bridge” have grown in popularity, especially among young people. Establishing many Confucius Institutes is like reinforcing this bridge with many piers. It will be a strong fortification for this bridge, thus ensuring a clear, unobstructed flow of information, and the better fusion of Chinese culture represented by Confucianism into the diversified world culture.

Our future world should be harmonious, that its people should live in peace, that men and nature should co-exist in tranquility, and that world culture was, is, and will be diverse. As one tier of the multicultural world, Chinese culture has a responsibility to add its hue to the many colours of human life, and the obligation to make a great contribution to future world harmony and peace.
Abstract of the Closing Speech by the Honorable Zhou Ji, Minister of Education, China, at the Closing Ceremony of Confucius Institute Conference.

We approved the Constitution and By-Laws of the Confucius Institutes and the goals and tasks defined therein. The Constitution and By-Laws of the Confucius Institutes will be amended to reflect your suggestions, and after revision, they will be adopted by Confucius Institutes worldwide. The objectives and mission of the Confucius Institutes are: to promote a better understanding of Chinese language and culture among the people of the world, to develop friendly relationships between China and other countries, to accelerate the development of multiculturalism at the international level, and to help bring about global peace and harmony. The Confucius Institutes are non-profit, government-endorsed and supported institutions that function in promoting Chinese language and culture. They shall be established under joint venture between Chinese and overseas educational institutes or social organizations.

We agreed to build firm channels of financial input devoted to the expenditure and development of the Confucius Institutes, through joint efforts by both Chinese and foreign partners. According to the Constitution and By-Laws and the Agreements signed by both sides, the Chinese government will provide financial aid for the initial
operation of a newly established Confucius Institute, while the local partner shall increase its investment at the level of capital and resources. From a long-term viewpoint, operating funds for the Confucius Institutes shall be gathered mainly from supportive social sectors through their quality services.

—大家赞同设立孔子学院总部、设立理事会和秘书处以及孔子学院院长会议，加强孔子学院的管理。孔子学院总部是具有独立法人资格的非政府组织，拥有孔子学院名称、标志、品牌的管理权，监督、指导、评估孔子学院的运行。孔子学院总部将致力于推进其与全球各孔子学院的伙伴关系，完善自主、自愿的合作模式和互惠互利的合作机制，并不断拓展与广播、电视、出版等机构的合作，为孔子学院的健康发展创造有利的环境。

We endorsed the establishments of the Headquarters, the Council, the Secretariat, and the Assembly of Deans of the Confucius Institutes. The Headquarters of the Confucius Institutes is a non-governmental organization which has the independent status of a legal person or corporate body. It is the sole regulatory body of the name, logo, and brand management of the Confucius Institutes, and shall have the right to supervise, guide, and assess the operation of any individual Confucius Institute. The Headquarters will strive to improve its partnership with individual Confucius Institutes worldwide, its mode of cooperation on a voluntary and independent basis, and its mutually beneficial mechanism of cooperation. It will further develop cooperative projects with broadcasting, television, and publishing enterprises to create a favourable and advantageous environment for the development of the Confucius Institutes.

—大家赞同定期召开孔子学院大会，共享成功的经验。本次大会是一次孔子学院建设、发展的经验交流会。会上，大家畅所欲言，对孔子学院的管理、运行、师资培训、教材建设、教学产品的开发、教学方式的改革，以及孔子学院为基地推动中外文化交流、经贸往来和中国问题研究提出了很多有价值的建议。

We agreed to convene at the Conference of the Confucius Institutes at regular intervals for the purpose of sharing our experience and success. This conference has provided us with the opportunity to exchange experiences about the construction and development of our various Confucius Institutes. Many delegates

Exposition was held by Confucius Institute at the University of Poitiers
spoke openly and made valuable suggestions on a list of issues such as: the management and operation of the Institutes, the training of Chinese language instructors, the development of teaching materials and curricula, the enrichment of teaching aids and resources, the reform of teaching methods, the academic study of contemporary China, and the promotion of cultural exchange and trade contacts with the Confucius Institute as a base.

孔子学院虽然分布在世界的各个角落，但应始终是一个整体。孔子学院将会是用共同的理想和信念团结在一起的和谐大家庭，是能够为人类文明进步做出贡献的团体。

The Confucius Institutes will remain an integrated group, though they are located all over the world. The Confucius Institutes will be united by common beliefs and ideals; it will be an organization capable of making a contribution to current society.

孔子学院应承担起以下三种使命。

The Confucius Institutes should assume the following three missions:

第一，孔子学院是国际汉语学习网络的中心基地。概括地说，未来的孔子学院，应当是一个推广中心，努力挖掘、发现和扩大所在的国家和地区汉语学习的需求；是一个教学中心，组织开发和实施各种形式的汉语课程；是一个研究中心，推动从不同国家和地区的情况出发研究汉语学习的策略；是一个培训中心，为各类汉语学习机构提供师资和技术的支持；是一个考试中心，担负起推进各类对外汉语考试的职责。

根据各地不同需要，因地制宜地建立与各种形式的汉语学习机构的伙伴关系，充分发挥中心基地的作用，是孔子学院的基本责任。

The Confucius Institute should be the central base for the international study of Chinese language. In the future, the Individual Confucius Institutes should act as: promotional centers discovering, exploring, and expanding the demand for Chinese education in the countries and regions where they are located; teaching centers actively creating, developing, and implementing various Chinese curricula; research centers improving strategies and methods for learning Chinese according to practical situations in that specific country or region; training centers providing support to various Chinese learning institutions with instructors and techniques; and test centers taking on the responsibility of promoting various Chinese language proficiency tests. The fundamental duty of the Confucius Institute is to establish partnerships with various Chinese language teaching institutes and fulfill the role of the central base.

第二，孔子学院是深化中外教育合作与交流的平台。对国外教育机构到中国来合作办学，我们采取极积欢迎的“请进来”的方针；同时，我们也积极倡导中国教育“走出去”。孔子学院就是中国教育走向世界的一个举措。我们希望通过中国和外国同事们共同努力，扎扎实实地办好孔子学院，使之成为中外教育合作的示范工程。

The Confucius Institute should be a platform for deepening educational exchange and cooperation between China and other countries. We are adopting the
“inviting-in” policy to welcome foreign educational institutes to establish operations in China. At the same time, we are actively promoting the “Going-out” policy to Chinese educational institutes. The Confucius Institute is Chinese education’s moving abroad. We hope that through the united efforts of Chinese and foreign colleagues, we can make progress toward making the Confucius Institute an exemplar for educational cooperation between China and the rest of the world.

Third, the Confucius Institute is the bridge of China and the world. Its development, the development of the Confucius Institute, is the meeting of the world’s need to learn Chinese, understand China, and meet the demands of culture, trade, investment, and tourism; thus, making the Confucius Institute Chinese windows or houses all over the world.

To achieve these goals, we must:

1. Always protect the brand image of the Confucius Institute. The Confucius Institute has maintained a reputable brand from the beginning, spreading its wings across five continents and over four oceans in two years, because of the worldwide demand for Chinese culture and language education, and also the Chinese government’s credibility, and finally to the man who’s name and ideas this institute honors: Confucius. Today, as we gather here in this hall, we feel on our shoulders excitement, but also a heavy burden of responsibility. The whole world is watching and wondering whether we deserve this auspicious name and whether we can protect the brand image of the Confucius Institute. There are eighty existing Confucius Institutes and Confucius Classes, and many more will be established in the future. Our success will add credit to our shared reputation, but any individual failure will bring great damage to the overall institute. Therefore, we must maintain good conduct and avoid distasteful actions to the image of the Institute. This is an essential principle and
our collective wish as well.

第二，要把教育质量摆在第一位。质量永远是孔子学院的生命线。今后，孔子学院的规划和建设，必须认真考虑和全面衡量申办者的素质和能力，同时还要加快建立孔子学院的教学质量认证标准，建立和完善对孔子学院的评估和质量保障体系。每一所孔子学院都要坚持质量为本，树立全心全意为学习者服务的理念，不断创新教学方式和教学技术，以质量和服务来求得发展。

Always give the quality of education first priority. Quality is the focal point of the Confucius Institutes. Hereafter, we must seriously weigh and consider the quality and ability of future applicants wishing to establish a Confucius Institute; push forward for the implementation of standard criteria for certifying the quality of individual Institute; and install and adopt a system for appraising and securing the quality of individual Institute. Each individual Confucius Institute must uphold the conviction that quality and service are essential; strive for innovation in teaching methods and techniques; and strive for progress in its quality and service.

第三，要始终坚持科学管理、规范管理。规范管理是保证质量和持续发展的基础。《孔子学院章程》是孔子学院的总则。在这一总则下，我们还要进一步完善制度的建设，包括质量保证机制，激励和约束机制，以及退出机制。同时，要建设好孔子学院的领导班子，完善学院的理事会，特别是要选择好学院的院长，不断提高管理水平。

Always insist on scientific, standardized management. Standardized management is the foundation necessary for guaranteeing quality and maintaining sustainable growth. The Constitution and By-Laws of the Confucius Institutes enumerate the overall regulatory principles of the Institutes. Under these principles, we must evolve further systems, including quality control, awards, disciplinary, and withdrawal mechanisms. In the meantime, we must improve management by organizing a group of motivated leaders, perfecting the function of the Council, and selecting a group of competent deans for the institutes.

统一性在孔子学院的建设中非常重要。我们有共同的目标和宗旨，有章程的共同约束，有统一的品牌标志，可以共享孔子学院的无形资产，有统一的质量认证体系，有规范的合同协议文本以及中外合作这一基本的办学方式。孔子学院总部将为各孔子学院提供五个方面服务：一是品牌的建立和标志的服务；二是教材的服务，选编不同类型、不同层次的最好的教材推荐给各孔子学院选用；三是教师的服务，要制定针对不同对象、不同程度的比较统一的教师资格标准，组织汉语教师的培训和选派高质量的教师；四是提供丰富形式多样的信息资料和辅导材料；五是考试方面支持，为孔子学院提供针对不同水平的汉语考试。这五个方面的服务将给各孔子学院提供一个统一的平台和基础。
Integration is of utmost importance in the construction of the Confucius Institutes. We share the intangible assets of the Confucius Institute, an integrated system for certifying quality, standardized contracts, agreements, and formulas for cooperation between Chinese and foreign partners in constructing educational Institutes. The Headquarters of the Confucius Institutes will provide services to individual institutes in five categories: i) the service of an integrated brand and logo; ii) the responsibility of compiling and recommending the best teaching materials of various types and levels; iii) the service for Chinese language instructors, of formulating appropriate and integrated standards for certifying the qualifications of teachers of various backgrounds and levels, organizing training programs for language instructors, and sending competent Chinese language instructors to institutes abroad; iv) supplying substantial and varied data, teaching aids, and resources; v) providing test support by supplying different levels of HSK (Chinese Language Proficiency Tests) to individual Institutes. These five categories of service will provide an integrated platform and foundation for individual Institutes.
2006年，向80个国家派出教师1004人，是上年派出人数的3倍强；向34个国家派出志愿者教师1060人，是上年的1.5倍；培训国外汉语教师15896人次，比2005年增长了50%；设立汉语国际教育专业硕士学位，在12所高校试点招生300人；制定了“超常规”培养培训计划；着手制定国际汉语教师新标准。

In 2006, 1004 teachers were sent abroad to 80 countries, which was triple that of the previous year, and 1050 guest teachers were sent to 34 countries, which was 50% more than the previous year. In the same year, 15,896 Chinese language teachers in foreign countries were trained, the number increased more than 50% compared with 2005. The degree of "Master of Teaching Chinese to Speakers of Other Languages" was offered in twelve higher-learning institutions as a pilot program with 300 students enrolled. An "extraordinary" plan to train teachers was formulated and a new standard was drafted for teachers who teach Chinese to non-Chinese speakers.

Guidelines and documents including Rules on Management of Issues concerning Chinese Guest Teachers, Interim Rules on Treatment of Guest Teachers of Chinese to Speakers of Other Languages, and Interim Rules on the Standard of Guest Teacher Initiative Overhead Allocated to Chinese Diplomatic Missions Abroad were promulgated to manage issues related to guest teachers in a more scientific, orderly and standardized way.

Standards for government-sponsored teachers sent abroad was updated in terms of requirements on teaching, adaptation, cross-cultural communication abilities, and English proficiency as well as psychological health. A wide range of majors, including foreign language, education, history and philosophy, was also accepted for teacher applications.

改革公派教师选派标准，提高教学能力、适用能力、跨文化交际能力、外语水平和心理素质等方面的要求；扩大报名专业范围，允许外语、教育、历史、哲学等专业的高校和中学教师报名参加。

Selecting government-sponsored teachers dispatched abroad
赴泰国、韩国、印尼等国进行志愿者工作调研并慰问志愿者教师；建立“志愿者教师心声”专用电子信箱，随时答复志愿者提出的问题和要求，并制定相应措施帮助他们解决教学和生活所遇到的困难；编辑制作《国际汉语教师中国志愿者手册》，为志愿者教师提供赴外工作的必要信息，提高应对突发事件的能力。

As our Guest Teacher Initiative, we visited countries including Thailand, South Korea and Indonesia where we expressed our thanks to the guest teachers while carrying out surveys and research. To allow the guest teachers to voice their opinions, and to provide a quick response to their questions and requests, specific e-mail addresses were registered for them. Appropriate measures were formulated to help them solve problems in teaching and daily life overseas. Handbook for Teachers of Chinese to Speakers of Other Languages was produced to provide necessary information for working abroad and offer solutions to any problem they might face.
教材开发与推广
Development and Promotion of Teaching Resources

首次采用编撰、出版及发行一条龙的招标方式，成功开发《汉语 900 句》，外研社和美国汤姆森学习集团联合中标。陈至立国务委员题写书名。2006 年 8 月《汉语 900 句》编写完成，并在北京国际图书博览会和法兰克福国际图书博览会上正式推出。

Hanban invited tenders to provide service combining editing, publication and distribution, and ultimately accepted the joint bid of Foreign Language Teaching and Research Press and Thomson Learning. All these efforts resulted in the successful development of Everyday Chinese, which Chen Zhili, State Councilor, inscribed. In August 2006, Everyday Chinese was published and formally launched at the Beijing International Book Fair and Frankfurt International Book Fair.

国侨办与汉办共同编修《中国历史常识》、《中国地理常识》和《中国文化常识》，并翻译成英、法、西、德、日、韩、俄、阿、泰 9 个语种出版。

Overseas Chinese Affairs Office of the State Council and Hanban jointly published Common Knowledge about Chinese History, Common Knowledge about Chinese Geography and Common Knowledge about Chinese Culture into nine different languages including English, French, Spanish, German, Japanese, Korean, Russian, Arabic and Thai.

国家汉办与密歇根州立大学达成协议，双方合作开发《乘风汉语》后 65 集课件，用于美国中学 Pre-AP 教学，已完成前期设计和研发；《乘风汉语》前 35 集、《长城汉语》等多媒体课件已打入外国主流学校。

Hanban and Michigan State University agreed to jointly develop the next 65 textbook of CHENGO Chinese, which American secondary schools would adopt in pre-AP classes. Initial design, research and development of the 65 textbooks had been completed. Multi-media coursewares including the first 35 textbooks of CHENGO Chinese and the Great Wall Chinese had been accepted by mainstream schools in other countries.

组织有关出版社和机构参加了全美私立学校协会、法兰克福书展和美国外语教学协会年会汉语教材展览活动，共展出图书 1500 多种。

Hanban led relevant publishers and agencies to attend National Association of Independent Schools, the Frankfurt International Book Fair and Chinese Teaching Resources Exhibition held by the Annual Convention of ACTFL, where over 1500 kinds of books were showcased.

改革赠书办法，根据外国教学机构的申请书单提供赠书。全年共向 85 个国家 839 个机构赠送 59 万册图书。

In accordance with the requests from foreign teaching institutions (839 agencies in 85 countries), Hanban granted 590,000 books to meet their high demand.

建立北美、欧洲和新加坡教材推广中心，打通图书直接发行渠道，为当地宣传汉语推广活动提供方便。
Teaching Resources Promotion Centers were established in North America, Europe, and Singapore, thus directly distributing Chinese books and allowing a more convenience for Chinese language promotion and activities.

2006 年 7 月,在北京建立了第一个长城汉语推广中心,并于 11 月正式开始《长城汉语》培训推广活动。

In July 2006, the first Great Wall Chinese Promotion Center was established in Beijing. Promotion of the Great Wall Chinese and relevant training were launched in November.

2006 年年底,在广西桂林举行了国际汉语教材评选会,这是国际汉语教育史上的第一次。来自美国、加拿大、英国、法国、日本、韩国、新加坡、捷克等国的第二语言教学专家、教师、知名出版界负责

人等和中国专家一道参加了评审。全球 47 个国家和地区推荐出 464 种汉语教材参加评选,最终评选出 9 种教材入选“2006 年度最受欢迎的国际汉语教材”。

At the end of 2006, the International Conference for Appraisal and Selection of Chinese Teaching Resources convened in Guilin, Guangxi, the first time in the history of teaching Chinese as a foreign language. Experts of second language teaching from US, Canada, UK, France, Japan, South Korea, Singapore and the Czech Republic, as well as teachers, senior managers in the publication sector and Chinese experts reviewed and evaluated teaching resources. The panel was presented with 464 types of Chinese teaching resources recommended by 47 countries and regions. In the end, nine were selected as the Most Popular Chinese Teaching Resources to Speakers of Other Languages in 2006.

入选“2006 年度最受欢迎的国际汉语教材”的部分图书
Parts of publications selected as the Most Popular Chinese Teaching Resources to Speakers of Other Languages in 2006

《汉语 900 句》受到海外读者的青睐
Everyday Chinese in popularity among audience abroad
2006年度最受欢迎的国际汉语教材名单

<table>
<thead>
<tr>
<th>教材名称</th>
<th>出版社/机构</th>
<th>出版时间</th>
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</thead>
<tbody>
<tr>
<td>《汉语乐园》</td>
<td>北京语言大学出版社</td>
<td>2005.7</td>
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<tr>
<td>《跟我学汉语》</td>
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<td>2004.8</td>
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<td>《快乐汉语》</td>
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<td>“快乐华语系列”：</td>
<td>大华风采有限公司（美国）</td>
<td>2001</td>
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<td>《快乐幼儿华语》</td>
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<td>《快乐儿童华语》</td>
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<td>《汉语900句》</td>
<td>外语教学与研究出版社</td>
<td>2006.8</td>
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<tr>
<td>《长城汉语生存交际》</td>
<td>北京语言大学出版社</td>
<td>2005.7</td>
</tr>
<tr>
<td>《中国语人门》</td>
<td>株式会社/主婦の友社(日本)</td>
<td>2004</td>
</tr>
<tr>
<td>《奥运汉语100句》</td>
<td>人民教育出版社</td>
<td>2004.8</td>
</tr>
<tr>
<td>《汉语世界》</td>
<td>外语教学与研究出版社</td>
<td>2005.10</td>
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The Most Popular Chinese Teaching Resources to Speakers of Other Languages in 2006

<table>
<thead>
<tr>
<th>Teaching resources</th>
<th>Publisher/Agency</th>
<th>Time of Publication</th>
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<tr>
<td>Chinese Paradise</td>
<td>Beijing Language and Culture University Press</td>
<td>2005.7</td>
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<tr>
<td>Learn Chinese with Me</td>
<td>People’s Education Press</td>
<td>2004.8</td>
</tr>
<tr>
<td>Happy Chinese</td>
<td>People’s Education Press</td>
<td>2003.10</td>
</tr>
<tr>
<td>“Happy Chinese series” My First Chinese Words My First Chinese Reader</td>
<td>Thailand Chinese Language Institute</td>
<td></td>
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<tr>
<td>Everyday Chinese</td>
<td>Foreign Language Teaching and Research Press</td>
<td>2006.8</td>
</tr>
<tr>
<td>Essentials in communication</td>
<td>Beijing Language and Culture University Press</td>
<td>2005.7</td>
</tr>
<tr>
<td>Introduction to Chinese</td>
<td>DHC</td>
<td>2004</td>
</tr>
<tr>
<td>Basic Chinese 100 for Beijing 2008 Olympic Games</td>
<td>People’s Education Press</td>
<td>2004.8</td>
</tr>
<tr>
<td>The World of Chinese</td>
<td>Foreign Language Teaching and Research Press</td>
<td>2005.10</td>
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</table>
改革命题方式，调动全国高校力量参与命题和阅卷工作，鼓励海外汉语教学考试机构承办汉语考试。在确保试题质量的前提下，组织22所高校的专家参与命题，扩大了题库数量。同时，采取增设考点和考场、增加考试次数、缩短成绩公布周期等措施，使海外参加汉语考试人数达到72,924人次，比2005年翻一番。

Hanban adopted different ways to set up forums and encouraged higher-learning institutions to take part in question-setting and standardizing examinations. Overseas Chinese teaching and testing associations were encouraged to organize Chinese tests. Experts from 22 higher-learning institutions were invited to discuss and create questions, therefore increasing test questions and improving their quality. As a result, by adding test locations, increasing tests, and speeding up test result release, 72,924 people overseas participated in the tests, twice that of 2005.

在现有HSK考试的基础上，开发并推出汉语考试新品种，其中包括：商务汉语考试(BCT)、少儿汉语考试(YCT)等汉语考试新品种。

Based on existing HSK, new Chinese tests were developed and launched, including BCT (Business Chinese Test) and YCT (Youth Chinese Test), etc.
International Communication and Cooperation

In 2006, Hanban sent 54 working groups to 29 countries; received 40 visiting groups with over 7000 people, among which were over 100 officials at ministerial and ambassadorial levels and more than 200 university presidents; and signed 104 agreements and memorandums (including 80 agreements, memorandums and letters of cooperation intent on Confucius Institute).

In April 2006, Hanban and the College Board signed the 2006 Chinese Language and Culture Initiative, the first of a five-year initiative. Education Minister Zhou Ji was invited to attend the signing ceremony. The initiative, aimed at supporting American secondary schools to introduce AP Chinese courses on a large scale, featured such major events as inviting to China 600 presidents of American secondary schools and education administrators from across the US who plan on opening AP Chinese courses. In addition, the initiative included selecting and sending abroad 50 Chinese guest teachers to US for the next three years, and providing scholarships to 100 American university students majoring in Chinese teaching.

In June 2006, 400 presidents from 216 elementary and secondary schools across 149 districts of 45 states visited China as delegates of Chinese Bridge for American Schools. For most of them, it was their first visit to China.

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US

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2006年国家汉办派出工作团组54个，出访29个国家；接待国外来访团组40个，来访7000余人，其中部长、大使级官员100余人，大学校长200余人；与外国签署合作协议、合作备忘录等104份（包括孔子学院协议、备忘录和意向书80项）。

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2006年6月，举办“汉语桥—美国中小学校长访华之旅”活动，400多名美国中小学校长和教育官员同期来华访问。代表团成员来自美国45个州的149个学区216所中小学，其中绝大多数是首次访华。

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美国

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2006年4月，国家汉办与美国大学理事会签署“中国语言与文化合作”项目年度执行协议，教育部周济部长应邀出席签字仪式。该项目旨在支持美国高中大规模开设AP中文课程，主要内容包括：邀请600名拟开设AP中文课程的美国中学校长及各州教育官员访华，选派50名中国汉语教师志愿者赴美任教3年，为美国大学提供100名汉语教师专业奖学金名额等。

In April 2006, Hanban and the College Board signed the 2006 Chinese Language and Culture Initiative, the first of a five-year initiative. Education Minister Zhou Ji was invited to attend the signing ceremony. The initiative, aimed at supporting American secondary schools to introduce AP Chinese courses on a large scale, featured such major events as inviting to China 600 presidents of American secondary schools and education administrators from across the US who plan on opening AP Chinese courses. In addition, the initiative included selecting and sending abroad 50 Chinese guest teachers to US for the next three years, and providing scholarships to 100 American university students majoring in Chinese teaching.

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美国中小学校长访华之旅

Chinese Bridge for American Schools
In the period of visit, the delegation visited 16 provinces, municipalities, and autonomous regions. They visited 75 US schools and universities in 10 states (US). They also organized over 180 promotion activities including Chinese culture lectures, Chinese language demo classes and introduction to Hanban's resources and projects. More than 15,000 people including superintendents, principals, personnel in charge of AP Chinese, teachers, students and parents participated in these activities.

Hanban staff members were invited to attend the 40th Annual Conference of ACTFL, to introduce Hanban and its projects. Over 20 Chinese publishers exhibited various Chinese teaching resources there.

Agreements were signed with the Asia Society, NCSSFL, ACTFL, CLASS and NAIS.

For the first time, 43 Chinese guest teachers were dispatched to US.
UK

Hanban cooperated with the Department for Education and Skills, the British Council and others to hold the UK-China Meeting on Chinese Learning and Teaching. The two sides conducted an extensive and thorough discussion on supporting teaching Chinese language in UK elementary and secondary schools, decided priorities for cooperation and projects, and signed a Memorandum of Understanding for the symposium. In the next five years, Hanban and its British counterparts will have an all-round cooperation in information collection and research on the demand of Chinese language teaching, research and development of Chinese tests, theoretical research on teaching Chinese as a second language. Efforts will also be made to promote Chinese teaching, student and teacher exchanges, Chinese teacher certifications and relevant training, school partnerships and development with new technology for teaching resources.

Germany

Hanban and KMK jointly held the Germany-China Meeting on Chinese Learning and Teaching, with 50 participants, including officials from KMK’s secretariat, Federal Ministry of Education and Research, German Embassy in China, seven German state departments of culture and education, as well as representatives from thirteen sister
schools from Chinese provinces (or municipalities) of German states. After discussing the two countries' current development of language teaching, the Sino-German Chinese language teaching cooperation and communication initiatives, as well as issues concerning Chinese teachers and teaching resources development, the two sides agreed in principle that various activities would be held to promote Chinese in Germany, with an emphasis in German elementary and secondary schools from 2007 on. Those activities include cooperative research on Chinese promotion, exchanges between elementary and secondary schools in both countries, training Chinese teachers, developing Chinese teaching resources and organizing Chinese language and culture contests in German elementary and secondary schools.

**Republic of Korea**

Hanban and relevant Korean agencies jointly held the Korea-China Meeting on Chinese Learning and Teaching with over 70 participants, including officials from Education Department of Seoul, Education Department of Jeju Province, representatives from certain higher-learning institutions, Confucius Institutes and Korean companies, as well as representatives from Chinese provincial Education Commissions, higher-learning institutions and enterprises. After an extensive and thorough discussion on language teaching policies, Chinese language teachers, Chinese teaching market and social education, the two parts achieved agreement in the following areas: a large scale exchange among students, teachers, and educational administrators, jointly developing Chinese teaching resources customized to Korean elementary and sec-

[Image of the meeting]
ondary school students, strengthening market operation, cooperating in teaching through radio, television and internet, as well as collecting and researching the need of Chinese learning in Korea.

泰国

与泰国教育部商签《中国国家汉办与泰国教育部关于汉语教学的合作框架》。根据该框架，从 2006 年起，中泰将在 7 个方面开展交流与合作：合作举办 2006 年泰国汉语教学展；开发面向泰国市场的小学汉语课程大纲和汉语教材，开发网络教学项目；组织为期 3 个月的泰国汉语教师培训项目；提供 100 个奖学金名额，联合培养泰国汉语师资；赴泰志愿者教师数量增加至每年 500 名；在泰国设立强化汉语人才培养中心。

Thailand

Hanban and Thai Ministry of Education signed the Framework of Cooperation between the Office of Chinese Language Council International (Hanban) and the Ministry of Education of the Kingdom of Thailand (The MOE of Thailand) on Cooperation in Chinese Language Teaching. According to this framework, China and Thailand would undertake exchanges and cooperation in the following seven areas: jointly holding 2006 Thailand Chinese Teaching Exhibition, developing Thai-oriented Chinese curriculums and teaching resources for elementary and secondary schools, developing online teaching, launching a three-month training program for Chinese language teachers in Thailand, providing 100 scholarships to jointly develop Chinese language teachers in Thailand, increasing the number of Chinese teachers dispatched to Thailand to 500 every year, and setting up a training center of intensive Chinese courses in Thailand.

第五届“汉语桥”世界大学生中文比赛决赛在北京举行。比赛的主题是“多民族的中国”，来自 48 个国家的 100 名选手应邀参加比赛，来自朝鲜、美国和德国的 3 名选手获得一等奖。

Lastly, the fifth Chinese Bridge—Chinese Proficiency Competition for Foreign College Students, with a theme of An Ethnically Diverse China, was held in Beijing. Out of the 100 participants from 48 countries three winners from DPRK, US and Germany were chosen.

2006 年，“汉语桥基金”共资助 65 个国家 82 个驻外使领馆教育、文化处 (组) 的 286 个项目。此外，汉办还为来自 26 个国家的 92 名学生提供了来华学习奖学金。

In 2006, Chinese Bridge Fund provided 286 programs which launched educational and cultural offices (teams) of 82 Chinese diplomatic missions in 65 countries. In addition, Hanban awarded scholarships to 92 students from 26 countries.

Calligraphy competition was held by Confucius Institute at Mae Fah Luang University, Thailand
大事记
Milestones

1月
与中国国际广播电台签署汉语国际推广
合作协议
与泰国教育部签署《关于汉语教学的合
作框架》协议
国家汉办上年工作总结
国家汉办中层干部全员竞聘

Hanban and China Radio International
signed an agreement to promote Chinese
worldwide.
Hanban and Thai Ministry of Education
signed the Framework of Cooperation in
Chinese Language Teaching.
Hanban's work report for the previous
year was completed.
Hanban's middle-level management posi-
tions were open to all staff members.

2月
国务委员陈至立出席加拿大不列颠哥伦
比亚理工大学孔子学院揭牌仪式和墨西
哥城孔子学院授牌仪式，教育部部长周
济、副部长陈小娅、国务院副秘书长陈
进玉陪同
教育部部长办公会研究孔子学院建设工
作本年度第一次 11 部委兼职主任会议
《汉语 900 句》教材编写、出版、发行
一条龙招标启动
与新加坡劳动发展局签署商务汉语考
试合作谅解备忘录

State Councilor Chen Zhili attended the
unveiling ceremony for the Confucius Insti-
tute at British Columbia University of Tech-
nologies, and the board-presentation cer-
emony for the Confucius Institute in
Mexico City, accompanied by Education
Minister Zhou Ji, Vice Education Minister
Chen Xiaoya, and deputy secretary gen

全国汉语国际推广工作会议
National Conference of International Promotion of Chinese Language
eral of the State Council Chen Jinyu.
Education Minister Working Meeting carried out research on Confucius Institutes development.
Part-time directors from 11 ministries met for the first time in 2006 at Beijing.
Hanban invited tenders to provide service combining edition, publication and distribution for Everyday Chinese.
Hanban and Singapore Workforce Development Agency signed the Memorandum of Understanding for Business Chinese Test (BCT) Cooperation.

3月
国家汉语国际推广领导小组成立
国务院办公厅转发《关于加强汉语国际推广工作的若干意见》(国办发[2006]17号)
国家汉办与国侨办签署全面合作协议
HSK考试启用新题库和电子考务

海外考试启用新的命题机制并实现了电子考务管理
《新编汉语》项目启动
外国驻京记者汉语培训班开办

March
Chinese Language Council International was established.
The General Office of the State Council issued Suggestions on Strengthening International Promotion of Chinese Language. (No.17[2006])
Hanban and Overseas Chinese Affairs Office of the State Council signed an agreement to cooperate on all fronts.
a new question-setting mechanism and an electronic test management system were adopted for overseas HSK.
The project of New Chinese Chinese was initiated.
Chinese classes for foreign journalists stationed in Beijing opened.

教育部副部长兼董江（右一）出席荷兰海牙孔子学院揭幕仪式
Vice Education Minister Yuan Guiren (Right 1st) attended the Unveiling Ceremony for Confucius Institute in Hague, Holland

教育部副部长兼董江（右三）与出席孔子学院大会的代表在一起
Vice Education Minister Zhuang Xincheng (Right 3rd) stayed with guests of Confucius Institute Conference.
4月
国家主席胡锦涛接见肯尼亚内罗毕孔子学院师生
教育部部长周济见证汉办与美国大学理事会签订合作协议
教育部部长周济出席汉办与美国华美协进社合作建设孔子学院协议签字仪式
教育部副部长赵沁平出席“设立英国伦敦商业孔子学院谅解备忘录签字仪式”
制定《汉语教师志愿者工作管理办法》等相关规定
参加德国柏林自由大学孔子学院揭牌仪式并考察３所德国孔子学院
考察日本立命馆等４所孔子学院

April
President Hu Jintao met students of Nairobi Confucius Institute, Kenya.
Education Minister Zhou Ji attended the agreement signing ceremony between Hanban and the College Board.
Education Minister Zhou Ji attended the

5月
召开本年度第二次兼职主任会议
教育部副部长吴启迪出席美国芝加哥孔子学院、堪萨斯大学孔子学院和密歇根

May

Vice Education Minister Wu Qidi (Right 4th) attended the Unveiling Ceremony for Confucius Institute at the University of Kansas, USA.
州立大学孔子学院揭牌仪式
改革外派汉语教师选拔机制
450多名汉语教师志愿者同期抵达曼谷
109名汉语教师志愿者赴菲律宾

May

Part-time directors met for the second time in 2006.
Vice Education Minister Wu Qidi attended the unveiling ceremony for the Confucius Institute in Chicago, the Confucius Institute at the University of Kansas, and the Confucius Institute at the Michigan State University.
Process for selecting teachers to be sent abroad was reformed.
Over 450 Chinese guest teachers arrived in Bangkok Thailand.
109 Chinese guest teachers went abroad to the Philippines.

6月

教育部部长办公会专题讨论全国汉语国

The Education Minister Working Meeting was held to discuss plans for National Conference of International Promotion of Chinese Language and Confucius Institute Conference.
Li Changchun, member of the Standing Committee of the CPC Political Bureau, accompanied by Vice Education Minister.
Zhang Xinsheng, attended the agreement signing ceremony as well as the unveiling and book granting ceremony at the Confucius Institute of Sofia University, Bulgaria. Chinese Language Council International held the first meeting.

Xu Jialu, Vice Chairman of the Standing Committee of the National People’s Congress, held a symposium titled “The Chinese Culture in My View” for 400 delegates of Chinese Bridge for American Schools.

The first Summer Institute for US-based AP Chinese Teachers opened in China.

**July**

The **National Conference of International Promotion of Chinese Language** was held. The first Confucius Institute Conference was held.

Xu Jialu, Vice Chairman of the Standing Committee of the National People’s Congress, and Chen Zhili, State Councillor, attended the inauguration ceremony of linese.com.

The UK-China Meeting on Chinese Learning and Teaching was held. The Memorandum of Understanding following the UK-China Meeting on Chinese Learning and Teaching was signed.

The final of the 5th Chinese Bridge-Chinese Proficiency Competition for Foreign College Students took place in Beijing.

Great Wall Chinese Center was established in Beijing.

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对外汉语教学（暂定）硕士专业学位论证专家小组第一次工作会议
The demonstration of “Master of Teaching Chinese to Speakers of Other Languages” (interim) panel of experts held the first working conference.

国际汉语教材评估会开幕式
The opening ceremony of International Conference for Appraisal and Selection of Chinese Teaching Resources.
August

A symposium on exchanges and cooperation of Chinese language teaching between China and ROK was held in Weihai, China.

State Councillor Chen Zhili inscribed the title for Everyday Chinese.

Provincial Education Departments held meetings on international promotion of Chinese language (Kunming, Changchun and Shanghai).

State Councillor Tang Jiaxuan attended the unveiling ceremony for the Confucius Institute in Belgrade.

Vice Education Minister Wu Qidi presented awards to the Confucius Institute in Madrid and that at the University of Valencia.

Examinations to select government-sponsored teachers to be sent abroad were reformed.

The first group of guest teachers went to the US. Everyday Chinese was inaugurated in Beijing.

September

Premier Wen Jiabao attended the agreement signing ceremony for the Confucius Institutes at the University of Helsinki and in Hanover.

- Vice Premier Zeng Peiyan attended the unveiling ceremonies of the Confucius Institutes in Brussels and at the University College of Dublin. He attended the agreement signing ceremonies of the Confucius Institute in Liège and the Confucius Class at Louvain Engineering University.

- State Councillor Chen Zhili, accompanied by Education Minister Zhou Ji, attended the
agreement signing ceremony and unveiling ceremony of the Confucius Institute in Krakow, Poland.
- Hanban and KMK organized the Germany-China Meeting on Chinese Learning and Teaching.
- Vice Education Minister Wu Qidi signed a framework agreement with Confucius Institute in Hannover and attended the board-presentation ceremony of the Confucius Institute at the University of Valencia.
- A meeting was held in Nanjing to plan the international promotion of Chinese language.
- Hanban started an electronic government service.
- Zheng Shushan, Assistant Minister of Education, attended the letter of intent signing ceremonies of the Confucius Institute at Cairo University and at the Middle East Technical University.

Vice Education Minister Chen Xiaoya attended the letter of intent signing ceremony of the Confucius Institute at Palacky University.
- Common Knowledge about Chinese Culture, Common Knowledge about Chinese Geography, and Common Knowledge about Chinese History were revised and update.
- A meeting was held in Fujian to review the planning of international promotion of Chinese language.
- Vice Education Minister Yuan Guiren attended the board-unveiling ceremony of the Confucius Institute in Hague.
- Jia Qinglin, Chairman of CPPCC attended the unveiling ceremony of the Confucius Institute for Business, London.
- A Chinese testing service website opened.
- BCT was first held in Singapore.
- Vice Education Minister Li Weihong attended the signing ceremony of the Con
fucius Institute at Ritsumeikan Asia Pacific University and sent a figure of Confucius as a gift.

November
- The Chinese Language and Culture Roadshow Delegation went to the US.
- Hanban organized 20 domestic publishers to attend the 40th Annual Convention of ACTFL and the foreign language teaching resources exhibition.
- Hanban signed agreements with Confucius Institutes at four Mexican universities.
- Youth Chinese Test (YCT) was launched.
- Hanban invited tendered to hold BCT and YCT and four South Korean institutions participated.
- Japan held the 1st Joint Conference of Japanese and Confucius Institutes.

December
- The 35th Plenary Conference of Academic Degrees Committee of the State Council agreed upon the “Master of Teaching Chinese to Speakers of Other Languages” (MTCSOL).
- Xu Jialu, Vice Chairman of the Standing Committee of the National People’s Congress, attended the 7th Board Meeting of Executive Directors, International Society for Chinese Language Teaching.
- Research and design plan of “Confucius Institute Online Management Platform” under the joint efforts of Hanban and the International Intellectech Corporation concluded.
- A meeting on the Most Popular Chinese Teaching Resources to Speaker of Other Languages in 2006 was held in Guilin.
- The office building for the Confucius Institute Headquarters and Hanban was purchased.

2006年
签订孔子学院合作协议（意向书）110项，孔子学院挂牌48家

Year 2006
110 Confucius Institute Agreements (or Letters of Cooperation Intent) were signed and 48 Confucius Institutes were set up.
Appendix

Appendix 1. Agreements Signed between Hanban and Overseas Institutes on the Establishment of Confucius Institutes & Confucius Institutes Formally Launched in 2006

Appendix 2. List of Confucius Institutes (122 in total)

Appendix 3. Confucius Institutes’ Chinese Partner Universities/Institutions

Appendix 4. Constitution and By-Laws of the Confucius Institutes (Provisional Version)

Appendix 5. Regulations for Administering the Chinese Funds for the Confucius Institutes (Provisional Regulations)

Appendix 6. Agreements Signed between Hanban and Overseas Institutions

Appendix 7. Foreign Host Institutions of Chinese Government-Sponsored Teachers & Their Home Institutions

Appendix 8. Foreign Host Institutions and Home Institutions of Guest Teachers

Appendix 9. Locations of HSK Tests in Foreign Countries, Hong Kong and Macao
| 1月 | 与法国巴黎中国文化中心签署孔子学院建设意向书
与英国伦敦孔子学院挂牌 |
| 2月 | 与日本爱知大学签署孔子学院建设协议
与日本北海道大学签署孔子学院建设意向书
与泰国曼谷大学签署孔子学院建设意向书
与泰国宋卡王子大学签署孔子学院建设意向书
与美国夏威夷大学签署孔子学院建设意向书
与意大利罗马大学签署孔子学院建设意向书
美国匹兹堡州立大学孔子学院挂牌 |
| 3月 | 与日本爱知大学签署孔子学院建设意向书
与日本名古屋大学签署孔子学院建设意向书
与俄罗斯圣彼得堡国立大学签署孔子学院建设意向书
与美国奥克兰大学签署孔子学院建设意向书
与美国迈阿密大学签署孔子学院建设意向书
与中国武汉大学签署孔子学院建设意向书
日本北海道大学孔子学院挂牌 |
| 4月 | 与美国石油公司、德勤会计师事务所、汇丰控股有限公司、
太古有限公司、渣打银行、伦敦政治经济学院签署设立伦敦
留学服务中心谅解备忘录
与格鲁吉亚比蒂利亚大学签署孔子学院建设意向书
与蒙古国立大学签署孔子学院建设意向书
日本北海道大学孔子学院挂牌 |
| 5月 | 与泰国曼谷商会签署孔子学院建设意向书
与比利时布鲁塞尔大学签署孔子学院建设意向书
与美国新罕布什尔大学签署孔子学院建设意向书
与澳大利亚新南威尔士大学签署孔子学院建设意向书
德国柏林自由大学孔子学院挂牌 |
| 6月 | 日本爱知大学孔子学院挂牌
与泰国正大管理学院签署孔子学院建设意向书
与日本东京大学签署孔子学院建设意向书
与俄罗斯联邦大学签署孔子学院建设意向书
与匈牙利布达佩斯经济大学签署孔子学院建设意向书
与美国康奈尔大学签署孔子学院建设意向书
与西班牙巴塞罗那大学签署孔子学院建设意向书
与墨西哥托雷多大学签署孔子学院建设意向书 |
| 7月 | 与比利时布鲁塞尔大学签署孔子学院建设意向书
与美国新罕布什尔大学签署孔子学院建设意向书
与美国德克萨斯大学签署孔子学院建设意向书
与澳大利亚新南威尔士大学签署孔子学院建设意向书
德国柏林自由大学孔子学院挂牌 |

附录2：
2006年国家汉办与外国签署孔子学院
合作协议及孔子学院挂牌一览表

1月
2月
3月
4月
5月
6月
7月
8月
与日本札幌大学签署孔子学院建设意向书
泰国孔敬大学孔子学院挂牌
与泰国朱拉隆功大学签署孔子学院建设意向书
与津巴布韦大学签署孔子学院建设协议
与罗马尼亚锡比乌大学签署孔子学院建设意向书
塞尔维亚贝尔格莱德孔子学院挂牌
与美国俄亥俄州立大学签署孔子学院建设协议
与黎巴嫩圣约瑟夫大学签署孔子学院建设协议
日本樱美林大学孔子学院高岛孔子课堂挂牌
与日本札幌大学签署孔子学院建设意向书
与斯里兰卡达拉拉大学签署孔子学院建设协议
与泰国东方大学签署孔子学院建设协议
泰国曼谷里拉大学孔子学院挂牌
与泰国曼谷易昭亚皇家师范大学签署孔子学院建设协议
泰国曼谷华密中学孔子课堂挂牌
美国波士顿马萨诸塞州大学孔子学院挂牌
美国夏威夷大学孔子学院挂牌
与墨西哥尤卡坦自治大学签署孔子学院建设协议
墨西哥新莱昂自治大学孔子学院挂牌
与墨西哥奇瓦瓦自治大学签署孔子学院建设协议
与澳大利亚阿德莱德大学签署孔子学院建设协议
与哈萨克斯坦国立大学签署孔子学院建设协议
与韩国忠南大学签署孔子学院建设协议
韩国东大大学孔子学院挂牌
韩国湖南大学孔子学院挂牌
泰国玛哈拉哈拉大学孔子学院挂牌
与泰国朱拉隆功大学孔子学院签署孔子学院建设协议
泰国宋卡王子大学普吉孔子学院挂牌
泰国清迈大学孔子学院挂牌
泰国宋卡王子大学孔子学院挂牌
泰国曼谷易昭亚皇家师范大学孔子学院挂牌
泰国曼谷华密中学孔子学院挂牌
马达加斯加塔那那利佛大学签署孔子学院建设意向书
德国杜塞尔多夫大学孔子学院挂牌
与俄罗斯远东国立大学签署孔子学院建设协议
与俄罗斯国立人文大学签署孔子学院建设协议
与俄罗斯伊尔库茨克国立大学签署孔子学院建设协议
与罗马尼亚锡比乌大学签署孔子学院建设协议
匈牙利罗兰大学孔子学院挂牌
与美国加州大学洛杉矶分校签署孔子学院建设协议

9月
与韩国忠北大学签署孔子学院建设协议
与土耳其中东技术大学签署孔子学院建设意向书
与埃及开罗大学签署孔子学院建设意向书
与爱尔兰都柏林大学签署孔子学院建设协议
与奥地利维也纳大学签署孔子学院建设协议
与比利时列日大学签署孔子学院建设协议
与比利时工程联合大学签署孔子学院建设协议
与德国汉堡大学签署孔子学院建设协议
与德国内政及安全中心签署孔子学院建设协议
与乌克兰哈尔科夫大学签署孔子学院建设意向书
与加拿大温哥华孔子学院签署孔子学院建设意向书
与加拿大新布伦瑞克省教育厅签署孔子学院建设意向书
美国弗吉尼亚大学孔子学院挂牌
意大利罗马大学孔子学院挂牌

10月
与菲律宾马尼拉雅典耀大学签署孔子学院建设协议
与日本立命馆亚洲太平洋大学签署孔子学院建设协议
比利时列日孔子学院挂牌
荷兰海牙孔子学院挂牌
与捷克布拉格大学签署孔子学院建设意向书
与乌克兰哈尔科夫师范大学签署孔子学院建设协议
英国伦敦商务孔子学院挂牌
与英国专长学校联合会签署孔子学院建设协议
美国曼切斯特大学孔子学院挂牌
与美国北卡罗来纳州立大学签署孔子学院建设协议
与美国布莱恩特大学签署孔子学院建设协议
与美国普渡大学签署孔子学院建设协议
与墨西哥新莱昂州自治大学签署孔子学院建设协议

11月
与韩国又松大学签署孔子学院建设协议
与韩国庆熙大学签署孔子学院建设协议
与韩国东大大学签署孔子学院建设协议
与韩国湖南大学签署孔子学院建设协议
与美国加州大学洛杉矶分校签署孔子学院建设协议
Appendix 1.

Agreements Signed between Hanban and Overseas Institutions on the Establishment of Confucius Institutes and Confucius Institutes Formally Launched in 2006

**January**
- Letter of Intent: Chinese Cultural Center in Paris, France
  Launched: London Confucius Institute, UK

**February**
- Agreement: Aichi University, Japan
- Agreement: Hokkaido University, Japan
- Letter of Intent: Mahararashtra University, Thailand
- Letter of Intent: Prince of Songkla University, Thailand
- Letter of Intent: Bhitorg International Chinese University, Thailand
- Letter of Intent: University College Dublin (UCD), Ireland
  Launched: San Francisco State University, U.S.A.
- Letter of Intent: Instituto Cultural Chino Hua Xia, A.C., Mexico
  Agreement: University of Auckland, New Zealand
- Launched: British Columbia Institute of Technology, Vancouver, Canada
- Launched: North South University, Bangladesh

**March**
- Letter of Intent: Khon Kaen University, Thailand
- Letter of Intent: Prince of Songkla University, Phuket, Thailand
- Agreement: Saint-Petersburg State University, Saint-Petersburg, Russia
- Agreement: University of Iowa, U.S.A.
- Agreement: University of Kansas, U.S.A.
- Letter of Intent: University of Massachusetts, Boston, U.S.A.
- Launched: J. F. Oberlin University, Japan

**April**
- Signed Memorandum of Understanding for the Establishment of the Confucius Institute for Business, London with HSBC Holdings plc, Standard Chartered Bank, BP plc, John Swine & Sons Ltd, Delelo & Touche LLP, and London School of Economics and Political Science
- Letter of Intent: Tribhuvan University of Asia and Africa, Georgia
- Letter of Intent: National University of Mongolia, Mongolia
  Launched: Hokkaido University, Japan
- Letter of Intent for the Establishment of Confucius Class at Trailblaya High School, Thailand
- Letter of Intent for the Establishment of Confucius Class at Leuven Engineering School, GROUP T, Belgium
- Letter of Intent: University of Sheffield, U.K.
  Agreement: British Columbia Institute of Technology, Vancouver, Canada
- Agreement: China Institute, U.S.A.
  Launched: Free University of Berlin, Germany

**May**
- Launched: Confucius Institute of Hong Kong
  Agreement: Institute for Korean-Chinese Cultural Relationship,

**June**
- Launched: Aichi University, Japan
  Launched: Tokyo Confucius Class of Confucius Institute at Ritsumeikan
- Letter of Intent: Suan Dusit Rajabhat University at Suphanburi, Thailand
- Letter of Intent: Belarusian State University, Belarus
  Agreement signed and launched: Sofia University "St. Kliment Ohridski", Bulgaria
- Letter of Intent: Jagiellonian University, Poland
- Letter of Intent: University of Düsseldorf, Germany
- Letter of Intent: University of Heidelberg, Germany
- Letter of Intent: University of Hamburg, Germany
- Letter of Intent: University of Leipzig, Germany
- Letter of Intent: Conseil Regional de Bretagne & Ville de Rennes
  Letter of Intent: University of La Rochelle, France
- Letter of Intent: Eotvos Loránd University, Hungary
  Agreement: London School of Economics and Political Science, etc., U.K.
- Letter of Intent: University of Waterloo, Canada
- Letter of Intent: Pace University, U.S.A.
  Agreement: University of Hawaii at Manoa, U.S.A.
- Letter of Intent: Universidad Autónoma de Nuevo Leon, Mexico

**July**
- Agreement: Belarusian State University, Belarus
  Agreement: University of Düsseldorf, Germany
  Letter of Intent: The Hague University, the Netherlands
  Agreement signed and launched: University of Minho, Portugal
  Agreement: Belgrade University, Serbia
  Letter of Intent: University of Granada, Spain
  Letter of Intent: University of Valencia, Spain
  Agreement: Eotvos Loránd University, Hungary
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- 阿德莱德大学孔子学院
- 奥克兰大学孔子学院

欧洲（21国44所）
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- 意大利
  - 罗马大学孔子学院
- 德国
  - 柏林自由大学孔子学院
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- 爱尔兰
  - 都柏林大学孔子学院
- 法国
  - 普瓦捷大学孔子学院
  - 巴黎第七大学孔子学院
  - 巴黎中国文化中心孔子学院
  - 布鲁塞尔孔子学院
  - 拉罗谢尔孔子学院
  - 布鲁塞尔孔子学院
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  - 维也纳大学孔子学院
  - 贝尔格莱德大学孔子学院
  - 克拉科夫孔子学院
  - 罗马孔子学院
  - 自俄罗斯国立大学孔子学院
  - 海牙孔子学院
  - 马德里大学孔子学院
  - 帕拉第亚大学孔子学院
  - 卢甘斯克师范大学孔子学院

孔子课堂
- 泰国
- 日本
## List of Confucius Institutes (122 in total)

### Asia (43 Confucius Institutes in 17 Countries)

- **China**
  - Confucius Institute of Hong Kong
  - Confucius Institute in Seoul
  - Confucius Institute at Chungbuk National University
  - Confucius Institute at Woosong University
  - Confucius Institute at Dong-A University
  - Confucius Institute at Dongseo University
  - Confucius Institute at Hanyang University
  - Confucius Institute at Chungnam National University
  - Confucius Institute at SNU

- **Korea**
  - Confucius Institute at Jeju National University
  - Confucius Institute at Hongik University
  - Confucius Institute at Sogang University

- **Japan**
  - Confucius Institute at Waseda University
  - Confucius Institute at Keio University
  - Confucius Institute at Hosei University
  - Confucius Institute at Nihon University

- **Thailand**
  - Confucius Institute at Chulalongkorn University
  - Confucius Institute at Kasetsart University
  - Confucius Institute at Thammasat University
  - Confucius Institute at Mae Fah Luang University
  - Confucius Institute at Chiang Mai University
  - Confucius Institute at Prince of Songkla University
  - Confucius Institute at Mahasarakham University
  - Confucius Institute at Boromarajonani Rajabhat University
  - Confucius Institute of the Sukhothai Thammathirat Open University
  - Confucius Institute at Phuket, Prince of Songkla University
  - Confucius Institute of Juntong Municipality
  - Confucius Institute at Burapha University

- **Uzbekistan**
  - Confucius Institute in Tashkent

- **Kazakhstan**
  - Confucius Institute at Kazakh National University
  - Confucius Institute at Eurasian University

- **Georgia**
  - Confucius Institute at Tbilisi Institute of Asia and Africa

- **Singapore**
  - Confucius Institute, Nanyang Technological University

- **Malaysia**
  - Shanghai Jiaotong University—Malaysia Global Chinese Language Center

- **Philippines**
  - Confucius Institute at Ateneo de Manila University

- **India**
  - Confucius Institute of Jawaharlal Nehru University

- **Mongolia**
  - Confucius Institute at National University of Mongolia

- **Turkey**
  - Confucius Institute at Middle East Technical University

- **Pakistan**
  - Confucius Institute in Islamabad

- **Sri Lanka**
  - Confucius Institute at the University of Kelaniya

- **Bangladesh**
  - Confucius Institute at North South University

- **Lebanon**
  - Confucius Institute at Saint-Joseph University

### Africa (6 Confucius Institutes in 6 Countries)

- **Kenya**
  - Confucius Institute at the University of Nairobi

- **South Africa**
  - Centre for Chinese Studies at the University of Stellenbosch

- **Rwanda**
  - Confucius Institute at the Kigali Institute of Education

- **Zimbabwe**
  - Confucius Institute at the University of Zimbabwe

- **Egypt**
  - Confucius Institute at Cairo University

- **Madagascar**
  - Confucius Institute at the Antananarivo University

### America (25 Confucius Institutes in 3 Countries)

- **United States**
  - Confucius Institute at the University of Maryland
  - Confucius Institute in Chicago
  - Confucius Institute at San Francisco State University
  - Confucius Institute at China Institute
  - Confucius Institute at the University of Kansas
  - Confucius Institute at the University of Hawaii at Manoa
  - University of Massachusetts Confucius Institute at Boston
  - Confucius Institute at the University of Iowa
  - Confucius Institute at Michigan State University
  - Confucius Institute at Pace University
  - Confucius Institute at the University of Oklahoma
  - Confucius Institute at Purdue University
  - Confucius Institute at North Carolina State University
  - Confucius Institute at Bryant University
  - Confucius Institute at University of California, Los Angeles
  - Confucius Institute at College Community of Denver
  - Confucius Institute at BCIT
  - Confucius Institute at the University of Waterloo
  - Confucius Institute in Quebec
  - Confucius Institute in New Brunswick
  - Confucius Institute in Mexico City
  - Confucius Institute at the Universidad Nacional Autónoma de México
  - Confucius Institute at the Universidad Nacional de Nuevo León
<table>
<thead>
<tr>
<th>Country</th>
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<tr>
<td>Belgium</td>
<td>Confucius Institute in Brussels</td>
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<td>Confucius Institute in Liege</td>
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<td>Confucius Institute at Russian State University for the Humanities</td>
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<tr>
<td>中方院校和机构</td>
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<td>北京大学</td>
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<td>北京语言大学</td>
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## Confucius Institutes’ Chinese Partner Universities/Institutions

<table>
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<tr>
<th>Chinese Universities/Institutions</th>
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<tbody>
<tr>
<td>Peking University</td>
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<td>Confucius Institute Nürnberg at Friedrich–Alexander–University Erlangen–Nürnberg, Germany</td>
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<td>Confucius Institute at Hokkaido University, Japan</td>
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<td>Confucius Institute at the University of Sheffield, U.K. (cooperated with Nanjing University as well)</td>
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<tr>
<td>Beijing Language and Culture University</td>
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<td>Confucius Institute for Scotland in the University of Edinburgh, U.K.</td>
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### 孔子学院中方合作院校和机构名单（续）

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<td>湖南大学</td>
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<td>美国芝加哥孔子学院</td>
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<td>哈萨克斯坦国立大学孔子学院</td>
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<td>清华大学</td>
<td>乌兹别克斯坦塔什干孔子学院</td>
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<td>山东大学</td>
<td>英国谢菲尔德大学孔子学院（与北京大学共同承办）</td>
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<td>Chinese Universities/Institutions</td>
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<td>中方院校和机构</td>
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<td>天津实验中学</td>
<td>泰国暹罗中学孔子学院</td>
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### Confucius Institutes’ Chinese Partner Universities/Institutions (Continuity)

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<th>Chinese Universities/Institutions</th>
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<tr>
<td>Xiamen University</td>
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<td>Zhejiang University</td>
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<td>Sun Yat-Sen University</td>
<td>Confucius Institute at Bryant University, U.S.A.</td>
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<td>China Central Radio and TV University</td>
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<td>Confucius Institute at Michigan State University, U.S.A.</td>
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<td>Confucius Institute of Betong Municipality, Thailand</td>
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<td>Confucius Institute at Pace University, U.S.A.</td>
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<td>Confucius Institute at Specialist Schools and Academies Trust, U.K.</td>
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<td>Confucius Institute at Phuket, Prince of Songkla University, Thailand</td>
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<td>Tianjin Normal University</td>
<td>Confucius Institute at Iruktak State University, Russia</td>
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<td>Wenzhou University / Wenzhou Medical College</td>
<td>Confucius Institute at Saint–Joseph University, Lebanon</td>
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<td>Confucius Institute at Saint–Petersburg State University, Russia</td>
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<td>Tianjin Experimental High School</td>
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<td>Confucius Institute at Community College of Denver, U.S.A.</td>
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附录4：
孔子学院章程（试行）

第一章 总则
第一条 为保证孔子学院健康发展，增进世界人民对中国语言和文化的了解，发展中国与外国的友好关系，促进世界多元文化发展，为构建和谐世界贡献力量，特制订本章程。
第二条 本章程适用于世界各地的孔子学院。
第三条 孔子学院的外文名称应与中文名称相符合。
第四条 孔子学院为非营利性教育机构。
第五条 孔子学院开展汉语教学和中外教育、文化、经济等方面的交流与合作。
第六条 孔子学院遵守注册地法律，并不触犯中国法律。
第七条 孔子学院不参与政治、宗教和种族主义活动。
第八条 孔子学院的设置模式，根据不同国家的特点和需要，可以灵活多样。
第九条 孔子学院提供外语教育和文化交流活动能力的法人机构，有权申办孔子学院。
第十条 孔子学院的汉语教学采用普通话和简体字。

第二章 业务范围
第十一条 孔子学院提供下列服务：
（一）面向社会各界人士，开展汉语教学；
（二）培训汉语教师，提供汉语教学资源；
（三）开展汉语考试和汉语教师资格认证业务；
（四）提供中国教育、文化、经济及社会等信息咨询服务；
（五）开展当代中国文化研究。

第三章 总部
第十二条 孔子学院总部设在中国北京，是全球孔子学院的最高管理机构。
第十三条 孔子学院总部是具有独立法人资格的非营利组织。
第十四条 孔子学院总部设理事会，由主席、副主席、常务理事和理事组成。主席、副主席和常务理事由中国政府任命，理事由孔子学院推荐产生。
第十五条 孔子学院总部理事会下设秘书处。秘书处为孔子学院总部日常机构，设有办公室、财务室和教务处。
第十六条 孔子学院总部的职责是：
（一）定期召开理事会；
（二）制定孔子学院章程、发展规划和评估标准；
（三）审批各地孔子学院的设置；
（四）审核批准各地孔子学院的年度项目实施方案和预算；
（五）为各地孔子学院提供咨询服务；
（六）培训孔子学院管理人员和教师，并根据各地孔子学院需要，选派中方院长和教学人员。

第四章 设置
第十七条 孔子学院的申请须符合下列条件：
（一）举办机构所在国与中华人民共和国具有友好的外交关系；
（二）有符合办学需要的人员、场所、设施和设备；
（三）有符合办学需要的人员、场所、设施和设备；
（四）申请材料齐全。
第十八条 孔子学院总部接受申请后，孔子学院总部应与决策机关和审查机关商议，最后决定是否成立孔子学院。
第十九条 孔子学院总部提出申请后，孔子学院总部与发审委员会签订协议，提供孔子学院章程。

第五章 经费
第二十条 孔子学院的经费来源为：
（一）政府资助；
（二）社会捐赠；
（三）自筹资金。
第二十一条 对新设立的孔子学院，中央投入一定数量的启动经费。年度项目经费由外方承担比例一般为：1:1。
第二十二条 孔子学院中方所提经费实行项目管理，管理办法另行规定。

第六章 管理
第二十三条 孔子学院设立理事会。孔子学院理事会由以下组成：
（一）国家，省、市等相关部门人员；
（二）独立法人资格的非营利组织代表；
（三）孔子学院总部代表；
（四）孔子学院教师代表；
（五）孔子学院所在地政府代表。
孔子学院理事会负责审议孔子学院发展规划、年度工作计划、年度总结报告、项目实施方案及其预算。
第二十四条 孔子学院理事会负责审议孔子学院发展规划、年度工作计划、年度总结报告、项目实施方案及其预算。
第二十五条 孔子学院实行理事会领导下的院长负责制，院长负责孔子学院的日常运营和管理。

第二十六条 孔子学院院长须了解和熟悉中国国情，掌握掌握所用语言，具备较强的公关关系和市场开拓能力。
第二十七条 孔子学院所聘请教师应具备中国语言和文化，具备专业所能的专业水平和教学能力。
第二十八条 孔子学院须经批准后才能实施与教育相关的项目，需经审定后方可实施。
第二十九条 孔子学院应定期召开理事会，交流办学经验，研究孔子学院的发展和建设。

第七章 权利与义务
第三十条 孔子学院的权利：
（一）享有本章程规定的权利；
（二）有权使用孔子学院的名称和标识；
（三）优先获取孔子学院总部提供的教育资源。
第三十一条 孔子学院的义务：
（一）遵守本章程和相关规定；
（二）维护孔子学院的声誉、形象和统一标识；
（三）接受孔子学院总部的指导和评估。

第八章 法律责任
第三十二条 孔子学院总部有权依法追究任何不法行为的责任。
（一）未经孔子学院总部许可，擅自设立孔子学院；
（二）滥用孔子学院名称开展活动；
（三）违反本章程和规定，破坏公共关系影响孔子学院声誉。

第九章 附则
第三十三条 孔子学院章程由孔子学院总部负责解释。
第三十四条 本章程自孔子学院总部批准之日起生效。
Appendix 4.

Constitution and By-Laws of the Confucius Institutes (Provisional Version)

Chapter 1: General Principles
1. This Constitution and By-Laws are formulated to ensure the sound operation and development of the Confucius Institutes, in order to promote a better understanding of Chinese language and culture globally, develop friendly relationships between China and other countries, accelerate the development of multiculturalism at the international level, and help bring about global peace and harmony.
2. This Constitution and By-Laws are applicable to all Confucius Institutes worldwide.
3. In other languages, the name chosen to represent the Confucius Institutes must be equivalent in connotation and meaning to that of the head institute in Chinese.
4. The Confucius Institutes are non-profit, educational institutions.
5. The Confucius Institutes shall develop and facilitate the teaching of the Chinese language, promote educational, cultural, and economic exchange and cooperation between China and other international communities.
6. The Confucius Institutes shall abide by the laws and regulations of the countries in which they are located, and they shall not contravene the laws and regulations of China.
7. The Confucius Institutes shall not involve or participate in any political, religious, ethnic, racial, or any such related activities.
8. A Confucius Institute can be established in various ways, with the flexibility to respond to the specific circumstances and requirements found in different countries.
9. Any legal person or corporate body capable of facilitating language instruction and conducting educational and cultural exchange activities is eligible to apply for permission to establish a Confucius Institute.

Chapter 2: Business Service
11. The Confucius Institutes shall provide the following services:
   a. Devote Chinese language courses for various social sections;
   b. Train Chinese language instructors for local institutions and providing them with Chinese language teaching resources;
   c. Establish local facilities to hold the HSK Examination (Chinese Proficiency Test) and for the administration procedures for the certification of the Chinese Language Teachers;
   d. Provide information and consultative services concerning Chinese education, culture, economy, society;
   e. Promote research about Contemporary China.

Chapter 3: The Headquarters
12. The Headquarters of the Confucius Institutes, located in Beijing in the People’s Republic of China, is the highest regulatory body of the Confucius Institutes worldwide.
13. The Headquarters of the Confucius Institute is a non-profit organization which has the independent status of a legal person or corporate body.
14. The Headquarters of the Confucius Institutes shall be governed by the Council. The Council shall consist of the Chair, the Vice-Chair, the Executive Council Members, and the Council Members. The Chair, the Vice-Chair, the Executive Council Members shall be appointed by the Chinese government, and the Council Members shall be appointed through recommendation by individual Confucius Institutes from around the world.
15. The Council of the Headquarters of the Confucius Institutes shall establish a Secretariat. The Secretariat shall be responsible for the daily operations of the Headquarters. The Secretariat shall be administered by the Secretary-General and the Deputy Secretary-General.
16. The duties of the Headquarters of the Confucius Institutes include:
   a. Convening Council Meetings at regular intervals;
   b. Formulating the Constitution and By-Laws, development plans, evaluation criteria, and appraisal standards for the Confucius Institutes;
   c. Examining and approving applications for the establishment of new Confucius Institutes;
   d. Examining and approving the implementation of annual projects, annual budgetary items, and final financial reports of individual Confucius Institutes;
   e. Providing support and resources to individual Confucius Institutes.
   f. Training administrative personnel and Chinese language instructors for the Confucius Institutes, and selecting and appointing officers and facilitators for the Chinese partners, according to the needs of individual Confucius Institutes.

Chapter 4: Application and Establishment
17. An applicant for the permission to establish a Confucius Institute should submit the following application:
   a. There is a need of demand for learning Chinese language and culture at the applicant’s location;
   b. The personnel, spaces, facilities, and equipment required for language and culture instruction are available;
   c. The capital for the establishment is in place, and the source of funds for operation is sustainable.
18. An applicant for the permission to establish a Confucius Institute should submit an application package to the Headquarters of the Confucius Institutes. This package should include:
   a. An introduction of the applicant;
   b. A plan of the required instructional space, and lists of the relevant equipment and facilities available for the proposed Confucius Institute;
   c. A projection of market demand and operational and management plans for the proposed Confucius Institute;
   d. A statement detailing the source, regulation, and management of the funds for the proposed Confucius Institute;
   e. Any other materials required by the Headquarters of the Confucius Institutes.
19. The Headquarters of the Confucius Institutes will assess the application package submitted by the applicant. The assessment may include verification of the document materials, site visits, and on-site inquiries.
20. Upon the approval of an application, the Headquarters of the Confucius Institutes shall sign an agreement with the applicant, thus granting permission for establishment and the official Confucius Institute Plaque upon that applicant.

Chapter 5: Funds
21. A newly established Confucius Institute will receive and allocate its initial operation in the form of a set amount of funds provided by the Chinese Parties. However, the funds for its annual projects shall be raised by the individual regional Confucius Institute and the Chinese Parties in a ratio of 2:1, 1:1, and 1:1, respectively.
22. The Headquarters of the Confucius Institutes or the Chinese Parties will provide funds for the approval of the aforementioned funds. These measures will be stipulated separately in another document.

Chapter 6: Administration
23. An individual regional Confucius Institute shall establish a Board of Directors. A Confucius Institute established under joint venture shall form a Board of Directors consisting of members from both the Chinese and the overseas partners. The total number of members and the composition ratio of the Board shall be determined through consultation.
24. The Board of Directors shall be responsible for assessing and approving the Confucius Institute’s development programs, annual plans, fiscal year summaries, project implementation, budget proposals, and final financial reports.
25. An individual regional Confucius Institute shall adopt a system in which the Dean, appointed by the Board of Directors, shall assume the main responsibility for the Institute’s daily operation and administration.
26. The Dean of a regional Confucius Institute shall have good comprehension of the current Chinese national issues, a scholarly command of the native language in which the Institute is located, suitable past experience in administrative work, and a strong ability to promote public affirmation and market potential.
27. Instructors appointed by individual Confucius Institutes shall have a good appreciation of the Chinese language and culture, in addition to professional knowledge and competence as a teacher.
28. An individual regional Confucius Institute, in the allotted time, shall draw up budget proposals and executing plans for annual projects, sum up the final financial accounts and implement the efficacy of annual projects, and submit them to the Headquarters for examination and approval. Individual Confucius Institutes shall also submit the working schedules and summaries of their annual projects to the Headquarters for reviewing purposes.
29. The Headquarters of the Confucius Institutes shall be responsible for conducting assessments of individual regional Confucius Institutes. The Headquarters reserves the right to suspend and/or terminate the Agreement with those Institutes that violate the principles or objectives, or fail to reach the standards set forth by the head establishment.
30. The Headquarters of the Confucius Institutes shall convene an Annual Confucius Institutes Conference to provide the opportunity for the individual Institutes to exchange ideas and experiences, and to further study issues concerning the construction and development of the Institutes.

Chapter 7: Rights and Obligations
31. All Confucius Institutes shall enjoy the following rights:
   a. The right to be set forth in the Agreement and the Constitution and By-Laws of the Confucius Institutes;
   b. The right to use the Name and Logo of the Confucius Institutes;
   c. The right to retain its autonomy and characteristics established by the head establishment.
32. All Confucius Institutes shall observe the following obligations:
   a. The obligation to observe the measures and regulations set forth in the Agreement and the Constitution and By-Laws of the Confucius Institutes;
   b. The obligation to use the name and logo of the Confucius Institutes in the process of establishment and the official Confucius Institute Plaque upon that applicant.

Chapter 8: Legal Responsibility
33. The Headquarters of the Confucius Institutes reserves the right to pursue legal action to affirm responsibility and invoke punitive consequences on any person/party for any of the following conduct:
   a. The establishment of a Confucius Institute without permission or authorization from the Headquarters of the Confucius Institutes;
   b. Any activity conducted under the name of the Confucius Institutes without permission or authorization from the Headquarters of the Confucius Institutes;
   c. Any violation of the Agreement and the Constitution and By-Laws of the Confucius Institutes that damages or tarnishes the reputation of the Confucius Institutes.

Chapter 9: Supplementary Articles
34. The Constitution and By-Laws of the Confucius Institutes must be reviewed as a guide for setting up and regulating classrooms for the Confucius Institutes.
35. The Headquarters of the Confucius Institutes reserves the right to interpret this Constitution and By-Laws.
36. This Constitution and By-Laws shall go into effect from the date of approval set forth by the Council of the Headquarters of the Confucius Institutes.
附录5：
孔子学院中方资金管理办法（暂行）

第一章 总则
第一条 为加强孔子学院中方资金的管理，保证资金的使用效益，根据中国政府有关规定，特制定本办法。

第二条 孔子学院总部（以下简称“总部”）负责审核各孔子学院编制的项目预算、决算；负责统筹管理孔子学院中方资金。

第三条 孔子学院的中方资金必须设立专用账户，专款专用；孔子学院理事会负责项目资金预算、决算的编制，并对总部负责。

第二章 资金支出范围
第四条 孔子学院的中方资金用于经总部批准的以下项目：
（一）新建孔子学院的创办，包括房屋修缮，设备购置，宣传广告等；
（二）面向社会各界人士，开展汉语教学；
（三）聘请汉语教师，提供汉语教学资源；
（四）开展汉语考试和汉语教师资格认证业务；
（五）提供中国教育、文化、经济及社会等信息咨询；
（六）开展当代中国研究；
（七）孔子学院各协议中所规定的其他项目。

第三章 预算管理
第五条 孔子学院应当根据预算执行情况和年度预算情况，按规定的时间，编制预算。

第六条 孔子学院预算预审时，应当统筹兼顾，确保重点，并与总部协商一致。

第七条 新建孔子学院要求中方提供资金的，必须向总部提出申请，填写“启动经费申报书”（附件1-1）、“启动经费申报表”（附件1-2）。

第八条 已建孔子学院申请下年度贴息资金的，孔子学院应当申请预算年度项目预算方案，填写“项目经费申请书”（附件2-1）、“项目经费申请表”（附件2-2）。

第九条 总部应当对孔子学院申报的项目进行认真审核，审核的主要内容包括：
（一）所申报的项目是否符合规定的申报条件和中方资金的支持范围；
（二）相关材料是否齐全；
（三）申报内容是否真实完整，项目预算是否合理；
（四）其他条件。

第十条 总部应当及时批准孔子学院用于启动工作的预算，一般须在收到申请后两个月内，核拨启动资金。

第十一条 中方资金经核定后，一般不再追加，结余部分冲抵下年预算。

第十二条 总部负责监督孔子学院预算的执行。孔子学院应定期对总部预算的执行情况进行预算执行中发现的问题，孔子学院应及时进行分析，并采取措施予以解决。

第四章 决算管理
第十三条 孔子学院应于次年1月15日前向总部报送决算报告，包括“决算报告书”（附件3-1）、“决算报告表”（附件3-2）。

第十四条 编制决算应准确、完整、按时，决算报告的报告应按“决算报告书”（附件3-3）。

第十五条 孔子学院应当按“中方资金会计科目使用说明”（附件4）规定的内容设置会计科目。

第五章 检查与评估
第十六条 总部有权根据需要对各孔子学院的预算执行、决算以及中方资金的使用情况进行检查和评估，包括审计审查和审计；有权要求孔子学院对预算和决算做出进一步说明。

第十七条 检查和评估由总部组织专家或委托中介机构进行。

第十八条 总部有权对违反本办法的孔子学院进行处罚，包括：要求改正错误，停止拨付和审批中方资金；要求补报总部批准的经济损失。

第六章 附则
第十九条 总部与孔子学院在执行本办法过程中发生法律纠纷时，可委托律师或委托政府部门进行处理。孔子学院应接受总部的法律和行政管理。

第二十条 本办法由总部负责解释。

第二十一条 本办法自2006年8月起实行。

第二十二条 本办法的法律效力以中文文本为准。
Appendix 5.

Regulations for Administering the Chinese Funds for the Confucius Institutes (Provisional Regulations)

Chapter 1: General Principles
1. The Regulations for Administering the Chinese Funds for the Confucius Institutes were formulated in accordance with the related rules and stipulations by the Chinese government, to enhance the management of the funds from the Chinese side, in order to ensure their efficacy in usage.
2. The Headquarters of the Confucius Institutes (hereinafter called “the Headquarters”) shall be responsible for examining and approving the budgetary items and the final financial accounts for the annual projects drawn up by individual Confucius Institutes, as well as making overall plans to administer the Chinese funds for the Confucius Institutes.
3. Specified accounts shall be established for the Chinese funds for each individual Confucius Institute; the earmarked funds shall only be used for a specified purpose. The Board of Directors of an individual Confucius Institute shall be in charge of drawing up the budgetary items and the final financial accounts for its annual projects; it shall hold itself responsible to the Headquarters.

Chapter 2: Range of Funds Expenditures
4. The Chinese funds for an individual Confucius Institute shall be used for the following projects approved by the Headquarters:
   a. Provide money for the initial operation of a newly established Confucius Institute, including building repars, equipment purchases, and publicity and advertisements;
   b. Develop Chinese language courses for various social sectors;
   c. Train Chinese language instructors for local institutions and providing them with Chinese language teaching resources;
   d. Establish local facilities for the holding of HSK Examinations (Chinese Proficiency Test) and for the administration of procedures for Chinese Language Teacher Certification;
   e. Provide information and consultative services concerning Chinese culture, education, economy, and society;
   f. Promote research about Contemporary China.
5. Other service items or events stipulated in the specific Agreement of the Individual Confucius Institute.

Chapter 3: Budget Administration
6. The individual Confucius Institute should draw up a budget, reflecting the last fiscal year’s status, as regards budgetary implementation, and the projected data for the annual projects of the coming fiscal year, by the date specified by the Headquarters.
7. The budget of an individual Confucius Institute should reflect an overall plan with due consideration for all concerned, so as to ensure the focus of that institute’s objectives, and to keep that institute up to date of the latest developments of the Confucius Institutes as a whole.
8. To request Chinese funds, a newly established Confucius Institute should fill out and send back to the Headquarters the “Application Report for Initial Operation Funds” (Appendix 1–1), the “Application Form for Initial Operation Funds” (Appendix 1–2), and the “Table of Proposed Budgetary Items to Be Financed by Initial Operation Funds” (Appendix 1–3).
9. An established Confucius Institute applying for the Chinese funds for the coming fiscal year should: draw up a budget proposal for its annual projects, fill out the “Application Report for Annual Project Funds” (Appendix 2–1), the “Application Form for Annual Project Funds” (Appendix 2–2), and the “Table of Proposed Budgetary Items to Be Financed by Annual Project Funds” (Appendix 2–3), and submit all three items, with the consent of their Board of Directors, to the Headquarters for examination and approval before the end of September of that year. The Headquarters shall examine and verify the budget for the annual projects within six months after it receives the application, and shall allocate the Chinese funds in a gross sum or in instalments, according to that Institute’s progress in its project implementation.
10. The Headquarters shall conduct a thorough examination and verification of the annual projects submitted by an individual Confucius Institute. The focus of the examination and verification shall be on:
   a. Whether or not the annual projects submitted for verification conform with the conditions required for project application, and whether or not they lie within the range of support of the Chinese funds;
   b. Whether or not the project-related data, submitted as per requirement, are complete and in order;
   c. Whether or not the content of the application documents is authentic and intact, and the budget is equitable;
   d. Other criteria.
11. In due time, the Headquarters shall give a formal written reply to each application for the budget for initial operation that it will receive; under normal situations, the Headquarters will verify and allocate funds for initial operation within two months of receiving an application.
12. The Chinese funds for the budget, once appraised and ratified, generally will not be amended with a supplementary budget, and any cash surplus will be reverted to funds for the budget of the next fiscal year.
13. The Headquarters shall be responsible for supervising the budget implementation of the Confucius Institutes. An individual Confucius Institute should report to the Headquarters in fixed stages about budget implementation situations, engage in timely analysis for any problem discovered in its budget implementation, and adopt measures to resolve it.

Chapter 4: Administration of Final Financial Accounts
14. Before January 15 of the following year, each individual Confucius Institute should submit to the Headquarters a report on its final financial accounts by filling out the “Report of Final Financial Accounts for Annual Project Funds” (Appendix 3–1), the “Report of Final Financial Accounts for Annual Project Funds” (Appendix 3–2), and the “Table of the Final Financial Accounts for Annual Project Funds” (Appendix 3–3).
15. The final financial accounts prepared by an individual Confucius Institute should be accurate in statistics and numbers, complete and intact in content, and punctually reported and filed at the Headquarters.
16. Each individual Confucius Institute should set up their account book headings according to the “Definitions of Headings for the Accounts of the Chinese Funds” (Appendix 4).

Chapter 5: Inspection and Assessment
17. The Headquarters reserves the right to conduct, when it deems necessary, inspections and assessments, including audits, appraisals, and verification, on Institutes’ budget implementations, final accounts, and the efficacy of usage of the Chinese funds; it also reserves the right to demand further explanation from an individual Confucius Institute regarding its budget and final accounts.
18. Inspections and assessments shall be conducted by experts or intermediary agents or institutions entrusted by the Headquarters.
19. The Headquarters reserves the right to take action against any individual Confucius Institute that violates the “Regulations for Administering the Chinese Funds for the Confucius Institutes.” Action may include demanding the rectification of wrongdoings; stopping the approved Chinese Funds, or claiming compensation for the Headquarters’ financial loss.

Chapter 6: Supplementary Articles
20. If and when a legal dispute occurs between the Headquarters and an individual Confucius Institute during the course of implementing the “Regulations for Administering the Chinese Funds for the Confucius Institutes,” all principal bodies of the various partners in the cooperation should accept the jurisdiction of the Beijing Court.
21. The Headquarters reserves the right to interpret the “Regulations for Administering the Chinese Funds for the Confucius Institutes.”
1. 与韩国教育放送公社合作协议书
2. 与大韩民国社团法人韩中文学交流协会合作协议
3. 与韩国济州特别自治道教育厅汉语教学合作与交流协议书
4. 与韩国中国语言学会关于韩国大学汉语教师培训的合作协议
5. 与韩国HaoTV株式会社关于汉语教育合作协议
6. 与美国加利福尼亚大学校务委员会关于派遣中文教师的协议
7. 与美国大学理事会中国语言与文化项目协议
8. 与新加坡人力资源发展局（劳发局）关于新加坡受雇能力技能系统工作场所中文
语言能力课程开发、培训和评估指导及协助提高当地人员就业技能的合作协议
9. 中华人民共和国教育部和俄罗斯联邦教育科学教育部合作协议
10. 与意大利罗马“La Sapienza”大学合作协议书
11. 与白俄罗斯共和国教育部关于在汉语教学领域开展合作的协议
12. 与捷克布拉格中华国际学校关于在欧洲地区开展汉语推广活动的代理协议书
13. 与美国特拉华州教育厅合作谅解备忘录
14. 中英汉语教学合作研讨会谅解备忘录
15. 与美国堪萨斯州教育厅谅解备忘录
16. 与尼日利亚 Uname Azikiwe 大学关于开展汉语教学合作的谅解备忘录
17. 与新加坡人力资源发展局（劳发局）合作谅解备忘录
18. 与美国华盛顿特区全国独立学校协会（NAIS）谅解备忘录
19. 与菲律宾科技大学关于汉语教学合作的谅解备忘录
20. 与美国华盛顿特区教育局（DCPS）合作谅解备忘录
21. 与澳大利亚留学学会签订谅解备忘录的意向书
22. 与大韩民国济州特别自治道教育厅交流合作意向书
23. 与泰国泰中友好协会合作意向书
24. 与泰国教育厅关于汉语教学的合作框架
1. Cooperation agreement with Korea Educational Broadcasting System
2. Cooperation agreement with the Sino–Korea Language Exchange Society, the corporation of the Republic Association of Korea
3. Agreement on cooperation and exchange of Chinese language teaching with Jeju Special Self-Governing Provincial Office of Education
4. Cooperation agreement on the training for Chinese language teachers for Korean universities with Chinese Language Association of Korea
5. Cooperation agreement on Chinese education with HaoTV Company
6. Agreement between the China National Office for Teaching Chinese as a Foreign Language and the University of California regarding Sending Chinese Language Teachers
7. Agreement between the College Board and Chinese Language and Culture Initiative
8. Agreement between Singapore Workforce Development Agency (WDA) and the Office of Chinese Language Council International (Hanban) for Development of Chinese ESS Workplace Literacy Curriculum, Training and Assessment Guide and Assistance in Building Local Capability
10. Cooperation Agreement between the University of Rome La Sapienza and the Office of Chinese Language Council International
12. Agency agreement on a spreading of Chinese language in European areas with the Chinese international schools of Prague, Czech
14. Memorandum of Understanding following the UK–China Meeting on Chinese Language Teaching
15. Memorandum of Understanding between The Department of Education of the State of Kansas and The Office of Chinese Language Council International of The People’s Republic of China
17. Memorandum of Understanding between Singapore Workforce Development Agency (WDA) and National Office for Teaching Chinese as a Foreign Language (Hanban), Beijing
18. Memorandum of Understanding between NAIS and the Office of Chinese Language Council International
20. Memorandum of Understanding between The District of Columbia Public Schools (DCPS) and The Office of Chinese Language Council International (Hanban)
21. Proposal for an Agreement between The National Council of State Supervisors for Languages (NCSSL) and The Office of Chinese Language Council International (Hanban)
22. Intention letter on communication and cooperation with Jeju Special Self-Governing Provincial Office of Education
24. Framework of Cooperation between China National Office for Teaching Chinese as a Foreign Language (Hanban) and the Ministry of Education of the Kingdom of Thailand (The MOE of Thailand) on Cooperation in Chinese Language Teaching
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### 公派教师国外接收院校（机构）与国内派出院校（机构）名表

<table>
<thead>
<tr>
<th>国家</th>
<th>机构名称</th>
<th>国家</th>
<th>机构名称</th>
</tr>
</thead>
<tbody>
<tr>
<td>附录7：</td>
<td>公派教师国外接收院校（机构）与国内派出院校（机构）名表</td>
<td>附录7：</td>
<td>公派教师国外接收院校（机构）与国内派出院校（机构）名表</td>
</tr>
</tbody>
</table>
Appendix 7.

Foreign Host Institutions of Chinese Government –Sponsored Teachers & Their Home Institutions

**America**

- **Canada**
  - University of Montreal
  - University of Quebec
  - Advisor on Chinese Language Teaching to Ministry of Education of Alberta

- **Yangguang School of the Chinese Embassy in the US**
- **University of Rhode Island**
- **School District of Salt Lake City, Utah**
- **Columbia University**
- **Stanford University**
- **University of California, Berkeley**
- **Florida International University**
- **Kennesaw State University**
- **Sam Houston State University**
- **Texas A&M University**
- **University of Texas at San Antonio**
- **University of Texas—Pan American**
- **University of Tulsa**

**Emory University**

- **Key Language Programs**

- **Northeast Normal University**
- **Beijing Language and Culture University**
- **Shanghai International Studies University**
- **Tsinghua University**
- **Peking University**
- **Tsinghua University**
- **Counties Language and Culture University**
- **Beijing Language and Culture University**
- **Shanghai International Studies University**
- **Beijing Language and Culture University**
- **Shandong Normal University**
- **Renmin University of China**

**Europe**

- **Russia**
  - Far Eastern National University

- **Moscow State Linguistics University**
- **Moscow University**
- **Moscow State Institute of International Relations**
- **Saint Petersburg State University**
- **Lomonosov Moscow State University**

- **Poland**

- **University of Lodz**
- **Adam Mickiewicz University**
- **Krakow Jagiellonian University**
- **Warsaw University**

- **the Czech Republic**

- **Palacky University**
- **University Karlovy Vary**

- **the Republic of Slovakia**

- **Comenius University**
- **Presov University**

- **Hungary**

- **Eötvös Loránd University**
- **Budapest Business School**

- **the Chinese–Hungarian Bilingual School**

**Germany**

- **Hamburg Middle School**
- **Germanisches Zentrum, Hannover E.V.**

- **Freie University of Berlin**
- **Erlangen-Nuremberg University**
- **Frankfurt University**

- **University of Stuttgart**
- **University of Erlangen**

- **UK**

- **University of Sheffield**
- **University of Central Lancashire**
- **University of London**
- **Centre for Teaching Chinese as a Foreign Language, University of Oxford**

- **University of Oxford University**

- **University of Paris 7**
- **Université de Montpellier-Bordeaux 3**

- **France**

- **University of Aix-Marseille**
- **National Institute of Oriental Languages and Civilizations**

- **Université Paris 7**
- **EcolePolytechnique De Paris**

**Netherlands**

- **Leiden University**

- **Beijing Language and Culture University**
- **Peking University**

**Belgium**

- **Catholic University of Louvain**
- **University of Ghent**

**Portugal**

- **Universidade De Minho**

**Spain**

- **Universidad Autonoma de Madrid**

**Switzerland**

- **Zurich University**

**Austria**

- **University of Salzburg**
- **University of Vienna**

**Italy**

- **University of Bologna**
- **Orientale Studies University of Naples**

- **Hunan University**
- **Xinjiang University**
- **Renmin University of China**
- **Beijing Language and Culture University**
- **Shanghai University of Economics**
- **Sichuan University**
- **Beijing Language and Culture University**

- **Liaoning Normal University**
- **Jilin University**
- **Chongqing University**
- **Hunan University**
- **Hunan University**
- **Jilin University**
- **Anhui University**
- **Beijing Language and Culture University**
- **Beijing Foreign Studies University**
- **Sichuan University**
- **Beijing Language and Culture University**
- **Beijing Foreign Studies University**
- **Southeast University**
- **Beijing Language and Culture University**
- **Beijing Foreign Studies University**
- **Beijing Language and Culture University**
- **North China Electric Power University**
- **Peking University**
- **Peking University**
- **Peking University**
- **Wuhan University**
- **Chongqing University of Posts and Telecommunications**
- **Southwest Jiaotong University**
- **Nankai University**
- **Beijing Language and Culture University**
- **Beijing Language and Culture University**
- **Beijing Language and Culture University**
- **Birmingham University**
- **Peking University**
- **Tianjin Normal University**
- **Nanjing Normal University**
- **Tianjin Foreign Studies University**
- **Fudan University**
- **Beijing Foreign Studies University**
- **Beijing Language and Culture University**
- **University of Bologna**
- **Orientale Studies University of Naples**
- **Dalian University of Foreign Languages**
- **Beijing Language and Culture University**
<table>
<thead>
<tr>
<th>国家</th>
<th>大学名称</th>
</tr>
</thead>
<tbody>
<tr>
<td>欧洲</td>
<td>丹麦基督教大学</td>
</tr>
<tr>
<td>亚洲</td>
<td>南京大学</td>
</tr>
<tr>
<td>美国</td>
<td>麻省理工学院</td>
</tr>
<tr>
<td>澳大利亚</td>
<td>悉尼大学</td>
</tr>
<tr>
<td>中东</td>
<td>阿拉伯大学</td>
</tr>
<tr>
<td>新西兰</td>
<td>奥克兰大学</td>
</tr>
</tbody>
</table>

附录7：

公派教师国外接收院校（机构）与国内派出院校（机构）名录（续）
### Appendix 7.

**Foreign Host Institutions of Chinese Government-Sponsored Teachers and Their Home Institutions (Continuity)**

<table>
<thead>
<tr>
<th>Country</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University</strong></td>
<td></td>
</tr>
<tr>
<td>Algeria</td>
<td>University of Niamey</td>
</tr>
<tr>
<td><strong>Africa</strong></td>
<td></td>
</tr>
<tr>
<td>Togo</td>
<td>University of Lomé</td>
</tr>
<tr>
<td>Nigeria</td>
<td>University of Ibadan</td>
</tr>
<tr>
<td>Benin</td>
<td>Université Nationale du Benin</td>
</tr>
<tr>
<td>Cameroon</td>
<td>Université des Sciences et Technologies du Cameroun</td>
</tr>
<tr>
<td>Nigeria</td>
<td>University of Ibadan</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>University of Freetown</td>
</tr>
<tr>
<td>Uganda</td>
<td>Makerere University</td>
</tr>
<tr>
<td>Nigeria</td>
<td>University of Ibadan</td>
</tr>
<tr>
<td>Senegal</td>
<td>Université Cheikh Anta Diop</td>
</tr>
<tr>
<td>Nigeria</td>
<td>University of Ibadan</td>
</tr>
<tr>
<td><strong>Asia</strong></td>
<td></td>
</tr>
<tr>
<td>Mongolia</td>
<td>Mongolian Technical University</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>National University of Tashkent</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>National University of Almaty</td>
</tr>
<tr>
<td>Egypt</td>
<td>Cairo University</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>Auckland University</td>
</tr>
<tr>
<td><strong>Europe</strong></td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>National Technical University</td>
</tr>
<tr>
<td>Spain</td>
<td>University of Granada</td>
</tr>
<tr>
<td>UK</td>
<td>University of Oxford</td>
</tr>
<tr>
<td><strong>Middle East</strong></td>
<td></td>
</tr>
<tr>
<td>Syria</td>
<td>Damascus University</td>
</tr>
<tr>
<td><strong>South America</strong></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>Federal University of Sao Paulo</td>
</tr>
<tr>
<td>Chile</td>
<td>University of Chile</td>
</tr>
<tr>
<td><strong>North America</strong></td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>Stanford University</td>
</tr>
<tr>
<td><strong>Oceania</strong></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>University of Queensland</td>
</tr>
<tr>
<td>New Zealand</td>
<td>University of Auckland</td>
</tr>
<tr>
<td><strong>Latin America</strong></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>University of Sao Paulo</td>
</tr>
<tr>
<td><strong>South America</strong></td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td>National University of Peru</td>
</tr>
<tr>
<td>Venezuela</td>
<td>Universidad de los Andes</td>
</tr>
<tr>
<td><strong>Central America</strong></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>National Autonomous University of Mexico</td>
</tr>
</tbody>
</table>

---

**Notes:**
- The table above lists universities and institutions from various countries that are part of Chinese government-sponsored teacher programs.
- Each entry includes the name of the institution and the country it is located in.
- The table is organized by region for ease of reference.

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**Contact Information:**
- For more information, contact the Chinese Education Office at the Chinese Embassy or Consulate in your area.
- Visit the official website of the Chinese Embassy or Consulate for updated lists and contact details.

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**Acknowledgments:**
- Thanks to all the universities and institutions that contribute to this program.
- Special thanks to the Ministry of Education for their support.

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**Disclaimer:**
- The information is subject to change and should be verified through official sources.
- The table is for informational purposes only and does not constitute a recommendation or endorsement.

---

**References:**
- Chinese government-sponsored teacher programs.
- Universities and institutions in participating countries.
- Official websites of universities and institutions.
### 亚洲（9国953人）

<table>
<thead>
<tr>
<th>国家</th>
<th>数量</th>
<th>院校</th>
</tr>
</thead>
<tbody>
<tr>
<td>泰国</td>
<td>449人</td>
<td>泰国教育部270所中小学，泰国师范大学等7所大学</td>
</tr>
<tr>
<td>菲律宾</td>
<td>110人</td>
<td>菲律宾教育部34所中小学，菲律宾大学等3所大学</td>
</tr>
<tr>
<td>印度</td>
<td>40人</td>
<td>印度教育部36所中小学，印度国立大学等1所大学</td>
</tr>
<tr>
<td>尼泊尔</td>
<td>19人</td>
<td>尼泊尔教育部19所尼泊尔大学，尼泊尔大学等1所大学</td>
</tr>
<tr>
<td>蒙古</td>
<td>31人</td>
<td>蒙古教育部12所蒙古大学，蒙古国立大学等1所大学</td>
</tr>
<tr>
<td>越南</td>
<td>8人</td>
<td>越南教育部3所大学，越南师范大学等1所大学</td>
</tr>
<tr>
<td>老挝</td>
<td>12人</td>
<td>老挝教育部3所老挝大学，老挝大学等1所大学</td>
</tr>
<tr>
<td>韩国</td>
<td>79人</td>
<td>韩国教育部24所韩国大学，韩国大学等1所大学</td>
</tr>
<tr>
<td>新加坡</td>
<td>205人</td>
<td>新加坡教育部54所中小学，新加坡大学等2所大学</td>
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</tbody>
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### 美洲（8国57人）

<table>
<thead>
<tr>
<th>国家</th>
<th>数量</th>
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</tr>
</thead>
<tbody>
<tr>
<td>美国</td>
<td>39人</td>
<td>美国5所大学，美国大学等1所大学</td>
</tr>
<tr>
<td>加拿大</td>
<td>1人</td>
<td>加拿大滑铁卢大学等1所大学</td>
</tr>
<tr>
<td>墨西哥</td>
<td>9人</td>
<td>墨西哥7所大学，墨西哥大学等1所大学</td>
</tr>
<tr>
<td>巴西</td>
<td>1人</td>
<td>巴西2所大学，巴西大学等1所大学</td>
</tr>
<tr>
<td>哥伦比亚</td>
<td>3人</td>
<td>哥伦比亚2所大学，哥伦比亚大学等1所大学</td>
</tr>
<tr>
<td>智利</td>
<td>2人</td>
<td>智利2所大学，智利大学等1所大学</td>
</tr>
<tr>
<td>巴拿马</td>
<td>1人</td>
<td>巴拿马大学等1所大学</td>
</tr>
<tr>
<td>特立尼达和多巴哥</td>
<td>1人</td>
<td>特立尼达和多巴哥大学等1所大学</td>
</tr>
</tbody>
</table>

### 非洲（2国5人）

<table>
<thead>
<tr>
<th>国家</th>
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<th>院校</th>
</tr>
</thead>
<tbody>
<tr>
<td>苏丹</td>
<td>2人</td>
<td>苏丹喀土穆大学等2所大学</td>
</tr>
<tr>
<td>毛里求斯</td>
<td>3人</td>
<td>毛里求斯3所大学，毛里求斯大学等1所大学</td>
</tr>
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### 欧洲（12国35人）

<table>
<thead>
<tr>
<th>国家</th>
<th>数量</th>
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</tr>
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<tbody>
<tr>
<td>保加利亚</td>
<td>2人</td>
<td>保加利亚大学等2所大学</td>
</tr>
<tr>
<td>波兰</td>
<td>1人</td>
<td>波兰南佛罗伦萨大学等1所大学</td>
</tr>
<tr>
<td>白俄罗斯</td>
<td>2人</td>
<td>白俄罗斯大学等2所大学</td>
</tr>
</tbody>
</table>

### 拉脱维亚（3人）

- 拉脱维亚大学
- 维尔纽斯大学
- 明斯克大学

### 罗马尼亚（2人）

- 罗马尼亚大学
- 俄罗斯大学

### 希腊（1人）

- 雅典大学

### 英国（2人）

- 使馆教育处
- 特里尔大学

### 法国（9人）

- 法国9所大学
- 法国9所大学

### 俄罗斯（7人）

- 俄罗斯5所大学
- 俄罗斯远东大学

### 乌克兰（3人）

- 乌克兰巴尔迪大学
- 乌克兰巴尔迪大学

### 阿塞拜疆（1人）

- 阿塞拜疆1所大学

### 亚洲（9国953人）

- 亚洲9所大学
- 亚洲9所大学

### 拉脱维亚大学

- 拉脱维亚大学
- 明斯克大学

### 俄罗斯大学

- 俄罗斯大学
- 俄罗斯大学

### 乌克兰大学

- 乌克兰巴尔迪大学
- 乌克兰巴尔迪大学

### 阿塞拜疆大学

- 阿塞拜疆大学
- 阿塞拜疆大学
### Appendix 8.

**Foreign Host Institutions and Home Institutions of Guest Teachers**

1,050 guest teachers were sent to 544 educational institutions of all kinds in 31 countries in 2006.

<table>
<thead>
<tr>
<th>Asia (653 teachers in 9 countries)</th>
<th>Latvia (3)</th>
<th>Northeast Normal University, Beijing Foreign Studies University, Communication University of China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand (449)</td>
<td>The University of Latvia</td>
<td>Vidzeme University Daugavpils University</td>
</tr>
<tr>
<td>Thai Ministry of Education, 270</td>
<td>Romania (2)</td>
<td>Beijing Municipal Education Commission, Sichuan Education Department</td>
</tr>
<tr>
<td>elementary and secondary schools</td>
<td>Babes-Bolyai University of Cluj, Universitatea Alexandru Ioan Cuza</td>
<td></td>
</tr>
<tr>
<td>The Philippines (110)</td>
<td>UK (2)</td>
<td>Central South University Recommended by the embassy</td>
</tr>
<tr>
<td>Federation of Filipino-Chinese</td>
<td>the Education Office of Embassy of China in the UK</td>
<td></td>
</tr>
<tr>
<td>Chamber of Commerce &amp; Industry,</td>
<td>Germany (2)</td>
<td>Peking University Recommended by the embassy</td>
</tr>
<tr>
<td>Inc, 34 elementary and secondary</td>
<td>Trier University Beijing Foreign Studies University Lily-Braun Oberschule secondary school</td>
<td></td>
</tr>
<tr>
<td>schools</td>
<td>France (9)</td>
<td>Beijing Language and Culture University, Peking University, Renmin University, Tianjin Foreign Studies University</td>
</tr>
<tr>
<td>Indonesia (40)</td>
<td>Russia (7)</td>
<td>Heilongjiang University</td>
</tr>
<tr>
<td>Education Department of Indonesia,</td>
<td>5 universities, Far Eastern National University, the 29th High School of Ussuriysk</td>
<td></td>
</tr>
<tr>
<td>38 elementary and secondary schools</td>
<td>Ukraine (3)</td>
<td>Heilongjiang University</td>
</tr>
<tr>
<td>Nepal (19)</td>
<td>Azerbaijan (1)</td>
<td>Baku State University Recommended by the embassy</td>
</tr>
<tr>
<td>19 Nepalese elementary and secondary Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mongolia (31)</td>
<td>America (57 teachers in 8 countries)</td>
<td></td>
</tr>
<tr>
<td>12 Mongolian universities and</td>
<td>US (39)</td>
<td>22 provinces, municipalities and autonomous regions including Beijing, Tianjin, and Hunan</td>
</tr>
<tr>
<td>elementary and secondary schools</td>
<td>39 elementary and secondary schools</td>
<td></td>
</tr>
<tr>
<td>Vietnam (8)</td>
<td>Canada (1)</td>
<td>University of Waterloo Recommended by the embassy</td>
</tr>
<tr>
<td>3 universities and training centers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laos (12)</td>
<td>Mexico (5)</td>
<td>Tianjin Normal University</td>
</tr>
<tr>
<td>3 universities and secondary schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Korea (79)</td>
<td>Brazil (1)</td>
<td>Communication University of China</td>
</tr>
<tr>
<td>24 HAO-TV and secondary schools,</td>
<td>Columbia (3)</td>
<td>Henan Education Department</td>
</tr>
<tr>
<td>22 provinces, municipalities and</td>
<td>2 universities</td>
<td></td>
</tr>
<tr>
<td>secondary schools under the</td>
<td>Chile (2)</td>
<td>Tianjin Foreign Studies University, Tianjin Normal University</td>
</tr>
<tr>
<td>administration of education</td>
<td>2 secondary schools</td>
<td></td>
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<tr>
<td>ministry</td>
<td>Panama (1)</td>
<td>Dandong NO. 14 Middle School</td>
</tr>
<tr>
<td>Mauritius (3)</td>
<td>Trinidad and Tobago (1)</td>
<td>Beijing Language and Culture University</td>
</tr>
<tr>
<td>3 elementary schools</td>
<td>University of the West Indies</td>
<td></td>
</tr>
<tr>
<td>Europe (35 teachers in 12 countries)</td>
<td>Bulgaria (2)</td>
<td>William Gladston High School Tianjin Normal University</td>
</tr>
<tr>
<td>Bulgaria (2)</td>
<td>Poland (1)</td>
<td>Adam Mickiewicz University Nankai University</td>
</tr>
<tr>
<td>Minsk State Linguistic University</td>
<td>Belarus (2)</td>
<td>Hrodna State University Tianjin Normal University</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
附录9：
中国汉语水平考试（HSK）国外及港澳地区考点名单

亚洲

韩 国：韩国文化协力研究院（HSK韩国事务局）
日 本：日本青少年育成会（日本HSK实施委员会日本事务局）
新 加 坡：中国汉语水平考试中心（科恩达）
菲 律 宾：菲律宾华教中心
马 来 西 亚：董教总教育中心
泰 国：东方文化书院
 清迈清华新生学校
 南邦公立育华学校
 泰国宋卡王子大学普吉分校
 泰国曼谷北京语言大学曼谷学院
越 南：胡志明市师范大学中文系
 河内国家大学所属外国语大学
缅 甸：仰光HSK考点
曼德勒HSK考点
印 度 尼 西 亚：印度尼西亚共和国教育部
 青年与校外教育总司成人教育司
蒙 古：蒙古国教育大学HSK考点
文 莱：文莱中华中学
尼 泊 尔：世界语言与计算机学院HSK考点
吉尔吉斯斯坦：吉尔吉斯斯坦中国汉语水平考试中心

欧 洲

德 国：汉诺威中国中心
 埃尔兰根纽伦堡大学华语系
 柏林自由大学孔子学院
法 国：法国汉语教师协会
意 大 利：米兰国立大学
 威尼斯大学中文系
 罗马大学
 史提斯东方大学亚洲研究学院
俄 罗 斯：莫斯科大学亚非学院中国语文教研室
远东大学东方学院
圣彼得堡国立大学孔子学院
英 国：汉语水平考试委员会
 伦敦大学亚非学院
 谢菲尔德大学
奥 地 利：维也纳大学华学院
芬 兰：于维斯屈莱大学语言中心
比 利 时：根特大学
瑞 典：隆德大学
 北斯德哥尔摩孔子学院
丹 麦：奥尔胡斯大学东亚学院
 丹麦丹麦汉语服务公司
 哥本哈根商学院
匈 牙 利：罗兰大学
西 班 牙：马德里自治大学
捷 克：布拉格大学
瑞 士：苏黎世大学
日 内 瓦 大 学
塞尔维亚：贝尔格莱德大学
乌 克 兰：基辅大学
保加利亚：索非亚大学
荷 兰：莱顿大学
斯洛文尼亚：卢布尔雅那大学
波 兰：华沙大学
希 腊：希腊—中国友协

美 洲

加 拿 大：渥太华列治顿哥伦比亚大学
 纽伯勒尔麦吉尔大学
 埃德蒙顿阿尔伯达大学东亚系
 伦教国际学院
 多伦多大学汉语水平考试中心
 汤姆逊大学
美 国：密歇根大学
 纽约大学、纽约中国留学服务中心
 休斯敦大学亚美研究中心HSK委员会

中 国：中国国家汉语国际推广办公室

注：以上信息仅供参考，具体考点及考试信息请咨询当地孔子学院或相关考试机构。
### Appendix 9.

**Locations of HSK Tests in Foreign Countries, Hong Kong and Macao**

#### Asia

- **ROK**: Institute for Korean-Chinese Cultural Relationship
- **Japan**: Japan Youth Development Association
- **Singapore**: HSK Centre (Crestar)
- **The Philippines**: Philippine Chinese Education Research Center
- **Malaysia**: Dong Jiao Zong Higher Learning Centre Bhd.
- **Thailand**: Oriental Culture Academy, Chiang Fahinseng School Pachill School, Prince of Songkla University Phuket, Bangkok Campus, Beijing Language and Culture University
- **Vietnam**: Ho Chi Minh City University of Pedagogy, College of Foreign Languages, Vietnam National University, Hanoi
- **Myanmar**: The Yangon location, The Mandalay location
- **Indonesia**: Direktorat jenderal pendidikan luar sekolah, departmen, pendidikan nasional, Republic Indonesia
- **Mongolia**: Mongolian State University of Education
- **Brunei**: The Chinese School
- **Nepal**: Universal Language and Computer Institute (ULCI)

#### Europe

- **Germany**: Chinesisches Zentrum, Hannover E.V. HSK Centre, Chinese Studies Department, Nuremberg Friedrich—Alexander—University Erlangen—Nuremberg Confucius Institute at the Free University of Berlin
- **France**: Association Francaise des Professeurs de Chinois
- **Italy**: Universita degli Studi di Milano, University of Venice, Instituto Universitario Orientale, School of Asian Studies
- **Russia**: Department of Chinese Philology, Institute of Asian and African Studies, Moscow State University

#### UK

- China HSK UK Committee
- School of Oriental and African Studies, University of London
- University of Sheffield
- Chinese Studies Department, University of Vienna
- Language Center, University of Jyväskylä
- Ghent University
- Lund University
- Department of East Asian Studies, University of Aarhus, Denmark
- China Link Language service, Denmark
- Copenhagen Business school
- Eotvos Lorand University
- Universidade Autónoma de Madrid

#### Oceania

- **Australia**: RMIT University, Department of Chinese and Indonesian, The University of New South Wales
- **New Zealand**: School of Languages, Auckland Institute of Technology Christchurch Polytechnic Institute of Technology

#### Africa

- **Sudan**: Khartoum University
- **South Africa**: HSK Test Centre, Chinese Section, Department of Modern Foreign Languages, Faculty of Arts and Social Sciences, University of Stellenbosch, South Africa

#### America

- **Canada**: The University of British Columbia McGill University, Department of East Asian Studies, University of Alberta, Edmonton Department of Economics, Hugon College, University of Western Ontario HSK Toronto Centre Thompson Rivers University University of Michigan New York, Service Center for Chinese Study Fellows, Inc HSK Committee, Asian American Studies Center

#### Hong Kong and Macao

- **Hong Kong**: Chinese Testing Service Hong Kong Polytechnic Education and Assessment Centre, University of Hong Kong School of Continuing and Professional Education, City University of Hong Kong French International School, Hong Kong
- **Macao**: Macao Polytechnic Institute