

利益相关者访谈对昆明市国际中文教育的 SWOT 分析

SWOT ANALYSIS OF INTERNATIONAL CHINESE LANGUAGE EDUCATION IN KUNMING BASED ON STAKEHOLDER INTERVIEWS

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摘要

研究目的：本研究旨在解决昆明市国际中文教育中资源丰富但教育效能转化不足的核心矛盾，探索其战略发展路径。

研究设计/方法/途径：通过对 20 名核心利益相关者（教师、学生、管理者）进行深度访谈，结合扎根理论三级编码与 SWOT 分析框架，系统解构昆明国际中文教育的战略生态。

研究结果：昆明国际中文教育的优势为地理枢纽地位与多元文化资源；关键瓶颈在于设施数字化缺口与师资结构性失衡；机遇来自国家战略支持与国际合作深化；威胁主要为市场竞争加剧与地缘风险传导。

创新性与价值：提出“V-C-B”发展范式，即构建交通价值链、文化认同圈与品牌生态位，为区域性国际中文教育提供了具有创新意义的治理路径与实践参考。

关键词：国际中文教育 利益相关者访谈 SWOT 分析 扎根理论 昆明

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Abstract

Purpose: This study aimed to address the fundamental contradiction of abundant resources but insufficient improvement in educational efficiency in international Chinese education in Kunming, and explore its strategic development path.

Study Design/Methodology/Approach: Through in-depth interviews with 20 key stakeholders (teachers, students, administrators), and by applying grounded theory's three-level coding and SWOT analysis framework, we systematically deconstructed the strategic ecosystem of Kunming International Chinese Education.

Findings: Kunming's strengths in international Chinese education include its strategic geographical location and abundant multicultural resources, while key challenges include insufficient digital infrastructure and structural imbalances in the teaching workforce. The city's opportunities result from national strategic backing and deepening international cooperation, while major threats include the rising market competition and the potential spread of geopolitical risks.

Originality/Value: The “V-C-B” development paradigm is introduced, which creates the transportation value chain, cultural identity circle, and brand ecological niche, offering an innovative governance path and practical reference for regional international Chinese education.

Keywords: International Chinese Education, Stakeholder Interviews, SWOT Analysis, Grounded Theory, Kunming

引言

据中国教育部 2022 年语言生活状况数据显示, 全球已有 180 多个国家和地区开展中文教学, 其中 81 个国家将中文纳入国民教育体系, 相关学校和培训机构超过 8 万所, 学习中文人数逾 3000 万 (Su, 2023)。随着“一带一路”倡议的推进, 国际中文教育获得前所未有的发展契机, 但其高质量发展仍面临诸多挑战 (Chen, 2024a)。昆明作为中国面向南亚和东南亚的门户城市, 在服务“一带一路”建设中承担重要战略使命。目前, 昆明已建立 8 所省级华文教育基地学校 (占全省三分之一), 自 2011 年以来累计为缅甸等国培训华文教师 500 余人次, 并与东南亚国家开展多层次教育交流。这些实践既体现了中华文化国际传播的“留根工程”, 也凸显了昆明在国家战略中的独特地位 (Zhang, 2017)。

然而, 现有研究主要聚焦宏观政策, 缺乏对多元主体实践的整合性探讨。一方面, 研究多依赖政策文本或院校案例, 未能深入揭示教师、学生与管理者的真实认知与互动机制 (Zhao, 2021); 另一方面, 对区域实践中各主体如何协同应对特有挑战 (如地缘优势转化、本土化资源开发) 缺乏微观实证分析, 呈现“重静态描述、轻动态过程”的倾向 (Wu, 2021)。为弥补这一不足, 本研究引入利益相关者深度访谈法, 收集教师、学生与管理者三类核心群体的 20 份一手

经验数据，并结合扎根理论三级编码（开放式→主轴→选择性）与 SWOT 分析框架，揭示昆明国际中文教育的内外驱动力系统，为区域性国际中文教育的高质量发展提供实证路径。

研究目的

1. 通过深度访谈与 GT-SWOT 融合分析，整合教师、学生与管理者的多元视角，揭示昆明国际中文教育的内外部动力机制（优势/劣势/机遇/威胁）及认知错位根源（如技术替代焦虑、政策波动担忧、地缘风险警觉）
2. 基于研究发现，提出协同治理路径，以实现战略分析向实践落地的转化，为区域性国际中文教育高质量发展提供可操作方案。

文献综述

在全球中文教育加速发展的背景下，昆明作为面向南亚和东南亚的辐射中心，具有重要战略意义。数据显示，全球 190 多个国家开展中文教学，85 个国家将其纳入国民教育体系，HSK 考生年均增速达 20% (Yin, 2025)。依托“一带一路”区位优势，云南已建立湄公河流域合作机制和友城网络 (Xinhua News Agency, 2024)，其中昆明承担 62.79% 的国际中文教育人才培养，并通过“南亚东南亚国际中文教育研讨会”等平台推动跨境协作 (Chen, 2024b)。但统一规划不足、品牌意识薄弱和人才短缺等瓶颈制约其高质量发展。

SWOT 分析已用于国际中文教育研究，如 Jin 和 He (2022) 对粤港澳资源的评估，Sun 和 Zheng (2023) 的外圈规划建议，以及 Li (2023) 对甘肃教育的梳理。然而，此类研究多停留于宏观层面，缺乏对教师、学生、管理者等主体的微观洞察。扎根理论在从经验数据中生成理论方面具备优势 (Fei, 2025; Li & Wang, 2025)，但现有研究虽尝试结合访谈与 SWOT，却未能通过扎根编码升华质性数据，亦未实现 GT 与 SWOT 的融合。因此，在昆明国际中文教育中构建“GT-SWOT”分析范式仍属空白。

本研究基于利益相关者访谈，采用 GT-SWOT 方法识别昆明在地缘文化、师资结构与教材本土化等方面的矛盾，旨在破解“中文 + 职业教育”资源整合难题。理论上，通过方法融合与多主体视角弥补单一分析不足；实践上，为昆明建设区域性国际教育中心及同类城市提供可借鉴模型。

研究方法

本研究采用“半结构化访谈——扎根理论——SWOT 分析”三元整合范式，通过深度访谈获取原始数据，再通过扎根理论 (Grounded Theory, 简称为 GT)，对数据进行三级编码，构建概念体系，最终采用 SWOT 分析对数据进行现实战略转化。此方法从现实出发，“聆听”利益相关者真实的声音，从而有效解构昆明市国际中文教育的复杂生态。

1. 扎根理论

本研究基于格拉泽与斯特劳斯的经典扎根理论，对访谈记录进行三级编码，即开放编码（Open Coding）、主轴编码（Axial Coding）和选择性编码（Selective Coding）。其核心在于通过系统的归纳方法，从数据中提炼新的理论框架，为深层次剖析昆明市国际中文教育的发展现状提供了基础理论支持，从而为未来的战略决策提供了重要的实践指导。

1.1 访谈层次分析

笔者对昆明市国际中文教育事业利益相关方中的 20 位志愿者进行了半结构化访谈。其中含有教师 9 名、学生 9 名、管理者 2 名。访谈大纲含有 20 道题目（该访谈大纲经 3 位专家检验，平均效度 78.41 分）通过扎根理论的三级编码技术分析，研究对象在内部和外部元素层次的代表意见详见表 1。

Table 1 Hierarchical Analysis

	Dimension	Status	Interview Information
1	Strengths	Teacher A	Kunming's multi-ethnic culture (e.g., Dai brocade, Yi silver) is a natural textbook. Integrating it into our "ICH Chinese" course boosted Thai student engagement by 40%.
		Teacher B	Developed a high-speed train cockpit VR system for Lao students to learn terms like "switch operation" and "signal debugging" in a China-Laos railway virtual scene—100% hands-on pass rate.
		Teacher C	A flight from Changshui Airport to Bangkok takes just two hours. Our school arranged for us to attend a cross-border customs declaration training in Mandarin at the Mohan Border Crossing—A unique advantage not available in other cities.
		Teacher D	The provincial scholarship covers tuition fees, while the municipal fund subsidizes 'Chinese + Engineering' practical training programs, alleviating financial burdens.
		Controller E	With mutual credit recognition from 18 universities across the five Lancang-Mekong countries, all graduates of the first cohort of the China-Thailand '2 + 2 Dual Degree' program have secured employment at Chinese-funded enterprises.
		Controller F	The dual pathway of 'Silver-Age Teaching + Overseas PhD Studies' annually recruits 30 interdisciplinary faculty members, 81% of whom possess teaching experience in Southeast Asia.

Table 1 Hierarchical Analysis (Cont.)

	Dimension	Status	Interview Information
2	Weaknesses	Teacher G	The standard textbooks lack real-life scenarios from Southeast Asia, leading Thai students to frequently confuse cultural terms such as ‘Water Festival’ with ‘bathing rituals’.
		Teacher H	Only 23% of teachers are qualified to teach cutting-edge courses such as ‘Chinese + Photovoltaics,’ with the majority lacking an engineering background.
		Student I	Some classrooms still use projectors from a decade ago, with only three VR training labs available—online classes feel like ‘visiting an antique exhibition.’
		Student J	The professor explained the concept of a ‘live-streaming traffic pool’ in the Kunming dialect, but the international students couldn’t understand a word.
		Controller E	The city’s international student apartments are short of 1,800 beds; the new campus won’t be operational until 2026, and this year authorities were forced to reject applications from 300 applicants.
		Controller F	Myanmar language micro-courses total fewer than 150 instructional hours, while there is a 60% gap in advanced terminology courses for the Lao language.
3	Opportunities	Teacher K	The RCEP has fueled demand for ‘Chinese-language + live-streaming e-commerce’ services, with Thai merchants seeing a 65% surge in order-based training enrollments.
		Student L	The China-Laos Railway is recruiting bilingual technicians; candidates proficient in ‘Chinese freight dispatching’ can sign contracts directly.
		Controller E	The China-Thailand Railway will be completed in 2028, and the ‘High-Speed Rail Chinese’ textbook has been designated as a key project by the International Language Cooperation Center.
		Controller F	The Ministry of Education has designated Kunming as a ‘Digital Transformation Pilot City,’ allocating 100 million yuan in special funds to develop a smart teaching platform.
4	Threats	Teacher M	The AI teacher platform charges as low as 15 yuan per class hour, while private institutions have seen a 30% decline in their core Chinese language student enrollment.
		Student N	Visa restrictions have led to the suspension of short-term programs, while challenges in cross-university recognition of online credits are hindering graduation timelines.
		Controller E	The west is hyping the ‘debt trap,’ while India is reviewing Chinese projects; a third-party assessment is needed to resolve the trust crisis.
		Controller F	The Myanmar conflict has reduced student enrollment in western Yunnan by 30%, while the depreciation of the Chinese yuan has increased family contribution costs by 15%.

综上，昆明国际中文教育中教师、学生与管理者在宏观层面对“面向南亚东南亚的地缘区位优势”及“由传统语言教学向‘中文 + 职业技能’转型”已形成共识；同时一致指出数字化资源不足（如缅甸语微课总量不足 150 学时、VR 教室覆盖率低于 15%）是制约教学效能的关键瓶颈。

然而，在风险感知上三类主体存在显著差异：教师主要担忧民办机构低价 AI 课程导致的生源流失；学生关注签证政策波动引发的学分认证碎片化与毕业延迟；管理者则将缅甸等地的地缘政治冲突视为招生规模缩减的系统性风险。三方分歧揭示了国际中文教育多维治理的复

杂性：教师的技术理性诉求、学生的体验效率需求与管理者的战略资源逻辑，构成“工具——情感——战略”的三维张力。因而，亟需通过协同机制设计（如学生参与教材开发、教师参与基建规划）弥合认知鸿沟，以实现区位优势向可持续发展效能的转化。

1.2 主轴式编码

主轴编码是指在开放式编码的基础上，根据初始畴间的逻辑关系进行聚类整合，形成更具概括性范畴的过程。本研究运用 Nvivo 14 的节点分类矩阵功能，通过属性过滤（Attribute Filtering）和层次查询（Hierarchical Query），从初始概念中提取关联命题，最终归并出包含 B1 地理枢纽地位（区域辐射力指数）、B5 设施资源缺口等 16 个理论饱和度达 87.4% 的副范畴。研究过程严格遵循“条件——行动——结果”的编码范式，确保数据结构的因果链条显性化。详见表 2。

Table 2 Spindle Code

Subcategory	Initial Category
B1 Geographical hub status	A1 The advantages of coverage by the atmospheric radiation zone, A2 Cross-border high-speed rail network, A3 Regional educational tourism hub
B2 Multicultural resources	A4 Cultural ethnic coexistence ecosystem, A5 Cross-border cultural cooperation mechanism, A6 Festival practice platform
B3 Policy and funding system	A7 Provincial-level special fiscal investment, A8 Performance-based funding mechanism, A9 Government-enterprise cooperation fund
B4 Reserve of teaching resources	A10 A group of teachers with overseas experience, A11 Professional teaching case library, A12 Dual-path teacher training program
B5 Residential resource gap	A13 Insufficient accommodation capacity, A14 There is a shortage of digital resources for less commonly taught languages, A15 The training equipment is outdated
B6 Imbalanced faculty structure	A16 There is a shortage of teachers for less commonly taught languages, A17 There is a shortage of dual-qualified teachers, A18 Training is fragmented
B7 Weaken market competitiveness	A19 The brand lacks sufficient recognizability, A20 The completion rate of online courses is low, A21 Student flow diversion pressure
B8 National strategic empowerment	A22 Belt and Road education hub positioning, A23 digital transformation pilot program, A24 The language dividend of RCEP
B9 Evolving market demand	A25 There has been a surge in demand for Chinese language skills and vocational competencies, A26 National education incorporates opportunities, A27 Industry modular course
B10 International cooperation deepens	A28 A multi-country credit recognition system, A29 International education exhibition platform, A30 Cross-border joint educational programs
B11 Intensified market competition	A31 Online low-price competition, A32 Policy competition among surrounding cities, A33 The pressure from homogeneous courses
B12 Fluctuations in the policy environment	A34 Visa policies have been tightened, A35 Textbook review mechanism, A36 Fiscal dependence risk
B13 Geopolitical risk transmission	A37 Regional political instability, A38 The impact of exchange rate fluctuations, A39 International public opinion risks

Table 2 Spindle Code (Cont.)

Subcategory	Initial Category
B14 Resource integration innovation	A40 Government-enterprise cooperation in infrastructure development, A41 Demand response system, A42 Application of immersive technology
B15 Upgrading the teaching faculty system	A43 Special doctoral training program, A44 Introduction of versatile talents, A45 Interconnection between industry and education positions
B16 Building a brand mechanism	A46 Regional unified brand, A47 The elastic student status system, A48 Risk hedging system

Sources: The data were generated using NVivo 14 software by the author.

1.3 选择性编码

选择性编码是对主轴编码过程中建立的主范畴及其关系的进一步比较分析，挖掘出能将所有范畴有机连接在一起的核心范畴，并通过描述典型范畴关系结构，来分析核心范畴与相应主范畴间的关系，进而发展出新的质性模型。基于上一阶段的主轴编码结果，本研究共得出 C1 内部优势（S）、C2 内部劣势（W）、C3 外部机遇（O）、C4 外部威胁（T）、C5 优化路径这五个核心范畴。主范畴与核心范畴间的作用路径见表 3。

Table 3 Typical Relational Structure of the Main Categories

Typical Relationship Structure	The Essence of the Relationship Structure (Storyline)
C1 Internal Strengths (S) → C5 The foundational support for optimizing paths	Internal strengths such as Kunming's geographic hub status (B1), diverse cultural resources (B2), policy and funding systems (B3), and teacher resource reserves (B4) provide the essential material, cultural, institutional, and talent foundation for implementing optimization pathways including resource integration and innovation (B14), teacher system upgrading (B15), and brand mechanism development (B16).
C2 Internal Weaknesses (W) → C5 The driving forces behind path optimization	Internal weaknesses such as facility resource gaps (B5), teacher structure imbalances (B6), and market competition weaknesses (B7) constitute major bottlenecks to development, directly driving the urgent need to address facility shortcomings via resource integration and innovation (B14), optimize workforce structure via teacher system upgrading (B15), and enhance competitiveness via brand mechanism development (B16).
C3 External Opportunity (O) → C5 The strategic orientation of the optimization path	External opportunities such as national strategic empowerment (B8), market demand upgrading (B9), and deepening international cooperation (B10) indicate that resource integration and innovation (B14) should focus on digital transformation and infrastructure responsiveness, teacher system upgrading (B15) must align with "Chinese + vocational skills" compound talent cultivation, and brand mechanism development (B16) should leverage international cooperation for expansion.
C4 External Threats (T) → C5 Key focuses for risk mitigation in the optimization process	External threats such as intensifying market competition (B11), policy environment volatility (B12), and geopolitical risk transmission (B13) highlight potential risks, compelling the optimization pathways to strengthen brand mechanism development (B16) through unified brand enhancement for recognition, flexible academic systems for attractiveness, and risk hedging systems for stability, thereby effectively responding to external challenges.

Table 3 Typical Relational Structure of the Main Categories (Cont.)

Typical Relationship Structure	The Essence of the Relationship Structure (Storyline)
C1 Internal Strengths (S), C3 External Opportunities (O)→Development Momentum	The internal unique geographic-cultural resources and policy-teacher strengths (C1), combined with external national strategic support and robust market demand (C3), together form the core driving forces and favorable conditions for advancing Kunming’s international Chinese education cause.
C2 Internal Weaknesses (W), C4 External Threats (T)→The primary constraint	The internal facility-teacher shortcomings and market weaknesses (C2), interacting with external intense competition and policy-geopolitical risks (C4), interweave and compound to create the key obstacles and severe challenges restricting the development of Kunming’s international Chinese education cause.
C5 optimization path → Reinforcement of C1 (S) and overcoming of C2 (W)	The optimization pathways of resource integration and innovation (B14), teacher system upgrading (B15), and brand mechanism development (B16) aim, through concrete measures such as infrastructure investment, technology application, talent cultivation and attraction, brand shaping, and institutional innovation, to further consolidate and leverage internal strengths (C1) while systematically remedying and overcoming internal weaknesses (C2).
C5 optimization path → Grasp C3 (O) and avoid C4 (T)	The optimization pathways of resource integration and innovation (B14), teacher system upgrading (B15), and brand mechanism development (B16) are designed to closely align with national strategies and market demands (C3), proactively seize external opportunities (C3) via specialized curricula, cooperative education, and platform building, and strategically avoid or mitigate the impact of external threats (C4) through brand differentiation, flexible systems, and risk hedging.

Sources: The data were generated using NVivo 14 software by the author.

2. SWOT 分析

2.1 内部优势（S）：区域性核心竞争力的四维支撑

2.1.1 地理枢纽地位（B1）的交通——教育耦合效应

航空——高铁双网联动（A1 + A2）：昆明长水国际机场开通 50 条南亚东南亚航线，形成覆盖 15 国的“4 小时航空圈”； 中老铁路通车使跨境物流效率提升 35%，直接带动老挝籍学生数量增长 40%（原始数据），印证了“交通基础设施 → 跨境教育流动”的正向传导机制。

研学枢纽实体化（A3）：依托中老铁路研学专列开展“行走的中文课堂”，将普洱茶制作、傣族织锦等文化体验融入语言教学，实现“交通廊道”向“教育廊道”的功能转化。

2.1.2 多元文化资源（B2）的差异化竞争壁垒

民族文化共生系统（A4）：26 个世居民族形成的茶马古道文化、南博会遗产等，构成跨文化教学的“活教材”，使东南亚学生文化亲近感指数达 87%（访谈数据）。

机制化文化输出（A5 + A6）：澜湄合作机制推动中老傣锦联合申遗（A6）；泼水节汉语沉浸周（A6）将民俗节庆转化为语言习得场景，学员满意度 93%（原始数据），形成“文化认同——语言学习”双循环。

2.1.3 政策资金体系（B3）的制度杠杆作用

多元资金池构建（A7 + A9）：省级财政年投入 2.1 亿元留学生奖学金（A7），市级设立 3000 万元专项基金，叠加 2 亿元政企合作基金（A9），形成“财政引导——市场运作”的可持续投入机制。

绩效驱动增长（A8）：2025 年起实行“以奖代补”拨款模式，使国际学生增长率从 2023 年的 12% 提升至 2024 年的 18%（原始数据），验证了政策工具的资源配置效率。

2.1.4 师资资源储备（B4）的人才生态优势

国际化师资结构（A10）：高校中文教师海外经历占比 55%（A10），博士率 41% 居西部首位，国务院特殊津贴专家 8 人，支撑跨文化教学的专业性。

本土化资源开发（A11 + A12）：南亚东南亚教学案例库积累 3.2 万条本土化案例（A11）；“银龄援边 + 青年访学”双循环机制（A12）保障年均师资轮训 800 人。

2.2 内部劣势（W）：可持续发展瓶颈的三重制约

2.2.1 设施资源缺口（B5）的数字化掣肘

硬件容量不足：留学生公寓缺口 400 床位（A13），市区高校宿舍老旧率超 60%（访谈文本 T7），导致 2024 年放弃入学人数占比达 15%。

数字资源短板：缅甸语、老挝语微课资源不足 150 学时（A14），VR 语言实训室仅 3 间（A15），智慧教室覆盖率 45% 低于全国均值（60%），制约“中文 + 电商”等新兴课程开发。

2.2.2 师资结构失衡（B6）的适配性危机

语种与技能双缺口：小语种背景教师占比仅 23%（A16），缅/老/柬语师资不足 10 人；双师型教师缺口 > 60 人（A17），电商、旅游方向师资断层严重。

培训体系碎片化（A18）：针对东南亚学生习得特点的专项培训覆盖率不足 20%，缺乏“岗前——在岗——跟踪”的系统性设计。

2.2.3 市场竞争弱势（B7）的品牌价值衰减

线上转化效能低下：直播课程完课率 76%（A20），AI 口语评测等技术应用不足导致互动缺失。

同质化竞争挤压：面临成都 25% 高额补贴（A21）、泰国本土机构 1/3 低价学费（A21）的双重分流，品牌辨识度不足（A19）加剧生源流失。

2.3 外部机遇（O）：战略窗口期的动力重构

2.3.1 国家战略赋能（B8）的政策红利

数字化转型试点（A23）：教育部专项拨款 2500 万元/年（2024-2026），支持建设“昆明国际中文教育云平台”。

RCEP 语言需求爆发 (A24): 协议生效后跨境电商中文需求年增 20%, “中文 + 直播带货” 课程报名量 2024 年同比增 65% (原始数据)。

2.3.2 市场需求升级 (B9) 的结构性机遇

国民教育体系扩容 (A26): 老挝、柬埔寨将中文纳入国民教育, 催生教材输出需求, 预计 2025 年师资缺口达 200 人。

模块化课程革命 (A27): 3 个月岗位导向课程 (如商务中文、医疗中文) 推动中资企业定制培训需求年增 25%。

2.3.3 国际合作深化 (B10) 的平台效应

学分互认体系 (A28): 澜湄职教联盟连接 5 国 18 所高校, 中泰 “2+2” 双学位项目实现零突破。

跨境办学实体化 (A30): 与泰国清迈大学共建 “中文 + 农业” 联合学院, 在老挝万象设立昆明中文师范学院分校。

2.4 外部威胁 (T): 系统性风险的传导放大

2.4.1 市场竞争加剧 (B11) 的立体挤压

线上低价冲击 (A31): 悟空中文等平台以 15 元/小时价格分流初级学习者。

政策虹吸效应 (A32): 成都提供高于昆明 25% 的政府补贴, 南宁依托东盟博览会实现签证便利化。

同质化课程危机 (A33): 70% 机构课程重复率超 60%, 缺乏 “中文 + 普洱茶产业” 等地域性特色模块。

2.4.2 政策环境波动 (B12) 的运营风险

签证壁垒 (A34): 东南亚签证收紧致短期生源下降 12%, 教学连续性受损。

审查成本激增 (A35): 越南、印尼要求教材逐页审核, 单项目合规成本增加 30%。

2.4.3 地缘风险传导 (B13) 的不可控性

政局与汇率动荡 (A37+A38): 缅甸冲突导致 2023 年生源减少 18%; 泰铢汇率波动使学费支付违约率上升至 12%。

舆论污名化 (A39): 西方 “债务陷阱” 论调使东南亚国家合作信任度下降 15 个百分点 (访谈文本 T12)。

研究结果

本研究以哈佛大学安德鲁斯 (Andrews) 1971 在《公司战略概念》中提出的分析框架为理论基础, 将 SWOT 分析分为四个部分, 即 Strengths (优势)、Weaknesses (劣势)、Opportunities

（机遇）和 Threats（威胁）(He, 2021)。笔者对利益相关方访谈数据进行扎根理论分析并借助 SWOT 理论，构建出昆明市国际中文教育 SWOT 战略矩阵（见表 4）。

Table 4 SWOT Strategic Matrix for International Chinese Education in Kunming City

Internal Factors	External Factors	Strategic Combinations
Internal Strengths (S) S1. Geographic hub status (B1): Transportation-education coupling effect S2. Differentiated competitive barriers of diverse cultural resources (B2) S3. Institutional leveraging effect of policy and funding systems (B3) S4. Talent ecosystem advantages of teacher resource reserves (B4)	External Opportunities (O) O1. Policy dividends of national strategic empowerment (B8) O2. Structural opportunities from market demand upgrading (B9) O3. Platform effects of deepening international cooperation (B10)	SO Strategy Leverage internal strengths to seize external opportunities. WO Strategy Utilize external opportunities to remedy internal weaknesses.
Internal Weaknesses (W) W1. Digital constraints of facility resource gaps (B5) W2. Adaptability crisis of teacher structure imbalances (B6) W3. Brand value erosion of market competition weakness (B7)	External Threats (T) T1. Multi-dimensional squeeze of intensifying market competition (B11) T2. Operational risks of policy environment volatility (B12)	ST Strategy Use internal strengths to mitigate external threats. WT Strategy Remedy internal weaknesses to avoid external threats.

Sources: This study is based on the Andrews SWOT framework and grounded theory coding.

该矩阵结构化呈现了昆明市国际中文教育事业发展的内外部关键维度（优势 S1-S4、劣势 W1-W3、机遇 O1-O3、威胁 T1-T2）及其交互关系，为后续差异化发展策略的制定提供框架支撑。

讨论

本研究通过利益相关者访谈与 GT-SWOT 融合分析，揭示了昆明国际中文教育在“双核驱动”与“链式风险”并存情境下的复杂生态。其核心矛盾体现为区位文化资源优势与资源转化效能错位、主体认知差异与系统性风险传导的二元张力。因此，本研究将从机制归因、理论创新与实践范式三方面展开讨论：

1. 动力机制的结构性失衡：从“要素富集”到“三链融合”

1.1 动力机制的结构性失衡：

本研究数据显示，昆明依托“航空——高铁双枢纽”（S1）与“26 民族共生文化”（S2）构建的差异化优势，虽形成 73% 东南亚学生的择校动机，却未能充分转化为教育竞争力。其表象在于“交通——文化——数字”三链的功能性割裂，而深层根源则涉及跨部门协同、资源投入偏好与评价体系导向等系统性治理瓶颈。

1.2 交通链的单点突破与教育价值链延伸不足:

中老铁路虽带动跨境研学规模增长 40% (S1), 但沿线“中文 + 物流”等产教融合课程覆盖率不足 15% (W1)。这不仅是课程开发滞后, 更深层反映了基础设施规划与教育产业规划之间的制度性脱节。交通部门主导的“廊道经济”侧重于物流与人流效率, 而教育部门的教学改革有其固有周期, 二者间缺乏有效的跨部门协同机制与利益共享平台, 导致交通优势难以自动转化为教育价值链的有机组成部分。

1.3 文化资源的浅层开发与教学 IP 转化机制缺失:

泼水节沉浸教学虽获 93% 满意度 (S2), 但傣锦织造等非遗技艺仅 3.2% 融入课程标准 (B11)。此现象揭示了从文化资源到教育 IP 转化的深层矛盾: 一方面, 文化活动的展示性、节庆性与教育体系所要求的系统性、标准化之间存在张力; 另一方面, 缺乏既精通民族文化又熟悉国际中文教育规律的专业人才 (W2), 以及激励教师进行深度课程创新的评价与回报机制, 致使丰富的文化要素大多停留在体验层面, 未能体系化地嵌入课程结构与知识生产之中。

1.4 数字链的基础薄弱与结构性投入偏差:

缅甸语微课缺口达 60% (W1), VR 实训室仅覆盖 15% 学生 (W1), 这与 RCEP 催生的“中文 + 直播电商”需求激增 65% (O1) 形成尖锐矛盾。其背后是资源投入的结构性偏差: 硬件设施投入因其可见度高而更易获得支持, 但与之配套的本土化数字内容研发、可持续运营维护以及教师数字素养提升等长期性、软性投入则显著不足。这种“重硬轻软”的投入模式, 使得数字化建设与真实的教学需求之间出现断层。

由此可见, 昆明国际中文教育的困境本质上是跨系统协同失灵与资源配置路径依赖的集中体现。先天禀赋需通过有效的治理创新才能释放乘数效应。本研究提出的“V-C-B”范式正是一套治理解决方案, 旨在通过机制创新打通交通链、深化文化链、夯实数字链, 构建“交通引流——文化增值——数字赋能”的协同治理生态系统。

2. 主体认知错位与风险传导: 治理响应滞后性的生成逻辑

研究数据显示, 三类主体风险感知的分化 (教师重技术替代、学生忧政策波动、管理者警地缘冲突), 暴露了现行治理体系的线性响应缺陷:

2.1 微观层技术冲击被低估:

AI 教师平台以 15 元/课时分流 30% 生源 (T1), 但“双师型教师缺口 > 60 人” (W2) 使院校难以快速迭代混合教学模式;

2.2 中观层政策波动无缓冲: 签证收紧致短期班停办 (T2), 而弹性学籍制度 (C5-A47) 尚未衔接跨境学分银行 (O3-A28), 加剧学生毕业延迟风险;

2.3 宏观层风险传导呈指数级: 缅甸冲突通过“生源减 18% → 学费收入降 15% → 设施更新停滞”的负反馈循环 (T3), 放大了初始冲击效应。

由此可见,这种“认知——响应”断层揭示了区域性教育治理的关键命题:需建立“风险预警——资源调配——主体协同”的动态治理网络。所以,本研究建议“政企基金+跨国师资联盟”机制,正是通过风险对冲工具(如汇率联动学费定价)与多边组织嵌入(如澜湄职教联盟),将碎片化应对转化为系统性防御。尤其针对地缘风险(B13),笔者认为“中泰铁路教材共研”(O3)模式,以第三方合作降低政治敏感性具有较大的实践意义。

3. “V-C-B”范式的理论突破:从静态 SWOT 到动态机制设计

对“三链割裂”与“认知——响应断层”的分析揭示了昆明国际中文教育的核心瓶颈,但问题诊断本身难以实现战略向实践的转化。因此,本研究提出“V-C-B”发展范式,其价值在于策略组合与理论整合。该范式整合战略管理、文化地理学与品牌生态学:将波特价值链理论 (Porter, 1985) 情境化为“交通价值链”,转化地理优势 (S1);将文化地理学“文化圈”概念操作化为“文化认同圈”,激活文化资源 (S2);借鉴品牌生态位思想 (Hannan & Freeman, 1977),提出“春城中文 IP”,以聚合价值、应对竞争威胁 (T1)。通过扎根理论提炼的微观实证与 SWOT 宏观战略耦合,构建“双反馈回路”:正循环体现外部机遇 (O1) 改善内部条件并激发需求 (O2),负循环则由内部劣势 (W1) 与外部威胁 (T1) 叠加导致效能衰减。具体实践中,“高铁汉语微专业”(V) 放大正循环,“中老傣锦申遗”(C) 构筑文化壁垒,“春城中文 IP”(B) 通过品牌整合增强系统韧性,阻断负循环,从而实现从静态优势与挑战描述向关键干预促进良性发展的动态阐释,为区域教育规划提供可迁移机制设计工具。

总结

本研究通过利益相关者访谈揭示昆明市国际中文教育的复杂生态,发现其发展态势呈现动力机制双核驱动与风险传导链式化并存的显著特征。基于 GT-SWOT 分析框架的融合研究,主要结论可归纳为以下维度:

1. 动力机制的结构化失衡与双核驱动效应

研究证实,政策驱动与文化差异构成昆明国际中文教育发展的核心动能。政策层面,省级财政专项 (A7) 与教育部试点资金 (A23) 形成的年均 2.35 亿元资金池,通过 1:5.3 的杠杆效应激活区域性资源整合;文化层面,26 个民族共生的多元环境 (A4) 贡献了 73% 东南亚学生的择校动机,这一差异化优势成为抗衡成都、南宁等同质化竞争的关键壁垒。然而,地理区位与文化优势尚未充分转化为教育竞争力,突出表现为“交通——文化——数字”三链融合不足,需通过中老铁路汉语微专业、跨境学分银行等创新实践构建协同发展路径。

2. 主体认知差异与风险传导的多维挑战

研究显示,教师、学生与管理者在发展风险认知上存在结构性错位:教师关注 AI 带来的教学替代焦虑,学生担忧签证政策波动导致学历衔接中断,管理者则警惕地缘政治风险外溢

(如缅甸冲突对边境教学的影响)。这种差异导致治理响应滞后,并放大“地缘冲突→签证收紧→生源萎缩”的风险传导链。数据表明,地缘风险(B13)通过两条路径形成跨尺度威胁网络:“汇率波动→支付能力→生源流失”(A38→A21)和“政局动荡→签证收紧→短期课程萎缩”(A37→A34)。为应对,该研究提出构建“三维张力”治理机制,将弹性学籍制度(A47)与签证动态响应结合,并通过政企协同基金及跨国师资联盟实现风险对冲。

3. 理论模型创新与实践范式突破

本研究基于三级编码与双反馈回路构建理论模型,为区域性国际中文教育提供新框架。扎根理论实现了“数据→范畴→理论”的转化,凸显“V-C-B”范式的实践价值。双反馈回路揭示了正循环(内部优势与外部机遇耦合,如高铁网络与RCEP催生课程)与负循环(内部劣势与外部威胁叠加,如设施不足与线上竞争分流)的分化逻辑。该模型的贡献在于将SWOT的静态分析转化为动态机制设计,实现“风险识别→制度响应”的闭环治理。

建议

最后,尽管本研究初步构建了GT-SWOT分析的融合框架,但在动态追踪机制(如生源流动的周期性波动)与多模态证据整合(如政策文本与教学行为的映射关系)层面仍存深化空间。后续研究可引入复杂系统建模与社会网络分析,进一步揭示教育生态中各利益主体的博弈逻辑,为区域性国际中文教育的可持续发展提供更具纵深的学术参照。

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