

# 中国与非洲：对称性跨国高等教育南南合作前景与可持续发展

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**摘要：**跨国高等教育合作在非洲国家的发展规划中占据重要地位。随着北方国家主导的对非高等教育援助的弊端不断凸显，以互利、共赢为内涵的南南国家合作模式呈现出更具活力的可持续发展前景，其中尤以中非高等教育伙伴关系为代表。中国与他国在发展双边伙伴关系时强调对称性与互补、平等、共同利益等原则，这与南南合作的理念相吻合。建立于对称性原则基础上的中非高等教育合作将重塑长久以来非对称性特性明显的南北国家间合作关系，为国际社会提供一种互惠互利、具备可持续发展能力的新型合作框架。

**关键词：**软实力；可持续发展；南南合作；跨国伙伴关系；对称/非对称

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南南合作为可持续发展提供了一条有效路径。当今多极化世界背景下的发展中国家有着共同的国家利益、努力方向与独特视角。在汲取经验教训和革新意识上，发展中国家间往往可以互相提供借鉴。本文主要探讨中国与非洲国家在高等教育合作下的可持续发展道路，并尤其关注于发掘机会进一步改变南北合作模式下的跨国高等教育合作。

本文首先在第一部分对关键概念加以介绍，包括软实力、可持续发展、非洲高校发展目标、南南合作、跨国伙伴关系及对称/非对称；第二部分针对北方国家主导的对非高等教育援

助进行批判;第三部分探讨了中国在跨国高等教育发展中所扮演的突出角色,并揭示了对称性伙伴关系的特点——这种关系能够避免北方国家主导下高等教育合作的局限性。

## 一 关键概念

下列基本概念有助于我们更好地理解中非关系:

### 1. 软实力

软实力指不借助威胁与强制力而对国家行为及国际关系产生影响的能力,其主要媒介为吸引力与说服力。<sup>①</sup>戴维·兰普顿<sup>②</sup>更为广义的概念“理念力”或“从人类智慧中汲取力量,以对知识的创造与宣传及较具吸引力的理念为表现形式的实力”,则更加适用于对跨国高等教育伙伴关系的阐释。“理念力”与“软实力”可通过政府对其工作及行为体的不完全控制以及在结果明晰前所经历的较长时段中得以区分。<sup>③</sup>王坚<sup>④</sup>曾写道,“也许没有哪个国家像中国这样对软实力概念进行如此广泛的讨论、接纳与评价”。<sup>⑤</sup>

中国官方在与非洲的接洽中强调双赢的经济关系,可被视为软实力路线的一种表现。罗伯特·洛特伯格<sup>⑥</sup>曾指出中国与非洲是相互依赖的关系。中国的发展离不开非洲,而撒哈拉以南非洲的繁荣昌盛也仰仗于中国。中国在非洲的利益体现在“确保原材料供应、获取能源并为其商品开辟市场”。<sup>⑦</sup>而在非洲,中

① Wang Hongying and Lu Yeh - Chung, “The Conception of Soft Power and its Policy Implications: A Comparative Study of China and Taiwan”, *Journal of Contemporary China*, August 17, 2008, pp. 427 - 431.

② David M. Lampton, *The Three Faces of Chinese Power: Might, Money, and Minds*, Berkeley, CA: University of California Press, 2008, p. 10.

③ Lukasz Fijalkowski, “China’s ‘Soft power’ in Africa?”, in Dominik Kopinski, Andrzej Polus, Ian Taylor, eds., *In China’s Rise in Africa: Perspectives on a Developing Connection*, London: Routledge, 2012, pp. 96 - 97.

④ Wang Jian, “Introduction: China’s Search for Soft Power”, in Wang Jian, ed., *Soft Power in China: Public Diplomacy through Communication*, New York: Palgrave Macmillan, 2011, p. 1.

⑤ Wang Hongying, “China’s Image Projection and Its Impact”, in Wang Jian, ed., *Soft Power in China: Public Diplomacy through Communication*, New York: Palgrave Macmillan, 2011, p. 37.

⑥ Robert I. Rotberg, “China’s Quest for Resources, Opportunities, and Influence in Africa”, in Robert I. Rotberg ed., *China into Africa: Trade, Aid, and Influence*, Washington, D. C.: Brookings Institution Press, 2008, p. 1.

⑦ 中非贸易在进入 21 世纪后趋向繁荣。参见 Ernest Harsch, “Big Leap in China - Africa Ties: Beijing Offers Continent More Aid”, *Africa Renewal*, January, 2007, p. 22; Tang Lu and Li Hongmei, “Chinese Corporate Diplomacy: Huawei’s CSR Discourse in Africa”, in Wang Jian, ed., *Soft Power in China: Public Diplomacy through Communication*, New York: Palgrave Macmillan, 2011, p. 95; Sarah Raine, *China’s African Challenges*, London: International Institute for Strategic Studies, 2009, pp. 44 - 45.

国软实力最吸引人的方面在于其经济的空前繁荣、自上而下的独特发展模式<sup>①</sup>、决策过程中对于“平等”概念的强调以及自 2006 年第三届中非合作论坛(FOCAC)<sup>②</sup>以来中国政府对非洲发展的援助与投资。典型的中国双边援助及投资以项目为基础,并以委任的渠道进行,同时我们也看到中国企业以越来越独立的方式参与这一进程之中<sup>③</sup>。2012 年,胡锦涛主席宣布中国将提供 200 亿美元贷款以支援非洲的农业发展及基础设施建设。

教育援助是软实力建设的一个重要方面,中国已连续多年为非洲留学生提供奖学金资助。许多奖学金生如今已成为其国家驻中国大使、国内政府要员或大学教师。最近中国承诺将为非洲提供额外 18000 个长期奖学金生(2013—2016 年)与 30000 个短期培训生名额。<sup>④</sup>中国与非洲在人力资源开发领域的合作包括 2009 年以来的“中非高校 20 + 20 合作计划”<sup>⑤</sup>(尤其体现为科学技术方面的合作)<sup>⑥</sup>、22 个非洲国家所建立的 29 所孔子学院以及“中非智库 10 + 10 长期合作伙伴计划”等。<sup>⑦</sup>

## 2. 可持续发展

根据世界环境与发展委员会在 1987 年的定义,可持续发展指满足当前需要且不削弱子孙后代满足其发展需要的能力。消除贫困是可持续发展面临的诸多挑战

① 然而,克里斯托弗·克拉珀姆坚持认为非洲国家将不会效仿中国的发展模式。参见 Christopher Clapham, “Fitting China In”, 载于 Chris Alden, Daniel Large and Ricardo S. de Oliveira, eds., *China Returns to Africa: A Rising Power and a Continent Embrace*, London: Hurst, 2008, p. 367。

② 2006 年中非合作论坛上,中方对非洲国家减免贷款、推动技术合作并投入 50 亿美元资金以鼓励中国公司在非洲进行投资,马林斯、莫汉与鲍威尔称此举为“中国迄今为止所做的最大的外交动作”。参见 May Tan - Mullins, Giles Mohan and Marcus Power, “Redefining ‘Aid’ in the China - Africa Context”, *Development and Change*, Vol. 41, No. 5, 2010, p. 862。另见 Ian Taylor, *China’s New Role in Africa*, Boulder, CO: Lynne Rienner, 2009, pp. 18 - 25。

③ 大约 800 家国有企业在非洲从事经营活动。参见 Sarah Raine, *China’s African Challenges*, London: International Institute for Strategic Studies, 2009, p. 26。

④ Jane Perlez, “With MYM20 Billion Loan Pledge, China Strengthens Its Ties to African Nations”, *New York Times*, July 20, 2012。

⑤ 例如南非斯泰伦博斯大学和湖南大学、比勒陀利亚大学与东北师范大学、纳米比亚大学与中国地质大学、博茨瓦纳大学与上海师范大学以及津巴布韦大学与吉林大学间的合作。参见 Kenneth King, “South - South Cooperation in the Internationalisation of Higher Education?”, PPT presented at the UKZN’s UTLO Conference in Durban South Africa, September 27, 2012。

⑥ Rosa Becker, “China - Africa: A Partnership with Equal Benefits?”, *University World News*, Vol. 63, October 3, 2010。

⑦ Wagdy Sawahel, “China and Australia to Further Support African Universities”, *University World News*, Vol. 223, August 5, 2012; Ruth Hayhoe and Liu Jian, “China’s Universities, Cross - Border Education, and Dialogue among Civilizations”, in David W. Chapman, William K. Cummings, and Gerald A. Postiglione, eds., *Crossing Borders in East Asian Higher Education*, Hong Kong: University of Hong Kong, 2010, pp. 82 - 84。

中较为核心的一项。可持续性意味着“保证生态系统维持社会及经济发展的能力”,<sup>①</sup>反之亦然。<sup>②</sup> 控制全球变暖成为当代可持续发展所面临的主要挑战之一。<sup>③</sup>

“非洲”在当代可持续发展问题上扮演着重要角色。<sup>④</sup> 若对其人均收入水平等发展指数做一考察,大多数非洲国家在世界范围内排名靠后甚至垫底。在被不平等困扰的非洲大陆上,一个最为严峻的挑战即为不断加剧的人力资源危机——高等教育发展缺乏资金、人才流失以及艾滋病蔓延是这场危机的主要动因,其中艾滋病已夺走了数以万计的学术及专业领域人才的生命。<sup>⑤</sup>

### 3. 可持续发展与非洲大学的使命

在撒哈拉沙漠以南的非洲地区,国家领导人及民众都期望高等教育在国家发展与社会福祉中发挥重要作用。坦桑尼亚政治领导人朱利叶斯·尼雷尔对后独立时代非洲国家领导人的“大学情结”有着深刻体会和精妙阐释,“我们欠发达国家只能寄希望于对大学的投入——不管是何种类型的大学——只要它们能够真正推动社会的发展”。<sup>⑥</sup> 最近,坦桑尼亚新上任首相哈勒玛利恩·迪塞雷根对美国及非洲伙伴说道,“高等教育并非奢侈品,而是一项发展要务”。<sup>⑦</sup> 非洲联盟也将高等教育作为其第二个“十年教育发展规划(2006—2015)”的重中之重。<sup>⑧</sup>

非洲大学领导人对大学使命的诠释已超越了国家利益的范畴。例如前非洲

<sup>①</sup> Fikret Berkes, Johan Colding, and Carl Folke, “Introduction”, in Fikret Berkes, Johan Colding, and Carl Folke, eds., *Navigating Social – Ecological Systems: Building Resilience for Complexity and Change*, Cambridge: Cambridge University Press, 2003, p. 2.

<sup>②</sup> Chris Maser, *Decision Making for a Sustainable Environment: A Systemic Approach*, Boca Raton, FL: CRC Press, 2013, p. 3.

<sup>③</sup> Peter H. Koehn, “Fitting a Vital Linkage Piece into the Multidimensional Emissions – reduction Puzzle: Non-governmental Pathways to Consumption Changes in the PRC and the USA”, *Climatic Change*, Vol. 77, 2006; Peter H. Koehn, “Back to the Future: Bicycles, Human Health, and GHG Emissions in China”, *China Environment Series*, Vol. 9, 2007; Peter H. Koehn, “Climate Policy and Action ‘Underneath’ Kyoto and Copenhagen: China and the USA”, *Wiley Interdisciplinary Reviews (WIREs): Climate Change*, Vol. 1, March/April, 2010.

<sup>④</sup> Kwame A. Appiah, *Cosmopolitanism: Ethics in a World of Strangers*, New York: W. W. Norton, 2006, p. 172.

<sup>⑤</sup> Calestous Juma, “Reinventing Growth”, in Calestous Juma, ed., *Going for Growth: Science, Technology and Innovation in Africa*, London: Smith Institute, 2005, p. 11.

<sup>⑥</sup> Mala Singh, “Universities and Society: Whose Terms of Engagement?”, in Sverker Sorlin and Hebe Vesuri, eds., *Knowledge Society vs. Knowledge Economy: Knowledge, Power, and Politics*, Hampshire: Palgrave Macmillan, 2007, p. 69.

<sup>⑦</sup> Higher Education and Development [HED], 2011 *Annual Report*, Washington, D. C.: HED, 2011, p. 13.

<sup>⑧</sup> Shahid Yusuf, William Saint, and Nabeshima, Kaoru, *Accelerating Catch – up: Tertiary Education for Growth in Sub – Saharan Africa*, Washington, D. C.: The World Bank, 2009, p. 99.

大学协会会长古兰·莫哈梅海<sup>①</sup>曾评论到,非洲高等教育机构应在“全人类面临的共同问题,如可持续发展与气候变化”等方面参与跨国合作。泰伯·莫吉<sup>②</sup>进一步指出,非洲大学的基本任务是服务于国家利益,但在社会贫困、资源和环境问题、全球恐怖主义、人权平等、疾病蔓延以及国家间冲突等议题上,它们应该作出更具全球战略性的努力。卫生与健康、气候稳定、环境保护、和平及全球安全等一系列共同议题使世界各国走到了一起。<sup>③</sup>

尽管具有非凡重要性,但发展高等教育及高等教育合作在应对全球性挑战中的关键地位仍未被主流思想库所充分认识。<sup>④</sup>对跨国高等教育合作类型及发展的系统研究相对较少,<sup>⑤</sup>而非洲视角下的相关研究就更少了。<sup>⑥</sup>

#### 4. 南南国家合作

可持续发展需要我们扩大视野、拓展专长,并充分结合社会及文化背景,其革命性突破的实现更是要求多个行为体在交叉领域内通力配合。<sup>⑦</sup>南南国家合作在当前及未来的可持续发展中扮演了一个重要角色。

“南南合作”植根于1955年万隆会议所提出的“第三世界”合作理念,在联合国发展规划及其他相关机构中有不可忽视的地位。“布宜诺斯艾利斯发展中国家技术合作行动计划”为南南合作搭建了首个战略框架。2012年6月,联合国环境规划署(UNEP)在同济大学发布了“全球大学环境与可持续发展伙伴联

<sup>①</sup> Goolam Mohamedbhai, “The Role of Higher Education for Human and Social Development in Sub-Saharan Africa”, in GUNI Series on the Social Commitment of Universities 3, *Higher Education in the World 3: New Challenges and Emerging Roles for Human and Social Development*, London: Palgrave Macmillan, 2008, p. 201.

<sup>②</sup> Teboho Moja, “Institutional Challenges and Implications for HEIs: Transformation, Mission and Vision for the 21st Century”, in GUNI Series on the Social Commitment of Universities 3, *Higher Education in the World 3: New Challenges and Emerging Roles for Human and Social Development*, London: Palgrave Macmillan, 2008, p. 165.

<sup>③</sup> Dantew Teferra, “Higher Education in Africa: The Dynamics of International Partnerships and Interventions”, in Roberta M. Bassett and Alma Maldonado - Maldonado, eds, *International Organizations and Higher Education Policy: Thinking Globally, Acting Locally?*, London: Routledge, 2009, p. 170; Peter H. Koehn, “Underneath Kyoto: Emerging Subnational Government Initiatives and Incipient Issue - bundling Opportunities in China and the United States”, *Global Environmental Politics*, Vol. 8, No. 1, 2008.

<sup>④</sup> Simon McGrath, “The Role of Education in Development: An Educationalist’s Response to Some Recent Work in Development Economics”, *Comparative Education*, Vol. 46, No. 2, 2010.

<sup>⑤</sup> Nada Wann, Sarah Hinz and Rebecca Day, *Good Practices in Educational Partnerships Guide: UK - Africa Higher & Further Education Partnerships*, London: Association of Commonwealth Universities, Africa Unit, 2010, p. 62.

<sup>⑥</sup> Joel Samoff and Bidemi Carrol, “The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa”, *African Studies Review*, Vol. 47, No. 1, 2004, p. 24.

<sup>⑦</sup> Jennifer M. Brinkerhoff, *Partnerships for International Development: Rhetoric or Results?* Boulder: Lynne Rienner, 2002, pp. 1 - 6.

盟(GUPES)”计划,该计划建立了资源整合的系统网络,其中包含80个非洲高校与中国及其他南方国家的众多高等院校。<sup>①</sup>

南南合作在真正意义上并非一种援助或慈善手段。它的内涵包括这样一种假设:通过借鉴合作伙伴的发展经验,每一方都能达到“共赢”目的。因此,南南合作建立在团结、互相依存、互助互惠的基础之上。<sup>②</sup>

中国与他国在发展双边伙伴关系时强调对称性与互补、平等、共同利益等原则,<sup>③</sup>这同南南合作的理念不谋而合。与大多数发达援助国不同,中国倾向于需求导向型的援助承诺,而非以中国的发展需要主宰对非援助,因此中国的援助计划免受联合国千年发展目标、减少贫困、改善政府治理等限制性条件所制约……<sup>④</sup>许多非洲领导人十分欣赏中国的不干涉政策与不附带条件的援助(只有禁止与中国台湾建立“外交”关系的政策是一个例外)。<sup>⑤</sup>尽管存在对于中国输入劳动力与原材料<sup>⑥</sup>、当地雇佣工人薪水低、缺乏环境保护意识以及中国工人“形成小团体,与当地社区分离”等这样那样的谴责声音,<sup>⑦</sup>但来自中国的投资仍受到大多数非洲国家的青睐。<sup>⑧</sup>

① Yojana Sharma, “New Global Universities Partnership on the Environment Launched”, *University World News*, Vol. 226, 2012.

② Kenneth King, “South – South Cooperation in the Internationalisation of Higher Education?”, *PPT presented at the UKZN’s UTLO Conference in Durban South Africa*, September 27, 2012.

③ Kenneth King, “China’s Cooperation in Education and Training with Kenya: A Different Model?”, *International Journal of Educational Development*, Vol. 30, No. 5, 2010; Sarah Raine, *China’s African Challenges*, London: International Institute for Strategic Studies, 2009, p. 201.

④ Kenneth King, “China’s Cooperation in Education and Training with Kenya: A Different Model?”, *International Journal of Educational Development*, Vol. 30, No. 5, 2010.

⑤ Rosa Becker, “China – Africa: A Partnership with Equal Benefits?”, *University World News*, Vol. 63, 2010.

⑥ Jane Perlez, “With MYM20 Billion Loan Pledge, China Strengthens Its Ties to African Nations”, *New York Times*, July 20, 2012; Loro Horta, “China – Africa: Development Partner or Neo – Coloniser?”, *University World News*, Vol. 42, 2009. 另见 Stephanie Rupp, “Africa and China: Engaging Postcolonial Interdependencies”, in Robert I. Rotberg, ed., *China into Africa: Trade, Aid, and Influence*, Washington, D. C.: Brookings Institution Press, 2008, p. 72。

⑦ 作为回应,中国政府开始“鼓励中资公司以更为负责的态度在非洲开展业务”。参见 Tang Lu and Li Hongmei, “Chinese Corporate Diplomacy: Huawei’s CSR Discourse in Africa”, in Wang Jian, ed., *Soft Power in China: Public Diplomacy through Communication*, New York: Palgrave Macmillan, 2011, pp. 99 – 109。另见 Stephanie Rupp, “Africa and China: Engaging Postcolonial Interdependencies”, in Robert I. Rotberg, ed., *China into Africa: Trade, Aid, and Influence*, Washington, D. C.: Brookings Institution Press, 2008, p. 76。

⑧ Lukasz Fijalkowski, “China’s ‘Soft power’ in Africa?”, in Dominik Kopinski, Andrzej Polus and Ian Taylor, eds., *China’s Rise in Africa: Perspectives on a Developing Connection*, London: Routledge, 2012, p. 102; Maurizio Carbone, “The European Union and China’s Rise in Africa: Competing Visions, External Coherence and trilateral Cooperation”, in Dominik Kopinski, Andrzej Polus and Ian Taylor, eds., *China’s Rise in Africa: Perspectives on a Developing Connection*, London: Routledge, 2012, p. 79.

## 5. 跨国伙伴关系

结构调整使非洲大学陷入了未经协调的盲目扩张之中,导致教学与基础设施荒废、工作条件恶化、教职工士气低落、学术水准降低及财政赤字等一系列问题。高等教育的投资与支持者或纷纷撤离,或转而投向基础教育等其他领域之中。世界银行的报告也对大学教育在缓解贫困问题中所能发挥的作用表示质疑。<sup>①</sup>

同时越来越多的研究结果向我们证实了高等教育投资所带来的显著社会效益。如今历史的车轮又一次回到原点,“在被各国政府和国际机构搁置了近 20 年之久后,高等教育终于重新被视为非洲发展的关键所在”。<sup>②</sup> 然而,21 世纪的第一个 10 年已经过去,非洲许多高等教育机构对可持续发展的挑战却仍未做好准备。

正如 2009 年米尔顿·奥巴马与简·穆魏玛所指出的那样,<sup>③</sup>“国际发展问题的领域已得到扩展,并将高等教育合作等知识系统纳入其中”。高等教育伙伴关系被定义为“两家各具特色的高等教育机构协调活动、共享资源,并在特定目标或计划中明确责任分工”。<sup>④</sup> 跨国高等教育合作涉及两个或两个以上国家的多所高等教育机构。<sup>⑤</sup> 此类合作得到人们倡导的另一个原因是其被认为“在伦理上最适合于可持续发展路径”,因为高等教育涵盖了“相互影响、平等互惠及互为负责等价值观与原则”。<sup>⑥</sup>

如今跨国高等教育合作在非洲的发展正处于积极上升阶段。<sup>⑦</sup> 对非洲跨国高等教育合作提供资助的国际机构包括瑞士发展与合作署、瑞典国际发展合作署、日本国际合作署、美国国际开发署及加拿大国际合作署等。第 3 届中非合作论坛部长级会议的召开标志着中国作为另一个重要角色在援助领域的作用

① Ginette Azcona, Rachel Chute, Farah Dib, Loveena Dookhony, Heather Klein, Daniel Loyacano – Perl, Dominic Randazzo, and Vanessa Reilly, “Harvesting the Future: The Case for Tertiary Education in Sub – Saharan Africa”, Paper presented at 152nd Meeting of the Board for International Food & Agricultural Development, Des Moines, Iowa, October 17, 2007, pp. 7 – 21.

② Dantew Teferra and Philip G. Altbach, “African Higher Education: Challenges for the 21st Century”, *Higher Education*, Vol. 47, No. 1, 2004, p. 22.

③ Milton O. Obamba and Jane K. Mwema, “Symmetry and Asymmetry: New Contours, Paradigms, and Politics in African Academic Partnerships”, *Higher Education Policy*, Vol. 22, 2009, pp. 359 – 360.

④ Kevin Kinser and Madeleine Green, *The Power of Partnerships: A Transatlantic Dialogue*, Washington, D. C. : American Council on Education, 2009, p. 4.

⑤ 方文宏评论道,“在中国,当大量海内外投资介入时,高等教育即被赋予跨国性质”。参见 Fang Wenhong, “The Development of Transnational Higher Education in China: A Comparative Study of Research Universities and Teaching Universities”, *Journal of Studies in International Education*, Vol. 16, No. 1, 2012, p. 6.

⑥ Jennifer M. Brinkerhoff, *Partnerships for International Development: Rhetoric or Results?*, Boulder: Lynne Rienner, 2002, pp. 14 – 18.

⑦ Joel Samoff and Bidemi Carrol, “The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa”, *African Studies Review*, Vol. 47, No. 1, 2004.

日益清晰。<sup>①</sup>2009年世界高等教育大会召开后,印度、巴西与韩国也纷纷加入了对非高等教育援助的行列。<sup>②</sup>

在第4届中非合作论坛部长级会议上,中国与49个非洲国家“同意出台一个为期三年的战略伙伴关系行动计划,在高等教育领域推进以知识为基础的可持续发展”。<sup>③</sup>在相关理念的阐释上,中国承诺将在共同经验的基础上推进中非科学与技术研究联合项目。<sup>④</sup>中国在非洲高等教育领域的介入与其不断增加的赴非移民及资源开发密不可分。<sup>⑤</sup>大学国际合作事业的蒸蒸日上也同中国国内对高等教育重要性认识的不断提升在步调上保持一致。<sup>⑥</sup>

从非洲大学的角度来看,跨国高等教育的快速发展源自国外因素的不断介入。格莫翁·德菲拉<sup>⑦</sup>在其报告中写道,“非洲一流大学里面国际合作的总量及多样性是惊人的”。然而与此同时,许多非洲高等教育机构在财务管理、能力构建、政治稳定与沟通联络上仍存在着突出问题。

## 6. 对称/非对称关系

跨国高等教育合作可基于对称或非对称原则。在非对称伙伴关系中,一方占有大部分可用资源,并在决策中享有主导权。对称关系多出现于北方国家或

① 然而,中国的跨国高等教育合作仍主要着眼于发达国家及中国香港地区的学位项目。参见 Yang Rui, “Transnational Higher Education in China: Contexts, Characteristics and Concerns”, *Australian Journal of Education*, Vol. 53, 2008, p. 276.

② Damtew Teferra, “Higher Education in Africa Post – WCHE: Liberation, Affirmation, and Consolidation”, *International Network for Higher Education in Africa*, 2009.

③ 2006年,来自非洲14个国家的总统及教育界人士参加了由浙江师范大学主办的中非大学校长合作论坛,论坛主题包括南南国家高等教育机构间的国际合作及能力构建。参见 Li Anshan, “China’s New Policy toward Africa”, in Robert I. Rotberg, ed., *China into Africa: Trade, Aid, and Influence*, Washington, D. C.: Brookings Institution Press, 2008, p. 30.

④ Kenneth King, “China’s Cooperation in Education and Training with Kenya: A Different Model?”, *International Journal of Educational Development*, Vol. 30, No. 5, 2010.

⑤ Kenneth King, “China’s Cooperation in Education and Training with Kenya: A Different Model?”, *International Journal of Educational Development*, Vol. 30, No. 5, 2010; Sarah Raine, *China’s African Challenges*, London: International Institute for Strategic Studies, 2009, pp. 26 – 43; Lukasz Fijalkowski, “China’s ‘Soft power’ in Africa?”, in Dominik Kopinski, Andrzej Polus and Ian Taylor, eds., *China’s Rise in Africa: Perspectives on a Developing Connection*, London: Routledge, 2012, pp. 99 – 100; Loro Horta, “China – Africa: Development Partner or Neo – Coloniser?”, *University World News*, Vol. 42, 2009.

⑥ Eugene P. Trani and Robert D. Holsworth, *The Indispensable University: Higher Education, Economic Development, and the Knowledge Economy*, Lanham: Rowman & Littlefield, 2010, p. 184.

⑦ Damtew Teferra, “Higher Education in Africa: The Dynamics of International Partnerships and Interventions”, in Roberta M. Bassett and Alma Maldonado – Maldonado, eds., *International Organizations and Higher Education Policy: Thinking Globally, Acting Locally?*, London: Routledge, 2009, p. 156.

南方国家内部之间在教育机构或个人层面上的合作。<sup>①</sup> 南北国家学者在可获得的科研材料和基础设施资源上的不对等严重阻碍了南方国家与北方国家间的跨国合作,而人才流失进一步加剧了畸形的资源分配模式。<sup>②</sup>

由北方国家设计并主导的合作伙伴关系有着明显的非对称特征,并在透明性方面较为欠缺。<sup>③</sup> 这种存在于高等跨国教育合作中的结构性不平等源于历史上北方国家全球背景下长期的政治与经济主导地位。来自北方国家的学者及援助基金控制了对发展问题的研究与实践。科学知识一直以来被用作对殖民地进行统治与资源掠夺的工具。<sup>④</sup> 发展援助的主导模式使北方国家乐于为低收入国家提供双边乃至多边援助,而这种援助下的发展规划皆由援助者即北方国家主导且无视被援助国的切实需求。

新兴的伙伴关系模式及其意识形态作为反对传统非对称关系与物质依赖(它们塑造了殖民时代以及后殖民时代的南北关系)的力量而迅速崛起。<sup>⑤</sup> 在当前的发 展问题话语中,伙伴关系范式意味着援助者必须与其他利益相关者一同合作并进行协商。对称性高等教育伙伴关系并不意味着完全等同,也并非要将与生俱来的实力差距或相互间影响全盘革除。因此,许多跨国研究与伙伴关系强调互补性与公正性,而非一味追求南北国家间绝对化的平等与对称性。<sup>⑥</sup>

发展制度能力与人才建设、保证非洲国家自身对高等教育发展拥有主导权是一个复杂和长期的过程。人才建设需要在当前全球知识经济大背景下在非

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① Birgit Habermann, “Research Partnership: Charity, Brokerage, Technology Transfer or Learning Alliance?” , *NORRAG News*, Vol. 41, 2008.

② David Gutierrez, “Beyond Disappointment: Transforming Ideology and Practice in North – South Research Partnerships” , *NORRAG News*, Vol. 41, 2008.

③ Megan Bradley, “North – South Research Partnerships: Challenges, Responses and Trends, A Literature Review and Annotated Bibliography” , *Canadian Partnerships Working Paper # 1*, Ottawa: IDRC, 2007; John D. Holm and Leapetsewe Malete, “The Asymmetries of University Partnerships between Africa and the Developed World: Our Experience in Botswana” , Paper delivered at the 2010 Going Global 4 – The British Council’s International Education Conference, London, March 24 – 26, 2010.

④ David Gutierrez, “Beyond Disappointment: Transforming Ideology and Practice in North – South Research Partnerships” , *NORRAG News*, Vol. 41, 2008, pp. 20 – 21; Ali A. Mazrui, “The African University as a Multinational Corporation: Problems of Penetration and Dependency” , *Harvard Educational Review*, Vol. 45, No. 2, 1975.

⑤ Kothari, “Power, Knowledge and Social Control in Participatory Development” , in B. Cooke and U. Kothari, eds. , *Participation: the New Tyranny?* London: Zed Books, 2001.

⑥ Milton O. Obamba, Jane K. Mwema, and Andrew R. Riechi, *University Partnerships Can Reduce Poverty*, ANIE Policy Brief, Accra: Association of African Universities, 2011, p. 4.

洲经济与社会层面引入制度化改革手段。<sup>①</sup> 在技术变革、经济发展与环境问题错综复杂的新时代,为促进就业、减轻贫困、实现可持续发展并免于外部势力操控,非洲国家领导人在公共或私人领域的规划与决策过程中必须积极学习并参与合作,同时要学会如何与外国人民协商和打交道。<sup>②</sup> 技术手段与谈判技巧对于非洲高等教育的发展来说尤为重要,因为“外部控制对于发展高等教育这项有助于摆脱贫困、实现独立的事业是持敌视态度的”。<sup>③</sup> 高等教育可以培养人们独立思考的能力,并对人们在一生中构建知识体系、获取知识、利用知识起着不可或缺的作用,同时有助于改善在技术手段与谈判技巧方面的欠缺。<sup>④</sup>

构建跨国高等教育伙伴的关键在于非对称性与对称性间的此消彼长。在一个接近于对称性的合作模式中,参与者认同并欣赏每一个合作伙伴的作用及价值,<sup>⑤</sup>没有哪一方可以独自发号施令或只关注于追求个体利益。在互补与公正原则之外,对称性高等教育伙伴关系提倡自治与自由理念,即互惠互利、相互依赖。<sup>⑥</sup>

## 二 北方国家主导下伙伴关系的局限性

发达国家援助机构在向发展中国家提供资助时往往附带由其主导的发展项

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① United Nations, *Unlocking the Human Potential for Public Sector Performance*, World Public Sector Report, New York: United Nations, 2005; Melanie Walker, “Pedagogy for Rich Human Being – ness in Global Times”, in Melanie Walker and Elaine Unterhalter, eds., *Amartya Sen’s Capability Approach and Social Justice in Education*, New York: Palgrave Macmillan, 2010, pp. 221 – 230.

② Peter H. Koehn and James N. Rosenau, *Transnational Competence: Empowering Professional Curricula for Horizon – Rising Challenges*, Boulder: Paradigm Publishers, 2010, p. 31; Kenneth King and Simon McGrath, *Knowledge for Development? Comparing British, Japanese, Swedish, and World Bank Aid*, London: Zed Books, 2004, p. 135.

③ Joel Samoff, “Foreign Aid to Education: Managing Global Transfers and Exchanges”, in Linda Chisholm and Gita Steiner – Khamsi, eds., *South – South Cooperation in Education and Development*, New York: Teachers College Press, 2009, p. 126.

④ Hebe Vessuri, “The Role of Research in Higher Education: Implications and Challenges for an Active Contribution to Human and Social Development”, in GUNI Series on the Social Commitment of Universities 3, *Higher Education in the World 3: New Challenges and Emerging Roles for Human and Social Development*, London: Palgrave Macmillan, 2008, pp. 119 – 125; Peter Taylor, “Introduction”, in GUNI Series on the Social Commitment of Universities 3, *Higher Education in the World 3: New Challenges and Emerging Roles for Human and Social Development*, London: Palgrave Macmillan, 2008, p. 98.

⑤ Gregory K. Ingram, “Overview”, in Andres Liebenthal, Osvaldo N. Feinstein, and Gregory K. Ingram, eds., *Evaluation & Development: The Partnership Dimension*, New Brunswick, NJ: Transaction Publishers, 2004, p. xi; Milton O. Obamba, Jane K. Mwema, and Andrew R. Riechi, *University Partnerships Can Reduce Poverty*, ANIE Policy Brief, Accra: Association of African Universities, 2011, p. 3.

⑥ James N. Rosenau, “Normative Challenges in a Turbulent World”, *Ethics and International Affairs*, Vol. 6, 1992, p. 3.

目或规划。目前盛行的国际发展援助理念在很大程度上反映在援助者的标准判断及价值观上。<sup>①</sup> 北方国家主导下的发展援助建立于援助者面向被援助者在信息、技能、资源、实践及政策上的纵向转移。这种“援助—接受”模式要求北方国家在发展项目中对资金和管理事宜享有控制与监督权。在非对称模式下,被援助国政府首先需要服从于援助者所提出的种种附加条件。一味强调结构性的调整使非洲各国国内财政对高等教育的支持力度不断减弱。<sup>②</sup>

北方国家主导下非对称性的发展援助与跨国合作直到 20 世纪 90 年代仍占据主导地位。今天,这种“援助—接受”模式仍未完全退却,尽管其遭到了诸多专业人士的猛烈抨击——批评声音集中于这种模式将重返南北国家间的物质依赖与不平等关系。<sup>③</sup> 例如,在北方国家主导的高等教育发展援助方面,“研究日程、活动计划、资金管理、数据阐释、成果公布及其他基础研究程序都被来自北方国家的研究人员所掌控,而来自南方国家的合作者与同行们只能参与数据搜集与应用性研究领域”。<sup>④</sup>

尽管在措辞上发生了变化,但种种限制条件和操纵手段仍存在于诸如世界银行综合发展框架(CDF)、减贫战略文件(PRSPs)<sup>⑤</sup>以及双边互惠信贷等一系列制度设计中。<sup>⑥</sup> 观察家指出,发达国家援助机构在选择被援助对象时表现出一种“间接条件限制”倾向,即被援助国需满足并迎合一系列先决条件,如民主

① Kenneth King and Simon McGrath, *Knowledge for Development? Comparing British, Japanese, Swedish, and World Bank Aid*, London: Zed Books, 2004, p. 52.

② Ibid., p. 46.

③ Charles Gore, “Improving the Terms of Development Partnership”, *NORRAG News*, December, 2008; Joel Samoff, “Foreign Aid to Education: Managing Global Transfers and Exchanges”, in Linda Chisholm and Gita Steiner-Khamsi, eds., *South-South Cooperation in Education and Development*, New York: Teachers College Press, 2009, p. 128; Christopher Colclough, Anuradha De and Andrew Webb, “The Practice of Partnership: Aid and Education Policy in India and Kenya”, in Christopher Colclough, ed., *Education Outcomes and Poverty: A Reassessment*, London: Routledge, 2012, p. 150.

④ David Gutierrez, “Beyond Disappointment: Transforming Ideology and Practice in North-South Research Partnerships”, *NORRAG News*, Vol. 41, 2008, p. 21; Fatuma Chege, “Experiences of Partnerships from Kenya: North-South and South-South.”, *NORRAG News*, Vol. 41, 2008, p. 103.

⑤ Kenneth King, “Multilateral Agencies in the Construction of the Global Agenda on Education”, *Comparative Education*, Vol. 43, No. 3, 2007, p. 386; Kenneth King and Simon McGrath, *Knowledge for Development? Comparing British, Japanese, Swedish, and World Bank Aid*, London: Zed Books, 2004, pp. 28-30; May Tan-Mullins, Giles Mohan and Marcus Power, “Redefining ‘Aid’ in the China-Africa Context”, *Development and Change*, Vol. 41, No. 5, 2010, p. 875.

⑥ Vasudha Chhotray and David Hulme, “Contrasting Visions of Aid and Governance in the 21<sup>st</sup> Century: The White House Millennium Challenge Account and DFID’s Drivers of Change”, *World Development*, Vol. 37, No. 1, 2009, pp. 38-43.

与人权政策、性别平等政策以及对可持续发展的承诺。<sup>①</sup>

南方国家为跨国合作事业贡献了一种不同于北方国家传统架构的启发性视角——在南方国家看来,不均衡的物质与经济条件使源于不同国家学者或机构在科研合作上表现出不同的视野及特点。因此,学术文化、信息体系、制度能力与个人精神上的差异使南北国家高校间的交流与联系呈现出明显的不对称性。<sup>②</sup>

从非洲国家的视角来看,其高校在科研与发展进程中经历了一系列不对称关系与利益的不公平分配。非洲高校的合作伙伴大都会赞同萨莫夫和卡罗尔<sup>③</sup>的论断:“来自美国的合作伙伴赚取了大部分财富;对资源的使用及其有效性较不透明;垄断了从概念、设计到执行的大部分决策权;非洲伙伴只拥有极少话语权……在这种伙伴关系中,信息、知识与人员逐渐流向美国,使美国获得绝大部分收益。”<sup>④</sup>这种情况并不局限于与美国大学的合作,许多双边或多边性质的教育合作也受到了类似批评。<sup>⑤</sup>近年来对非对称和发展问题的研究相对减弱,这为南北国家间对称性管理实践带来了更多可能性。<sup>⑥</sup>

### 三 中非高等教育合作伙伴关系:引入南南国家对称关系

目前学界对于中非高等教育伙伴关系重点领域的研究较为匮乏。<sup>⑦</sup> 中国对

① Kenneth King, “Introduction: New Challenges to International Development Co-operation in Education”, in Kenneth King and Lene Bucher, eds., *Changing International Aid to Education: Global Patterns and National Contexts*, Paris: UNESCO, 1999, pp. 16-17; Vasudha Chhotray and David Hulme, “Contrasting Visions of Aid and Governance in the 21<sup>st</sup> Century: The White House Millennium Challenge Account and DFID’s Drivers of Change”, *World Development*, Vol. 37, No. 1, 2009, p. 37.

② Paul T. Zeleza, “Transnational Education and African Universities”, *Journal of Higher Education in Africa*, Vol. 3, No. 1, 2005.

③ Joel Samoff and Bidemi Carrol, “The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa”, *African Studies Review*, Vol. 47, No. 1, 2004, p. 147.

④ John D. Holm and Leapetsewe Malete, “Nine Problems that Hinder Partnerships in Africa”, *Chronicle of Higher Education*, June 18, 2010, p. A28.

⑤ Joel Samoff and N’Dri T Assie-Lumumba, “Analysis, Agendas and Priorities in African Education”, in Jandhyala B. G. Tilak, ed., *Education, Society and Development: National and International Perspectives*, New Delhi: A. P. H. Publishing, 2003, p. 321.

⑥ Peter H. Koehn, “Turbulence and Bifurcation in North-South Higher-Education Partnerships for Research and Sustainable Development”, *Public Organization Review*, Vol. 12, No. 4, 2012.

⑦ 到目前为止,非洲国家在中国外交关系中尚未作为主要研究对象,中国对非洲事务的参与也并未在非洲大陆及世界范围内引起学界的重大关注。参见 Daniel Large, “All Over Africa”, in Chris Alden, Daniel Large, and Ricardo S. de Oliveira, eds., *China Returns to Africa: A Rising Power and a Continent Embrace*, London: Hurst, 2008, p. 372。

非教育合作聚焦于“能力构建”,面向大学校长、酒店经理、教师、工程师等一系列人群开展短期培训项目。<sup>①</sup>然而目前人们对中国式短期培训在肯尼亚<sup>②</sup>及非洲其他国家的影响力仍未有较为系统的评估与分析。

非洲在科研与可持续发展上依赖于本土专业人才的竞争力,但同时人力资源总体建设也是不可或缺的一部分。高等教育跨国合作应作为各方共建知识体系、提高应用能力与协商技巧的重要机遇,而不仅仅是针对欠发达国家的慈善援助。越来越多的研究人员、从业者及相关机构已就这一点达成共识。中非高等教育合作能够避免发达国家将发行出版物作为“学术成果唯一合法标准”的偏见以及在教育事业中对各类排名次序的盲从和依赖。<sup>③</sup>将科研成果转化为能够支撑国家发展规划的应用能力,这是尤为重要的实践成就,<sup>④</sup>也是衡量跨国合作成功与否的重要标准。<sup>⑤</sup>

尽管跨国高等教育合作主要着眼于帮助低收入国家<sup>⑥</sup>发展制度能力建设、人才素质培养、专业网络沟通及可持续发展战略,但不可否认的是对称性伙伴关系对于中国和非洲的相关能力建构都将起到积极作用。在跨国领域研究中,许多本土发现及成果对于中国与非洲国家的进一步研究及创新有着关键性意义。<sup>⑦</sup>它向我们印证了这样一个结论——背景知识以及交流、联合创新要远远

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① Kenneth King, “China’s Cooperation in Education and Training with Kenya: A Different Model?”, *International Journal of Educational Development*, Vol. 30, No. 5, 2010; Li Anshan, “China’s New Policy toward Africa”, in Robert I. Rotberg, ed., *China into Africa: Trade, Aid, and Influence*, Washington, D. C.: Brookings Institution Press, 2008, pp. 29 – 30.

② Kenneth King, “China’s Cooperation in Education and Training with Kenya: A Different Model?”, *International Journal of Educational Development*, Vol. 30, No. 5, 2010.

③ Kathryn Mohrman, “Educational Exchanges: What China Should Not Adopt from United States Higher Education”, in David W. Chapman, William K. Cummings, and Gerald A. Postiglione, eds., *Crossing Borders in East Asian Higher Education*, Hong Kong: University of Hong Kong, 2010, pp. 127 – 142.

④ Megan Bradley, “North – South Research Partnerships: Challenges, Responses and Trends, A Literature Review and Annotated Bibliography”, *Canadian Partnerships Working Paper # 1*, Otta, 2007, p. 208.

⑤ 例如,中国传统中医药学与非洲本土疗法的联合项目非常具备发展前景。参见 Ruth Hayhoe and Liu Jian, “China’s Universities, Cross – Border Education, and Dialogue among Civilizations”, in David W. Chapman, William K. Cummings, and Gerald A. Postiglione, eds., *Crossing Borders in East Asian Higher Education*, Hong Kong: University of Hong Kong, 2010, pp. 81 – 82; Marja Tiilikainen and Peter H. Koehn, “Transforming the Boundaries of Health Care: Insights from Somali Migrants”, *Medical Anthropology*, Vol. 30, No. 5, 2011。

⑥ Chen Guo – Min and An Ran, “A Chinese Model of Intercultural Leadership Competence”, in Darla K. Deardorff, ed., *The Sage Handbook of Intercultural Competence*, Thousand Oaks: Sage, 2009, pp. 198 – 204.

⑦ Kenneth King, “The Promise and Peril of Partnership”, *NORRAG News*, Vol. 41, 2008.

优于简单的信息转移和灌输。<sup>①</sup>

非洲学者及高等教育机构可为教育合作带来特殊资源与研究优势。<sup>②</sup> 中非双方通过高等教育合作可以在板块构造论、语言学、公共卫生、气候变化、生态旅游、比较政治学、农业科学、冲突管理及考古学等领域的研究上实现共同进步。<sup>③</sup> 方文宏<sup>④</sup>的研究证明跨文化交流在中国“211”及“985”工程高校的国际交流中有着不可忽视的推动作用。通过有非洲教员参与其中的培训项目与交流活 动,中国的管理者们也可借鉴经验,弥补自身不足。<sup>⑤</sup>

高等教育合作的收益很大程度上来自合作双方的多样性。在对称性合作关系中,合作成果为参与者所共享,但这并不意味着合作项目的每一个方面都需要各参与者整齐划一的执行。中非高等教育合作的一个可行性目标是实现“准对称性”。在这种准对称性关系中,中国必须避免大肆利用自己的相对实力优势,而非洲合作伙伴需认清并努力追求国家及大学的核心利益。<sup>⑥</sup> 萨莫夫和卡罗尔<sup>⑦</sup>对此曾论述道:合作关系中的各方必须有着共同利益(也许并非完全一致的利益),这种共同利益将促使各方不断发展其制度能力与个人能力,并推动各方明确目标与方向、制定相关战略与管理路线,关注人力、物力及财政资源并使其发挥最大效力。

① Michael Crossley and Keith Holmes, “Challenges for Educational Research: International Development, Partnerships and Capacity Building in Small States”, *Oxford Review of Education*, Vol. 27, No. 3, 2001, p. 396; David M. Lampton, *The Three Faces of Chinese Power: Might, Money, and Minds*, University of California Press, 2008, p. 128.

② 包括认清某些重要问题,北方国家学术界对这些问题往往疏于关注。

③ Joel Samoff, “Foreign Aid to Education: Managing Global Transfers and Exchanges”, in Linda Chisholm and Gita Steiner - Khamsi, eds., *South - South Cooperation in Education and Development*, New York: Teachers College Press, 2009, p. 129.

④ Fang Wenhong, “The Development of Transnational Higher Education in China: A Comparative Study of Research Universities and Teaching Universities”, *Journal of Studies in International Education*, Vol. 16, No. 1, 2012, pp. 8 - 17.

⑤ Diana Farrell and Andrew J. Grant, “China’s Looming Talent Shortage”, *McKinsey Quarterly*, Vol. 4, 2005; Peter H Koehn, “Peaceful and Sustainable Development? Middle - management Entrepreneurship and Transnational Competence in China”, *East Asia*, Vol 24, No. 3, 2007; David M Lampton, *The Three Faces of Chinese Power: Might, Money, and Minds*, University of California Press, 2008, p. 153.

⑥ Sarah Raine, *China’s African Challenges*, London: International Institute for Strategic Studies, 2009, p. 191 - 231.

⑦ Joel Samoff and Bidemi Carrol, “The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa”, *African Studies Review*, Vol. 47, No. 1, 2004, p. 115; Joel Samoff, “Foreign Aid to Education: Managing Global Transfers and Exchanges”, in Linda Chisholm and Gita Steiner - Khamsi, eds., *South - South Cooperation in Education and Development*, New York: Teachers College Press, 2009, p. 129; Nada Wann, Sarah Hinz and Rebecca Day, *Good Practices in Educational Partnerships Guide: UK - Africa Higher & Further Education Partnerships*, London: Association of Commonwealth Universities, Africa Unit, 2010, p. 18.

## 结 论

《巴黎有效援助宣言》及《阿克拉行动议程》都强调了可持续发展伙伴关系中本土国家所应拥有的主导权。<sup>①</sup>《阿克拉行动议程》更进一步提出了发展—合作路径原则,即各国对本国发展战略的所有权、国外势力参与同本国发展战略的协调性以及双方共同承担责任。<sup>②</sup>非洲高等教育合作寻求“由非洲国家自己的构想、决策以及项目来引导彼此间合作”。<sup>③</sup>

荷兰高等教育国际交流协会高级政策顾问罗莎·贝克尔指出,中国与非洲高校间合作将在何种程度上推进可持续发展还“有待观察”。<sup>④</sup>中非高等教育合作将在重塑长久以来非对称性特性明显的南北国家间合作,使伙伴关系趋于“准对称”。对称伙伴关系基于互相间的尊重、信任、影响以及责任。它们构建了“在理性选择下充分利用双方人力资源优势”的共同目标,<sup>⑤</sup>并提倡透明性与彼此负责。<sup>⑥</sup>对称关系下的中非高等教育合作使每个利益相关者都可参与决策制定、项目执行与资源分配,“尽管各方可能在财富、专业技巧、经验和地位上有

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① Kenneth King, “Introduction: New Challenges to International Development Co-operation in Education”, in Kenneth King and Lene Buchert, eds., *Changing International Aid to Education: Global Patterns and National Contexts*, Paris: UNESCO, 1999, p. 16; Nada Wann, Sarah Hinz and Rebecca Day, *Good Practices in Educational Partnerships Guide: UK - Africa Higher & Further Education Partnerships*, London: Association of Commonwealth Universities, Africa Unit, 2010, p. 11.

② Charles Gore, “Improving the Terms of Development Partnership”, *NORRAG News*, December, 2008.

③ Joel Samoff and Bidemi Carrol, “The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa”, *African Studies Review*, Vol. 47, No. 1, 2004, p. 114; Kwesi Botchwey, “Country - focused Partnerships - Lessons from Experience”, in Andres Liebenthal, Osvaldo N. Feinstein, and Gregory K. Ingram, eds., *Evaluation & Development: The Partnership Dimension*, New Brunswick, NJ: Transaction Publishers, 2004, p. 102.

④ Rosa Becker, “China - Africa: A Partnership with Equal Benefits?”, *University World News*, Vol. 63, 2010.

⑤ Jennifer M. Brinkerhoff, *Partnerships for International Development: Rhetoric or Results?*, Boulder: Lynne Rienner, 2002, p. 14 - 18; Ralph Hamann and Fleur Boulogne, “Partnerships and Cross - sector Collaboration”, in Ralph Hamann, Stu Woolman and Courtenay Sprague, eds., *The Business of Sustainable Development in Africa: Human Rights, Partnerships, Alternative Business Models*, Pretoria: Unisa Press, 2008, p. 54.

⑥ United Nations Conference on Trade and Development (UNCTAD), *The Least Developed Countries Report 2008: Growth, Poverty and the Terms of Development Partnership*, New York: United Nations, 2008, p. 96.

所差别”<sup>①</sup>。瑞士发展中国家科研合作委员会提出的“科研合作 11 项原则”<sup>②</sup>可为对称性下的中非高等教育合作框架提供借鉴。

在中国与非洲大陆上,高等教育已成为推动创新与可持续发展、缓解贫困并促进社会进步的不竭动力。通过对称性原则下的南南国家合作,中非高等教育伙伴关系可以摆脱南北国家合作所固有的非对称性特征,在为本国带来收益的同时一起面对国际金融危机与全球气候变化等问题。<sup>③</sup> 中非高等教育的硕果将促进制度能力建设与人力资源发展建设,在长期平等互利的基础上推动国家进步。目前及未来的中非高校间的教育合作应坚定不移地贯彻对称性原则。<sup>④</sup>

## China and Africa: Prospects for Symmetry in South – South Transnational Higher Education Partnerships and Sustainable Development

Peter H. Koehn<sup>⑤</sup>

**Abstract:** Transnational higher education partnership plays an important role in national and sub – national development and societal well – being of African countries. While there are critiques to the Northern – governed assistance to higher education for development in Africa, the South – South collaboration based on mutuality and reciprocity offers a highly regarded pathway to sustainable development. China’s bilateral transnational partnerships emphasize symmetrical accords and principles of complementarity, equality, and shared benefits, which represents the core of South – South

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<sup>①</sup> Joel Samoff and Bidemi Carrol, “The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa”, *African Studies Review*, Vol. 47, No. 1, 2004, p. 115; Damtew Teferra, “Higher Education in Africa: The Dynamics of International Partnerships and Interventions”, in Roberta M. Bassett and Alma Maldonado – Maldonado eds., *International Organizations and Higher Education Policy: Thinking Globally, Acting Locally?*, London: Routledge, 2009, p. 165.

<sup>②</sup> Michael Crossley and Keith Holmes, “Challenges for Educational Research: International Development, Partnerships and Capacity Building in Small States”, *Oxford Review of Education*, Vol. 27, No. 3, 2001, pp. 401 – 402.

<sup>③</sup> May Tan – Mullins, Giles Mohan and Marcus Power, “Redefining ‘Aid’ in the China – Africa Context”, *Development and Change*, Vol. 41, No. 5, 2010, p. 862.

<sup>④</sup> Peter H. Koehn, “Donors and Higher Education Partners: A Critical Assessment of U. S. and Canadian Support for Transnational Research and Sustainable Development”, *Compare: A Journal of Comparative and International Education*, Vol. 42, No. 3, 2012.

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cooperation. The asymmetrical relationships that long characterized North – South partnerships will be remodeled by China – Africa Transnational Higher Education Partnership in favor of near – symmetry, which will also offer a new framework of international cooperation defined by the principle of mutuality and sustainable development.

**Keywords:** soft power; sustainable development; South – South cooperation; transnational partnerships; symmetric / asymmetric