

# China in Buenos Aires.

Results of the survey on the perception of Chinese academia, science, culture and society among the academic community of Buenos Aires.

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Observatorio  
Latinoamérica-China  
拉丁美洲-中国观察

**.UBA**  
Universidad de  
Buenos Aires



## INDEX

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Introduction .....	3
Executive summary .....	5
Methodology and sample .....	8
Assessment of Chinese society .....	12
Perceptions of academia and S&T in China .....	23
Relevance and knowledge of chinese academic output .....	34
Academic stays in China .....	46
Perception of the chinese language .....	58
Cultural consumption .....	73
Conclusions .....	94



## INTRODUCTION

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This report presents the results of the *survey on the perception of academia, science, culture and society China among the university population of Buenos Aires*. The survey arose in response to the need for empirical evidence about the perceptions, level of knowledge and appreciation of the university population of the Buenos Aires Metropolitan Area (AMBA) regarding various dimensions of Chinese society, especially in the academic and scientific spheres.

The main objective of this study is to provide a systematised set of data and analyses to help answer several questions: How do Argentinian academics assess different aspects of modern China? How prominent is China considered to be at the scientific and technological level? What level of knowledge do Argentine academics have about Chinese universities and research institutions? How relevant do they consider Chinese academic production to be in their fields of study? How willing are they to take part in research or exchange visits in China and to study the language? What are the main obstacles and motivations related to this? What types of cultural consumption about China do they engage in and how often?

To this end, a quantitative study was designed based on 450 face-to-face surveys carried out in October 2024, which included undergraduate students, postgraduate students and lecturer-researchers in eleven higher education institutions in Buenos Aires, selected with the aim of gathering a representative sample in terms of disciplinary diversity, type of university - public or private

- and socio-demographic profile.

The report is organised into different sections that address, firstly, the methodology and description of the sample; secondly, the analysis of the perceptions of different aspects of Chinese society, linked to economic, professional development and safety; then, the assessment of the academic and scientific-technological system of China is analysed, as well as the level of knowledge and the relevance assigned to Chinese academic production, the main obstacles and motivations for carrying out exchanges and scholarships; willingness to study the language; and cultural consumption and exposure to content and news about China on social media and through the media.

Overall, these findings offer an articulated vision of the perceptions that the academic community in Buenos Aires has of China and enable us to envision strategies to strengthen academic, cultural and scientific links between the two countries. In this way, we hope to contribute to the formulation of guidelines to foster international cooperation, academic mobility and the dissemination of knowledge.



# EXECUTIVE SUMMARY

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## 1. FAVOURABLE PERCEPTION OF CHINA AS AN ECONOMIC AND TECHNOLOGICAL POWERHOUSE

- More than 70% of respondents believe that China offers a favourable business environment and produces high quality goods and services.
- The majority rank China among the world's top-ranked countries in terms of scientific and technological quality, with 81% placing it in the top 10.
- However, the rating of their universities is high but somewhat lower (46% rank them in the top 10).

## 2. CONTRADICTION BETWEEN HIGH VALUATION AND LOW ACTUAL KNOWLEDGE

- Despite this high valuation and the fact that the majority of respondents consider Chinese academic output very relevant to their fields of study, 86% claim not to know of any specific Chinese university or academic/scientific institution, marking a significant contradiction between valuation and knowledge.
- More than half of the respondents have never read a Chinese-authored scientific paper or article, although 54% consider Chinese output “very or fairly relevant” in their field.

## 3. MAIN OBSTACLES: LANGUAGE AND LACK OF INFORMATION

- The language barrier is identified as the main impediment to accessing Chinese papers. It also stands out as the biggest obstacle to engaging in academic visits to China.

- Other factors hindering contact include the limited dissemination of Chinese academic output in local syllabuses, as well as lack of awareness and lack of information.

#### **4. INTEREST IN EXCHANGES AND WORK MOTIVATIONS**

- Nearly 86% of respondents expressed interest in studying or researching abroad. China ranks highly, as the fifth most popular destination.
- 68% were willing to undertake an academic experience in China, if we include those who choose it as one of their main destinations and also those whose priority is not China, but who express interest.
- Job opportunities (47%) are the main motivating factor, while the main obstacles include the language barrier (65%), cultural distance (33%) and lack of information on scholarships (45%).

#### **5. HIGH INTEREST IN LANGUAGE MOTIVATED BY PROFESSIONAL OPPORTUNITIES**

- Interest is high, but learning is incipient: about 50% express interest in studying Chinese, although only 1.7% say they are studying or speak the language. This suggests a latent motivation that, with the right incentives and resources, could translate into more Chinese language learners.
- Among those who express interest in learning Chinese, 40% cite job and business opportunities as the most important reason and 37% cite cultural interest.
- The perception that Chinese is a complex language is the main obstacle to study (47%). This is compounded by factors such as lack of time, financial resources and access to quality courses.

## 6. CULTURAL CONSUMPTION AND CONTACT WITH INFORMATION ON CHINA

- The consumption of content about China on social media is widespread (57% reported viewing content about China at least monthly) and to a lesser extent the consumption of news about China in the media (44% reported viewing news at least monthly).
- However, there is little consumption of cultural content in other formats (documentaries, podcasts, films and series, literature, etc.). The majority of respondents never consume Chinese literature (65%) and more than 50% do not watch Chinese films or series either.
- 86% are not familiar with Chinese media.



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# Methodology and Sample

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## METHODOLOGY AND SAMPLE

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The methodological approach adopted consisted of carrying out a quantitative study based on 450 face-to-face surveys during the month of October 2024, distributed among undergraduate students, postgraduate students and lecturers/researchers belonging to different academic institutions in the Metropolitan Area of Buenos Aires (AMBA).

The composition of the sample took into account the relative weight of each group within the reference area, ensuring adequate representativeness.

The sample was of a convenience sampling type. The strategic selection of the sample points and the focus on academic institutions with the highest concentration of students provide an appropriate level of representation of the AMBA university system.

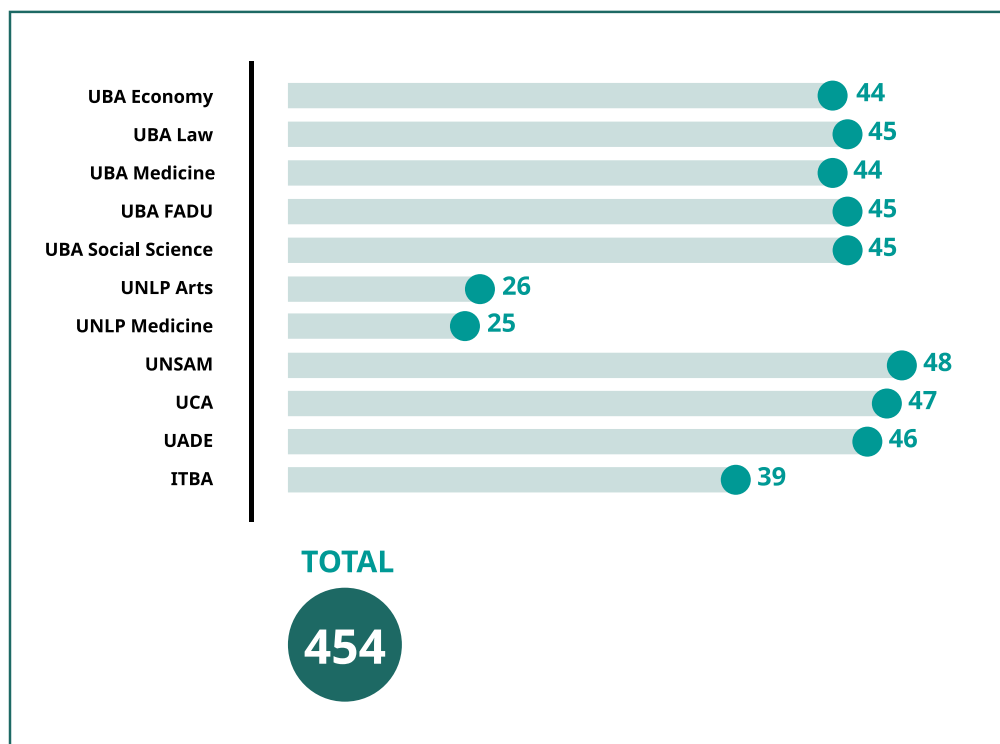
Eleven sample points were defined, represented by higher education institutions with a high concentration of students in the AMBA, both in absolute and relative terms, and considering the distribution between public and private universities. These institutions correspond to those with the greatest weight in the regional educational sphere, reflecting in a balanced way the composition of the sector studied.

The selected institutions were the following:

- School of Economics Sciences (University of Buenos Aires)
- School of Law (University of Buenos Aires)
- School of Medical Sciences (University of Buenos Aires)
- School of Architecture, Design and Urbanism (University of Buenos Aires)
- School of Social Sciences (University of Buenos Aires)
- School of Arts (National University of La Plata)
- School of Medicine (National University of La Plata)
- National University of San Martín (UNSAM)
- Argentine Catholic University (UCA)
- Argentine Business School (UADE)
- Technological Institute of Buenos Aires (ITBA)

## Cases per sample point. Number

Figure nº 01



The sample was calibrated for key socio-demographic variables to ensure adequate representativeness of the distribution of the academic population of Buenos Aires by gender, age and type of university attended.

## Distribution of the sample. Percentages

Figure n° 02



The combination of methodological criteria, strategic selection of sampling points and the integration of key segments within the sample allows us to offer a robust and representative characterisation of the university system in the Buenos Aires Metropolitan Area.



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# Assessment of Chinese society

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## ASSESSMENT OF CHINESE SOCIETY

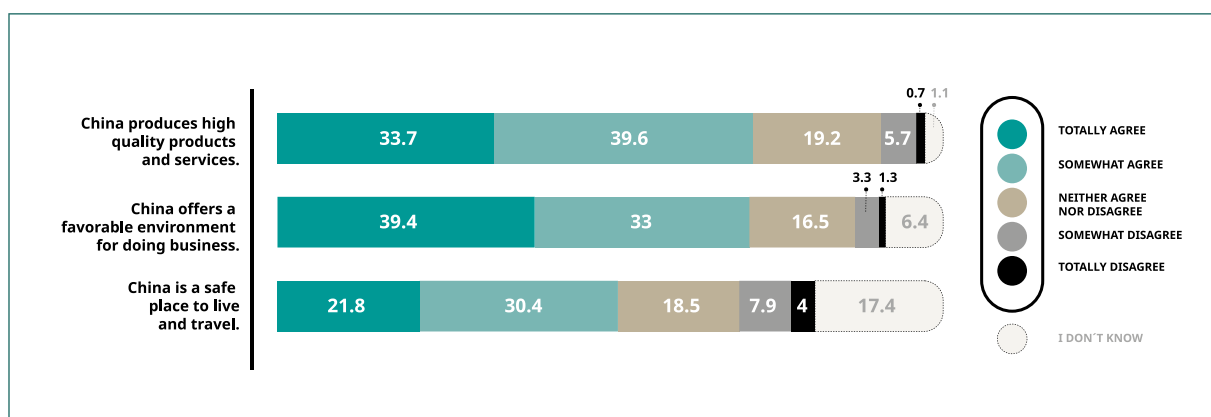
In order to obtain an initial impression of the assessment of Chinese society by the academic population of Buenos Aires, the survey addressed various aspects related to their perception of economic opportunities, quality of products and services, and safety. Specifically, respondents were asked to indicate their level of agreement with the following statements:

- China produces high quality products and services.
- China offers a favourable business environment.
- China is a safe place to live and travel.

In general, respondents expressed a **high level of agreement (over 50% for all 3 statements)**, and a **very low level of disagreement** (between 5% and 12% depending on the statement).

### How much do you agree with the following statements? Percentages

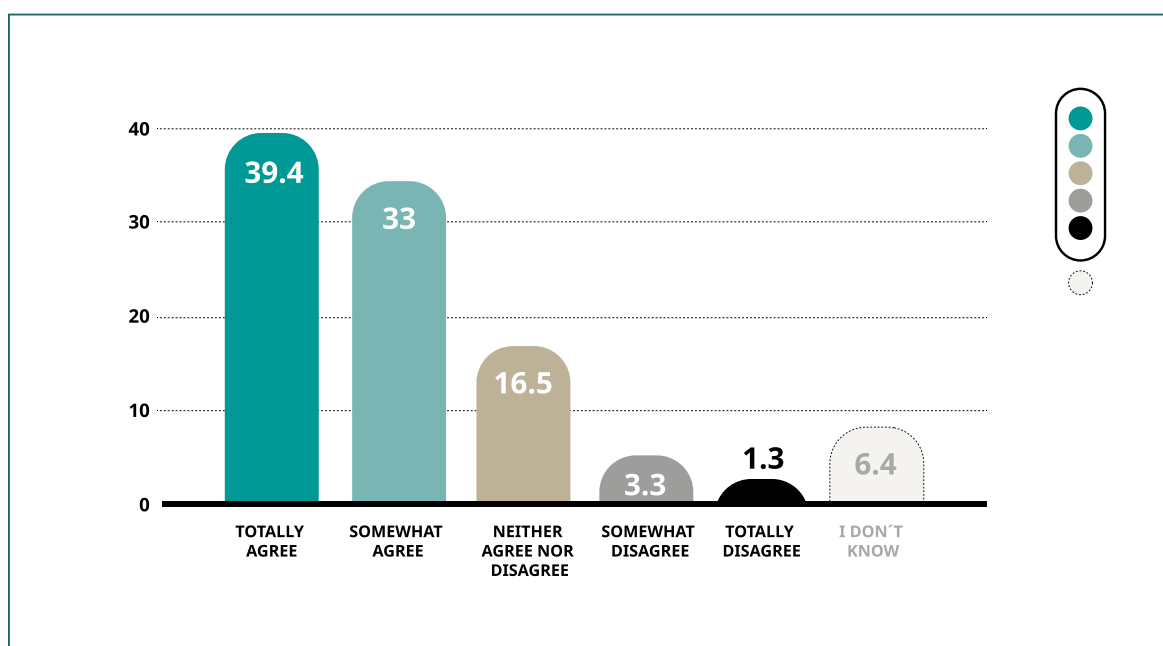
Figure n° 03



With regards to the statement that “*China offers a favourable business environment*”, this received 72% agreement among respondents (39.6% *strongly agree* and 33.7% *somewhat agree*). This reflects a positive perception among the academic population in Buenos Aires about the professional, investment and business opportunities offered by China.

### China offers a favourable business environment. Percentages

Figure nº 04

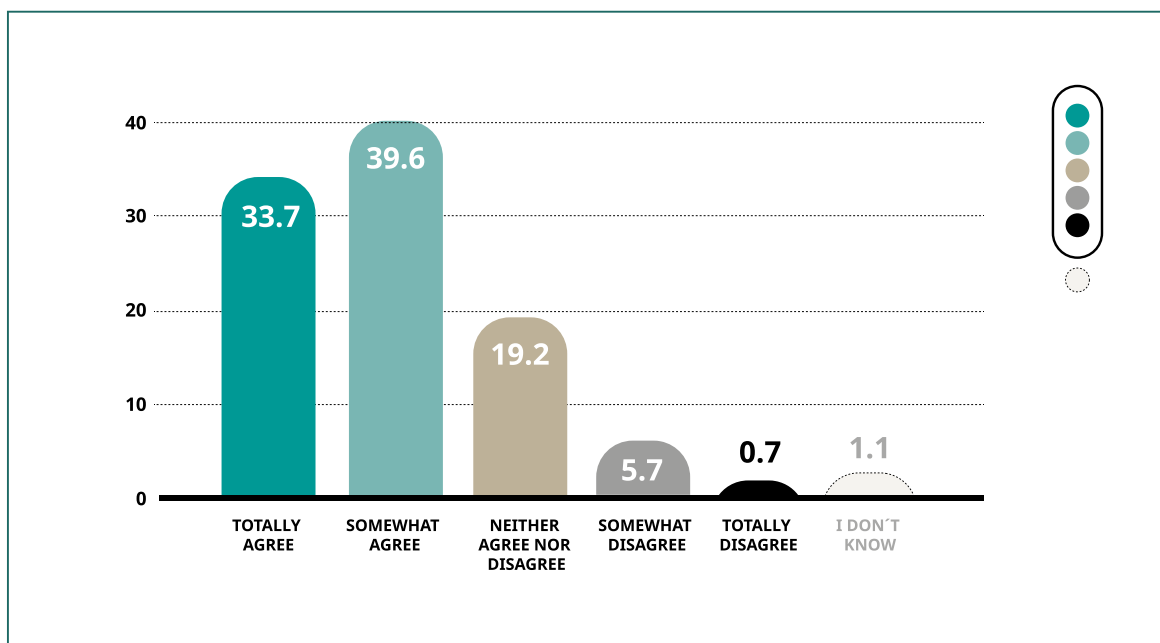


The perception of whether “*China produces high quality goods and services*” was also mostly favourable, with 73% agreeing (39.4 *strongly agreeing* and 33% *somewhat agreeing*), indicating a positive assessment of modern China’s competitiveness and production standards.

## China produces high quality products and services.

Percentages

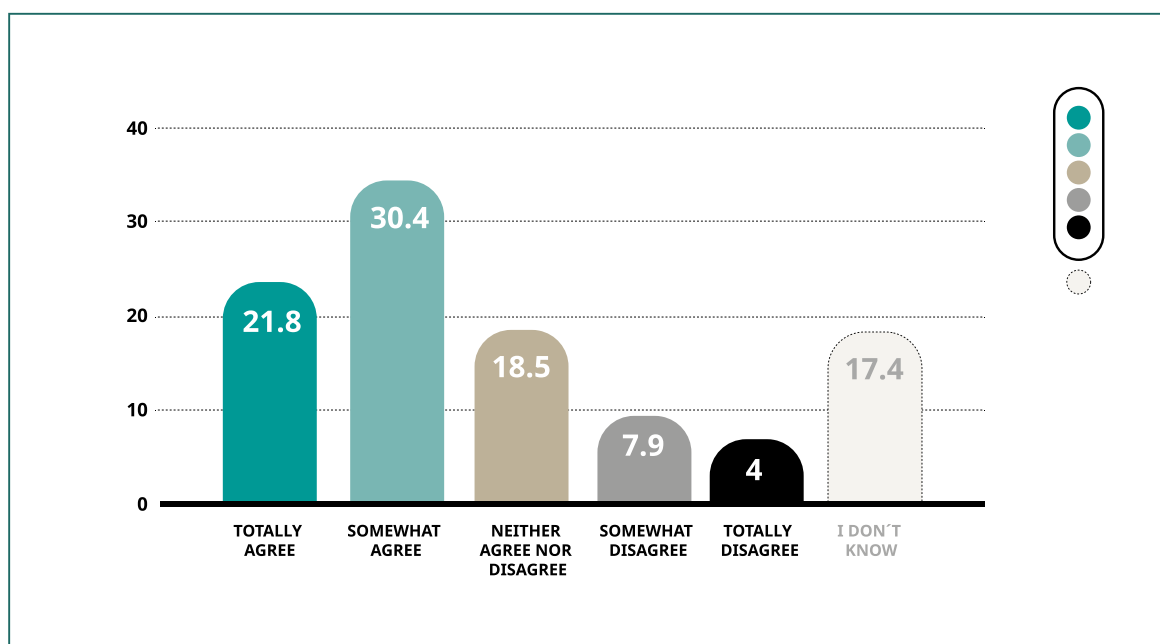
Figure nº 05



In terms of safety, 52% considered *China a safe place to live and travel*, although this statement generated a higher proportion of uncertainty and neutral responses compared to the previous ones (18.5% *neither agree nor disagree*, and 17.4% *don't know/no answer*).

## China is a safe place to live and travel. Percentages

Figure nº 06



## ANALYSIS BY SOCIO-DEMOGRAPHIC VARIABLES

### Gender

In relation to the gender variable, **men expressed higher levels of agreement with all three statements**. 75% of men agreed with the statement *“China offers a favourable business environment”*, in contrast to 69% of women. Similarly, on the high quality of Chinese products and services, 78% of men agreed, compared to 69% of women. On perceptions of safety, the gap remained the same, with 60% of men considering China a safe place compared to 45% of women. These differences, taken together, reflect men’s overall greater

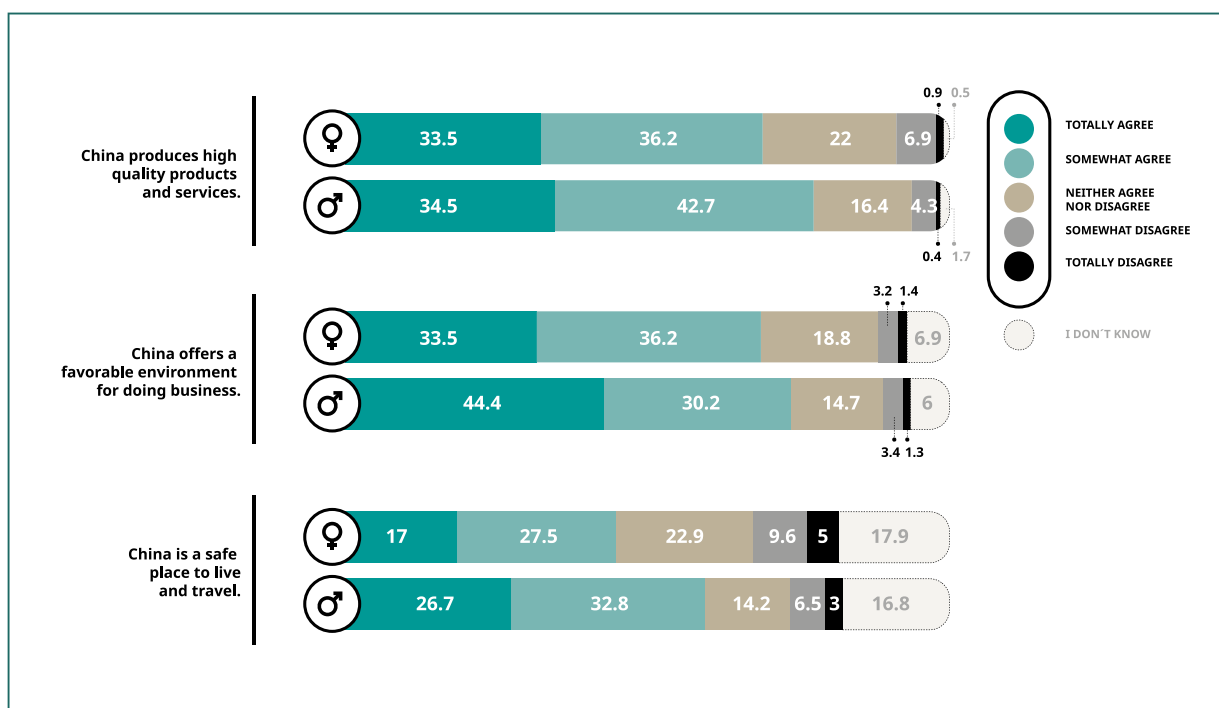


confidence in China's living conditions and opportunities.

With regard to safety, it is worth asking why there is such a significant divergence between men and women. One possible hypothesis may be related to the stereotypical image that Western media tend to disseminate of Eastern societies in general in terms of gender issues. Therefore, focusing on this dimension may be a possible way to tackle this stereotype.

## How much do you agree with the following statements? Percentage by gender

Figure nº 07



## Age

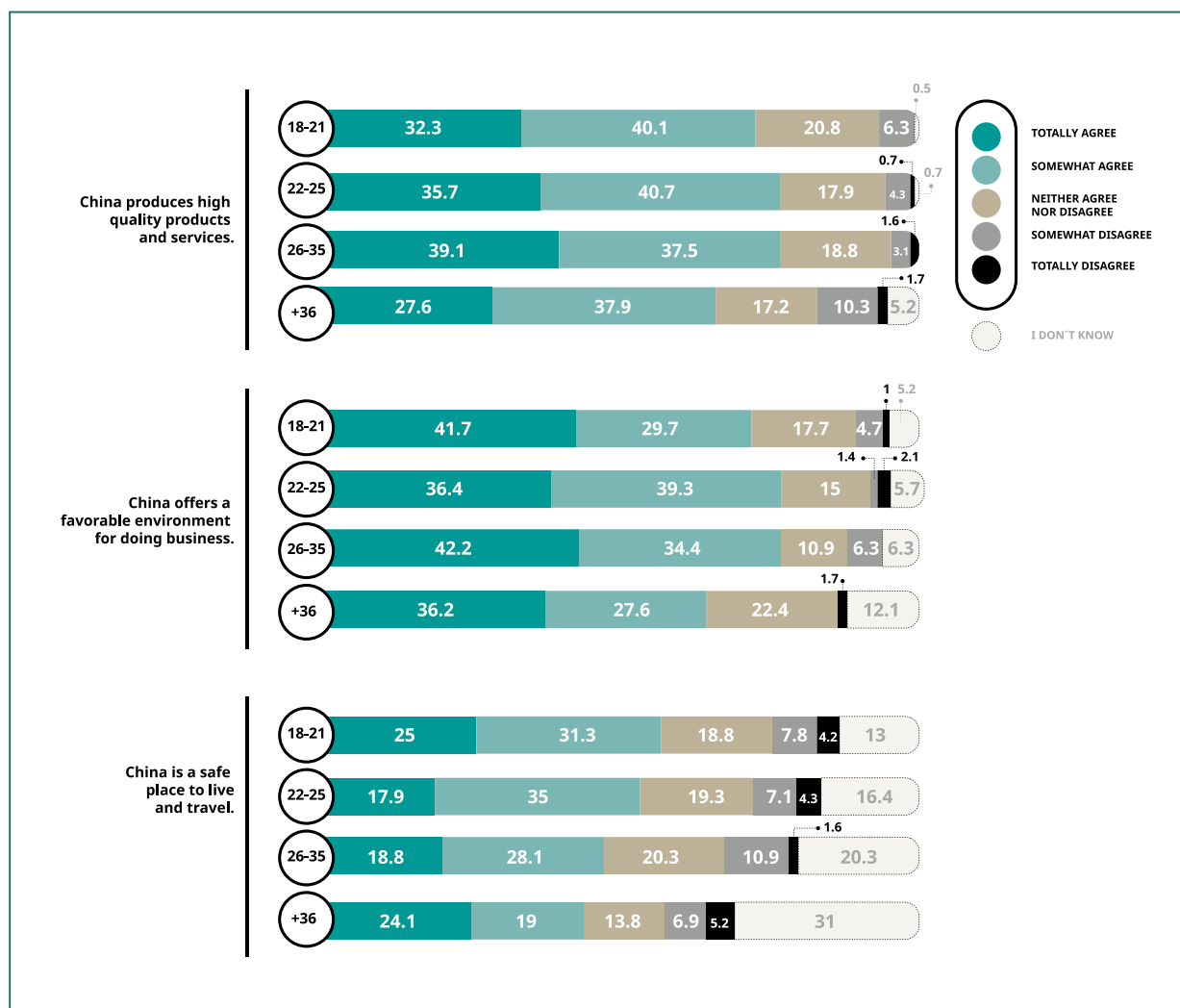
In terms of age the differences are less pronounced, with the 22-35 age groups showing the highest levels of agreement with the first two statements and the younger 18-21 year-olds showing a slightly higher level of agreement with the statement about safety.

The group of adults aged 36 or older stands out for showing the lowest levels of agreement across the three analyzed dimensions. As will be discussed in the following section, this lower assessment by older adults also extends to their perception of the quality of Chinese universities and its Science and Technology (S&T) system.

A possible hypothesis to explain these differences lies in how generations perceive China. Younger generations experienced their formative and maturational years in a global context where a modern China—open to the world, economically powerful, and technologically advanced—stands out. In contrast, older generations were shaped by earlier stages of China's development, which may influence their more cautious outlook.

## How much do you agree with the following statements? Percentage by age

Figure n° 08

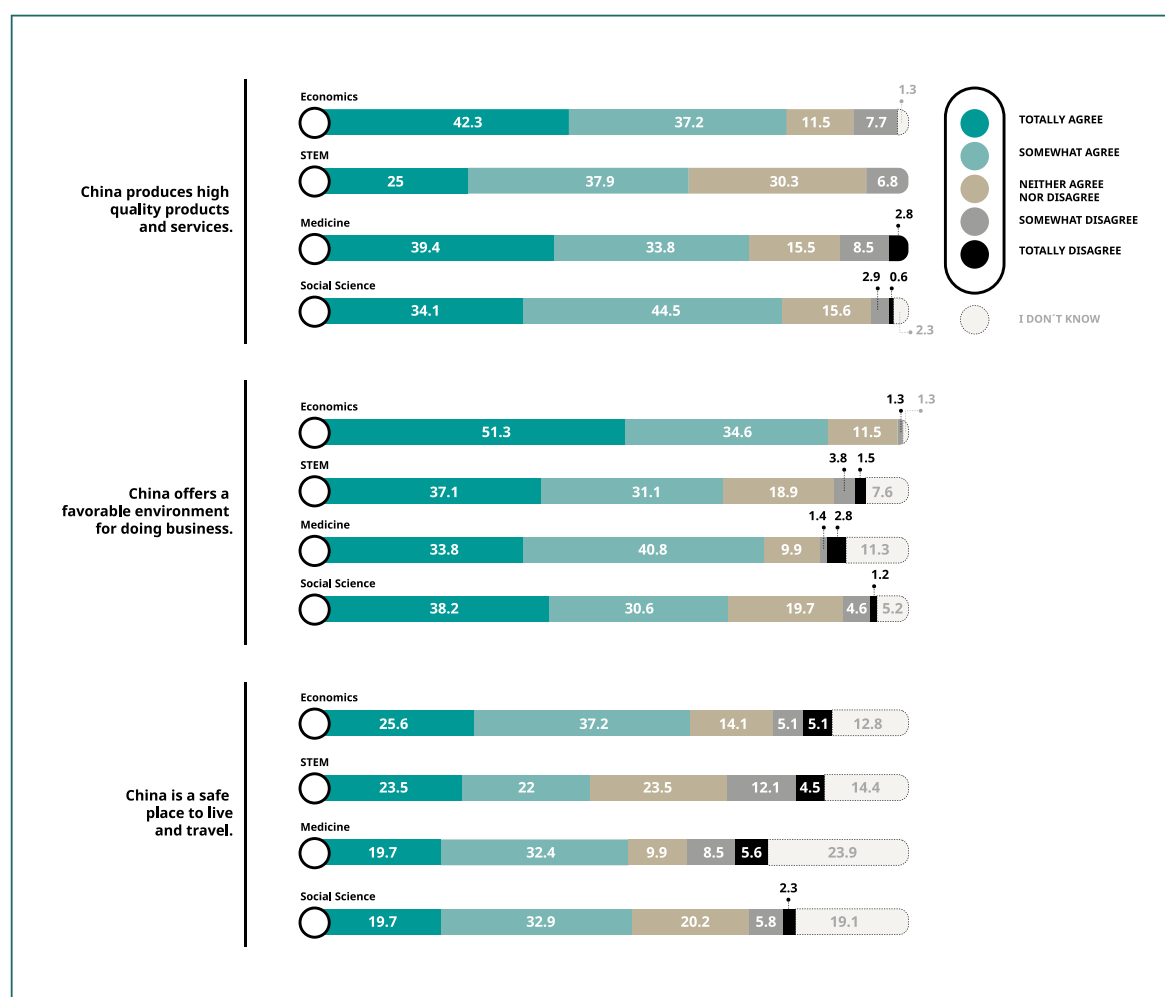


## Field of study

In terms of fields of study, those belonging to Economic Sciences stand out with higher levels of agreement with the three statements. Regarding “*China offers a favourable business environment*”, 85.7% agreed (51.3% strongly agreed and 34.6% somewhat agreed); regarding the perceived *high quality of products and services*, 80% agreed (42.3% strongly agreed and 37.2% somewhat agreed); and regarding safety in China, 63% agreed (25.6% strongly agreed and 37.2% somewhat agreed).

## How much do you agree with the following statements? Percentage by field of study

Figure n° 09



Those in the social sciences, medicine and STEM fields showed positive but more moderate perceptions, with STEM showing the lowest ratings: 68.2% agreed that *China offers a favourable business environment*, 63% agreed that *China produces high quality goods and services*, and 45.4% agreed that *China is a safe country to live and travel in*. In any case, these results reflect an overall positive trend, although with more disagreement compared to those in economics.

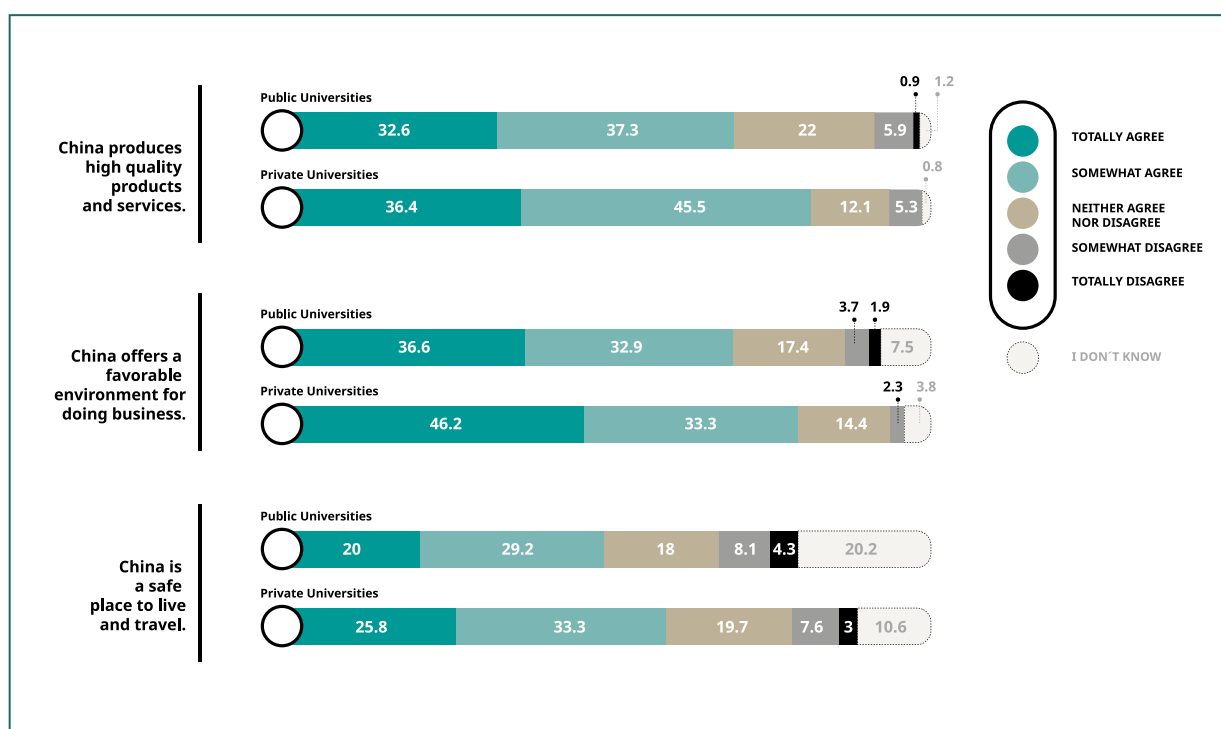
### Type of university

In terms of university type, respondents from private universities showed higher levels of agreement than those from public universities on all three statements. Regarding the *high quality of China's products and services*, 81.8% of private university survey respondents agreed, while 69.5% of public university respondents agreed. Regarding the statement that *China offers a favourable business environment*, 79.5% of the respondents from private universities agreed, compared to 69.6% from public universities. Finally, on the statement that *China is a safe place to live and travel*, 59% of respondents from private universities agreed, while in public universities the agreement was 49.7%. Again, although the perceptions of public university respondents were more moderate, both categories showed high levels of agreement.

## How much do you agree with the following statements?

*Percentage by type of university*

Figure n° 10



In conclusion, the results reflect an overall positive view of the opportunities China offers, especially in terms of a favourable business environment and the high quality of its products and services. Despite some differences in perception by gender, age, academic discipline and type of university, the majority of respondents rated China's professional and productive advantages positively. In the case of safety, perceptions were somewhat more nuanced, showing greater uncertainty, especially among women, older age groups and respondents from public universities.



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# Perceptions of academia and S&T in China

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## PERCEPTIONS OF ACADEMIA AND S&T IN CHINA

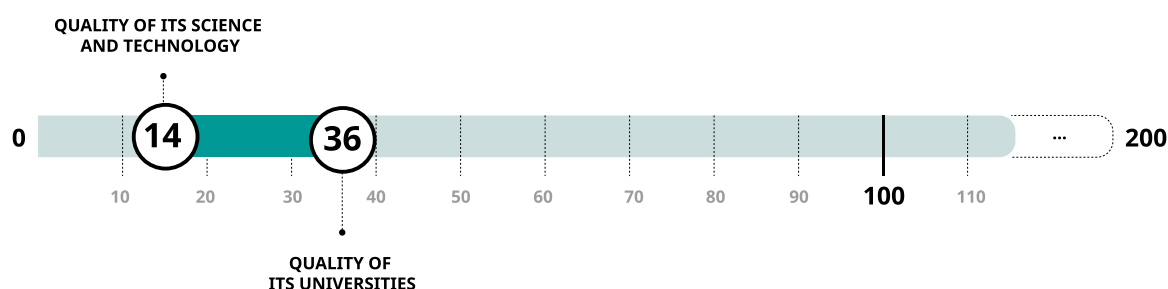
The second module of the survey aimed to investigate the assessment of China's academic, scientific and technological system by the academic population of Buenos Aires. For this purpose, respondents were asked to rank both the quality of universities and the quality of Science and Technology (S&T) in China in a global ranking from 1st to 200th. The questions were as follows:

- **There are approximately 200 countries in the world. If you were to rank China in a world ranking from 1 to 200 according to the quality of its universities, where would you put it?**
- **And where would you rank China from 1 to 200 in terms of scientific and technological quality?**

The responses on average ranked China 36th in the world for the quality of its universities and 14th for the quality of its science and technology system. This difference in the averages shows a difference in the assessments of the two systems.

### China's position in the world according to the quality of its S&T and its universities. *Average of total responses*

Figure nº 11

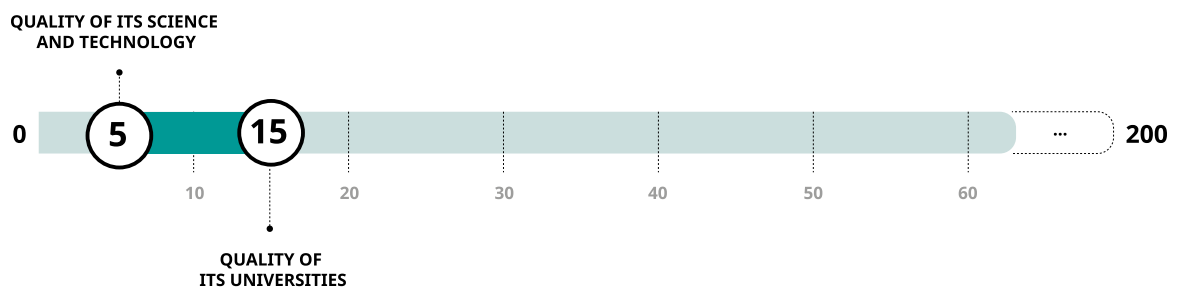




Since averages can be biased by the presence of outliers, medians (a value that divides the sample in half, so that it is not affected by outliers) are added to enrich the analysis. Thus, we observe that 50% positioned China in the global top 15 for the quality of universities, and in the top 5 for the quality of the science and technology system. The fact that the medians are lower than the means would indicate that there are a few cases with outlier scores that cause the averages to be higher.

### China's position in the world according to the quality of its S&T and its universities. *Median of total responses*

Figure n° 12

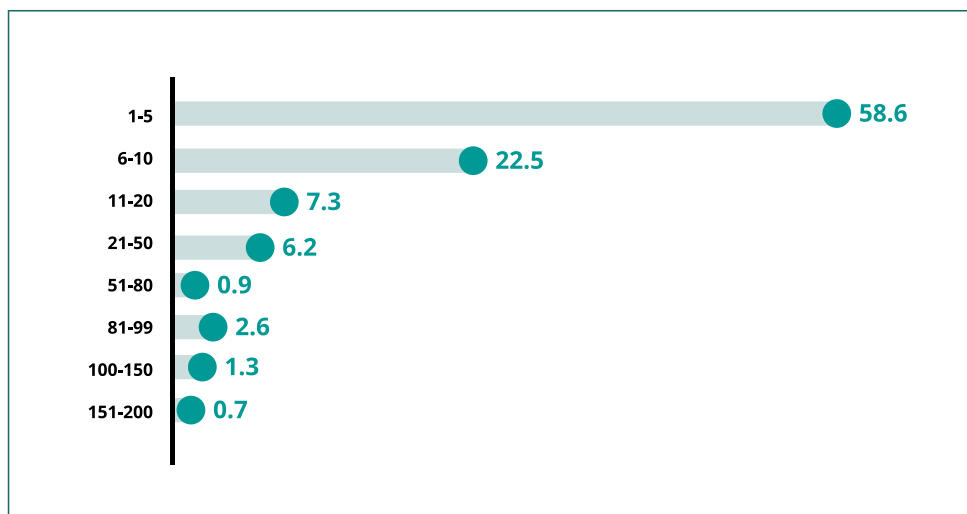


In particular, when looking at the cumulative frequencies, **81% of respondents ranked China's S&T system in the global top 10, and 59% ranked it in the top 5.**

## China's position according to the quality of its S&T.

Percentages

Figure n° 13

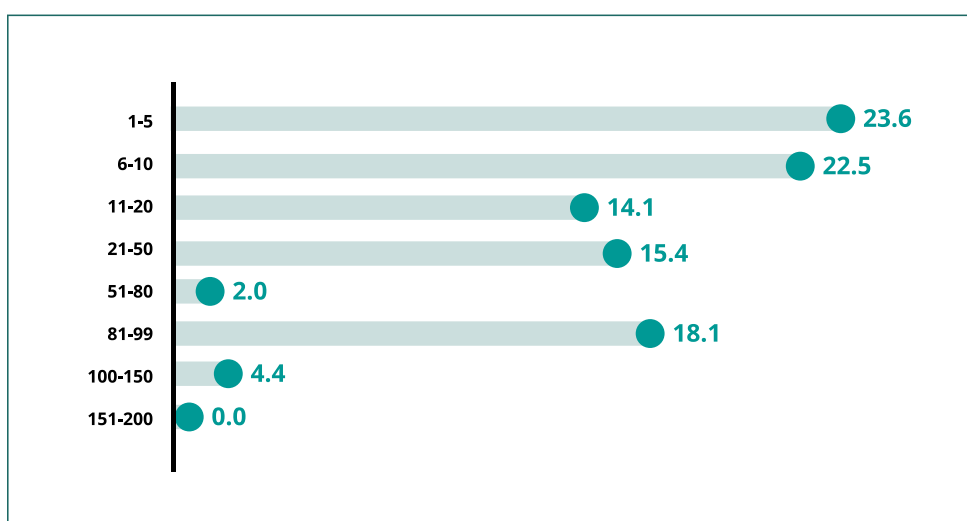


In the case of the assessment of the **quality of universities**, 46% ranked China in the overall top 10, and 24% in the top 5.

## China's position according to the quality of its universities.

Percentages

Figure n° 14

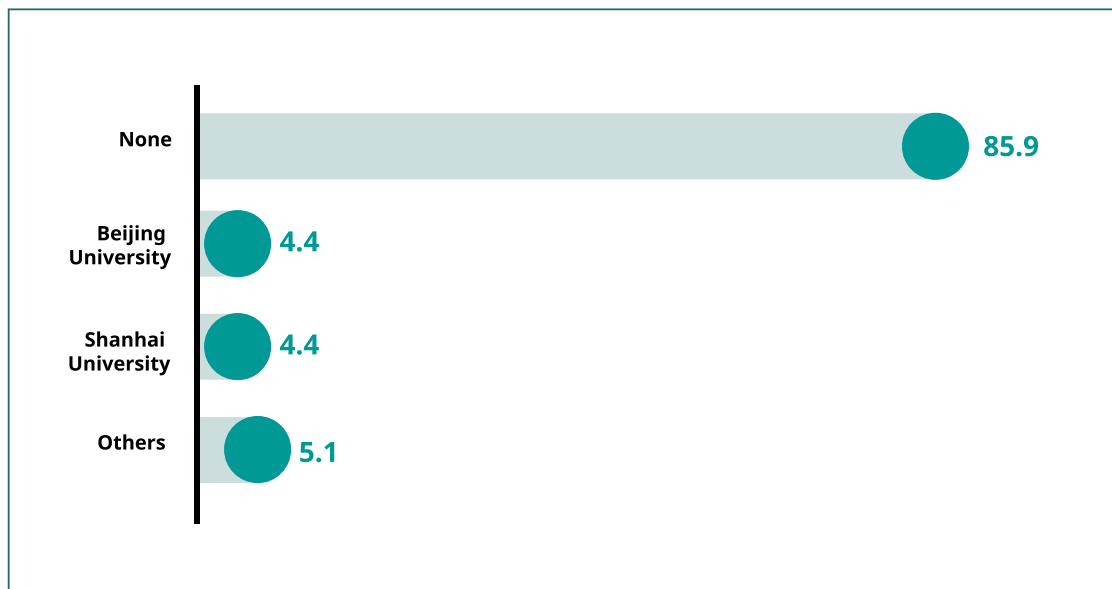


These data reflect that the academic population of Buenos Aires has a high valuation of Chinese science and the Chinese academic system, although S&T is notably valued more positively than universities. **One possible hypothesis for this discontinuity is the frequent contact of the academic population with Chinese technology, along with little contact with Chinese academic production**, which will be analysed in the next section. It could also be hypothesised that this discontinuity is influenced by the frequent presence of news about Chinese technology and technology companies in the media.

**When asked an open-ended question about which Chinese universities or S&T institutions they knew, 86% said they did not know any.**

### What universities or academic institutions in China do you know? *Free response. Percentages*

Figure nº 15



**NOTE:** Open question. In the 'Other' category, all mentions of universities below 1% were grouped together.

This gives rise to a **major contradiction or tension** between the level of importance assigned to Chinese academia and S&T and the level of knowledge: 81% of the academic population in Buenos Aires ranks China in the world's top ten in terms of the quality of its S&T, but at the same time 86% do not know any Chinese academic or scientific institution. This tension between high valuation and a significant lack of knowledge will again manifest itself in other dimensions of analysis, so it can be considered as structural in nature.

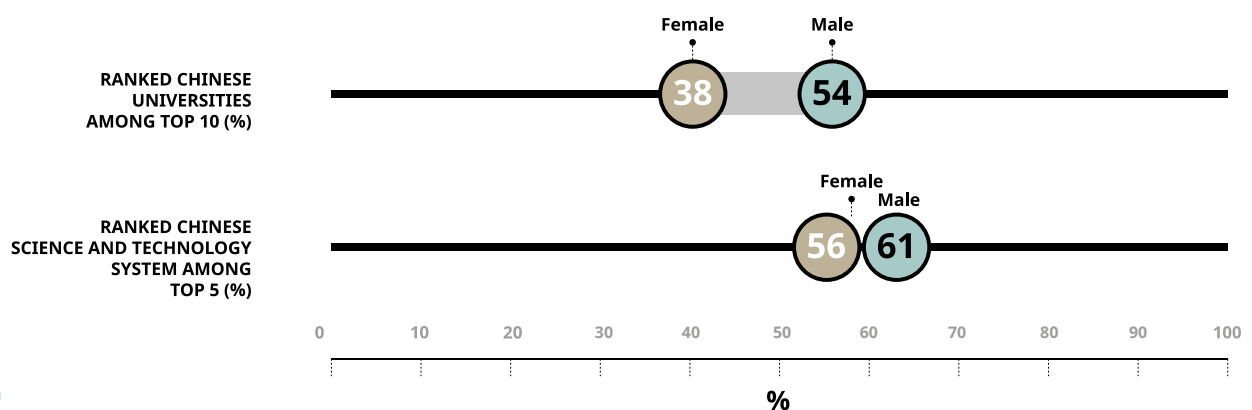
## ANALYSIS BY SOCIO-DEMOGRAPHIC VARIABLES

### Gender

Along gender lines, men rate the quality of universities higher than women (54% ranked them in the global top 10 compared to 38% of women) and of the S&T system (61% ranked it in the global top 5, compared to 56% of women).

### Percentage of those who ranked China in the top 10 for university quality and in the top 5 for S&T quality *Percentages by gender*

Figure n° 16



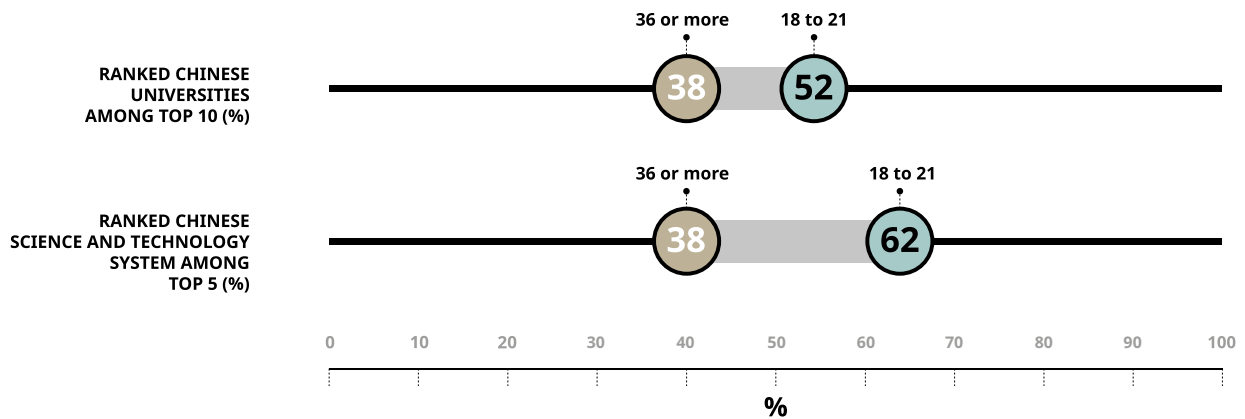
## Age

For the age analysis we focused on the extremes (younger versus older) where consistent differences emerge: young people value both dimensions more highly: **52% of 18-21 year-olds placed China in the top 10 for universities globally, compared to 38% for those aged 36 and older. At the same time, 62% of young people ranked China in the global S&T top 5, compared to 38% of older people.** This is a significant difference of 14 and 24 percentage points (pp) respectively.

## Percentage of those who ranked China in the top 10 for university quality and in the top 5 for S&T quality

*Percentages by age*

Figure nº 17



## Fields of study

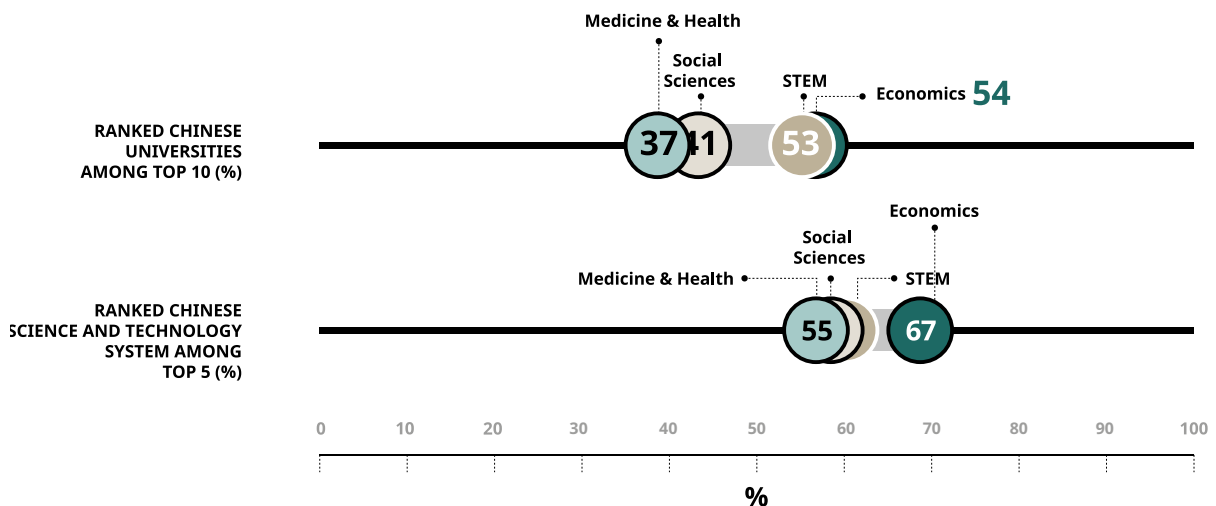
In terms of fields of study, respondents in economics accorded China the highest ratings across both evaluated criteria: university quality and the science and technology (S&T) system. Specifically, 54% of economics scholars ranked China among the top 10 countries for university quality, closely followed by STEM respondents (53%), with both groups surpassing other fields by margins of up to 10 percentage points. Notably, 66.7% of economics respondents placed China within the top 5 nations for its S&T system, outperforming other

disciplines by over 10 percentage points. Conversely, medical scholars reported the lowest scores in both categories, with social sciences respondents ranking marginally higher yet still below average.

## Percentage of those who ranked China in the top 10 for university quality and in the top 5 for S&T quality

*Percentages by field of study*

Figure n° 18



The lowest rating in both cases is in the field of medical sciences - with only 36% of the cases ranking China in the top 10.

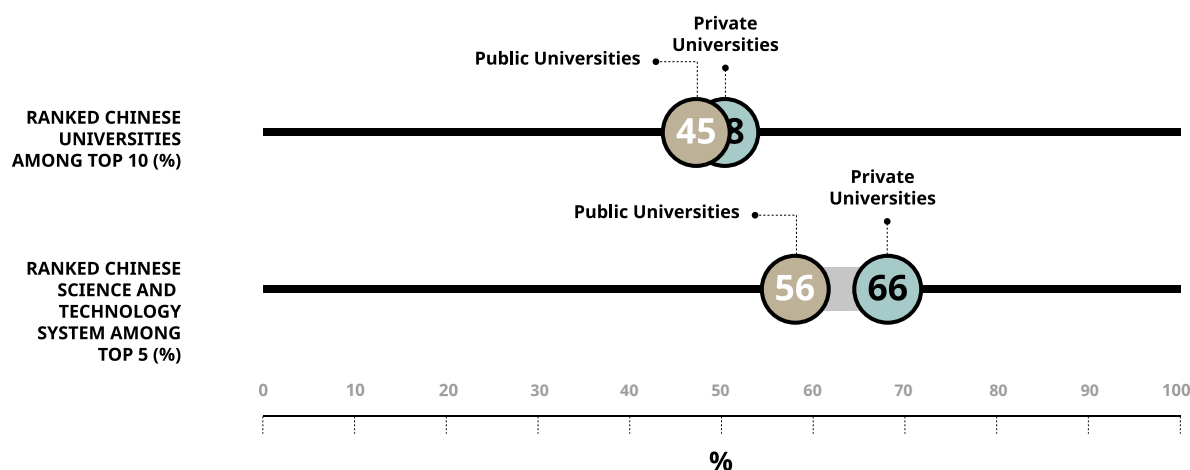
### Type of University

When comparing the assessment by respondents from public and private universities, there are no significant differences in terms of the evaluation of the quality of universities in China, but respondents from private universities in Buenos Aires expressed a more positive assessment: 66% placed China in the top 5 of S&T worldwide versus 56% in the case of respondents from public universities.

## Percentage of those who ranked China in the top 10 for university quality and in the top 5 for S&T quality

*Percentages by type of university*

Figure n° 19



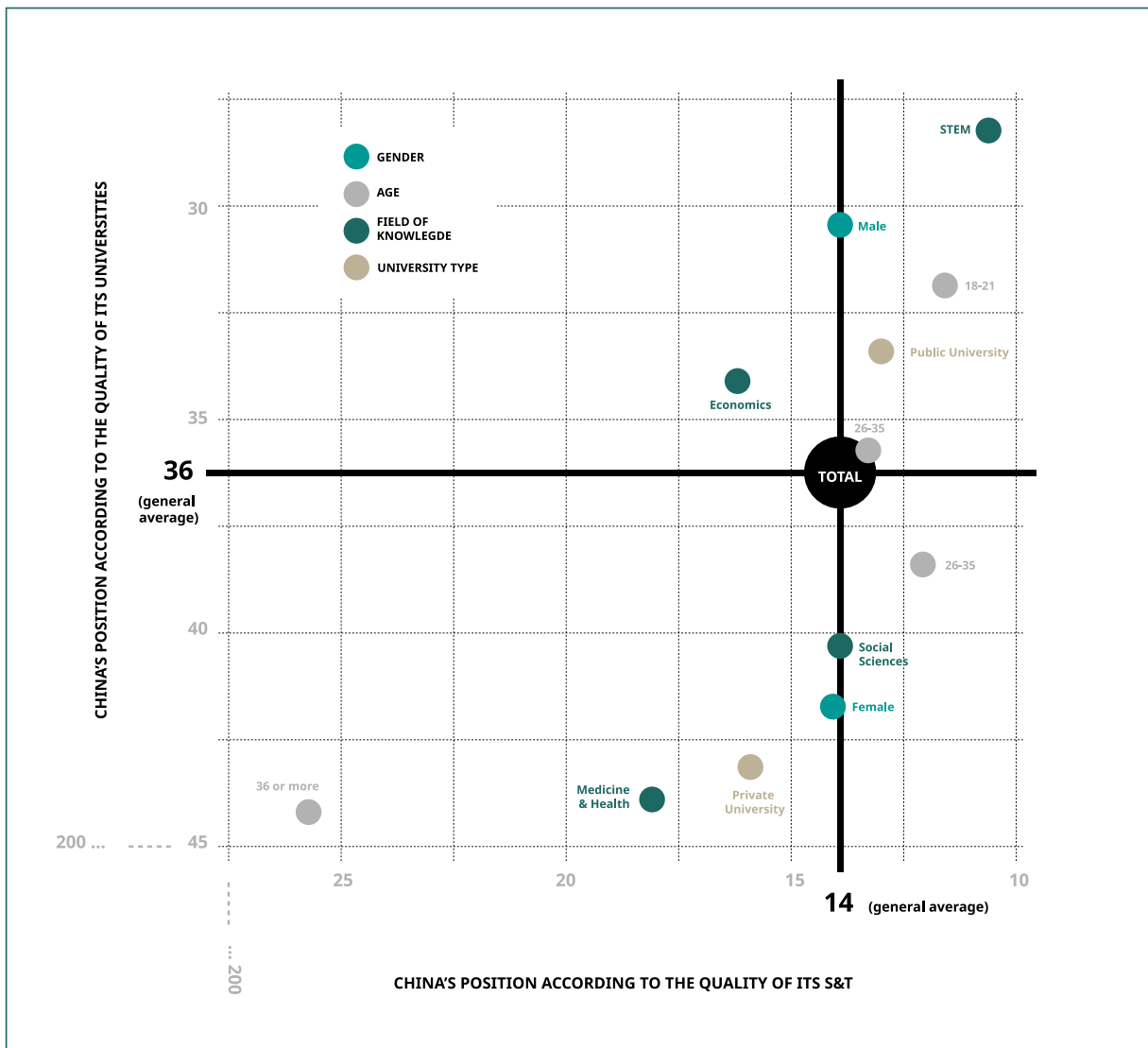
### Map of positions

To conclude this section, a map of the position of each demographic group according to gender, age, field of study and type of university is presented, ordered according to China's average score for the global university quality ranking on the Y-axis (vertical) and China's average score for the global S&T ranking on the X-axis (horizontal). The graph allows for a quick visualisation of which demographic groups score China above or below the overall average for each dimension. The upper right quadrant defines the space of above-average scores for both dimensions and the lower left quadrant the space of below-average scores for both dimensions. The upper left quadrant defines the field of above-average scores for the quality of Chinese universities but below-average scores for Chinese S&T, while the lower right quadrant defines the space of below-average scores for the quality of universities but above-average scores for Chinese S&T. Each data point on the scatter plot corresponds to a category analysed in the socio-demographic variables.

## Scatter plot of the average position of China's universities and S&T .

*By gender, age, fields of study and type of university*

Figure nº 20



NOTE: The scatterplot positions each demographic group according to their average rating of China in the overall ranking according to university quality (Y-axis) and S&T quality (X-axis). The black lines show the overall averages, dividing the graph into four quadrants: top right (both above average), bottom left (both below average) and sideways (mixed combinations). Each point represents a socio-demographic category.



**It can be observed that the socio-demographic groups that rate both systems above the overall average are: STEM disciplines, men, 18-21 year-olds and those belonging to public universities, with STEM disciplines having the highest rating observed in both cases.**

At the other end of the spectrum, those who rate both systems lower than the overall average are the older age group (aged 36 and over), those in the medical sciences, members of private universities and women.



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# Relevance and knowledge of Chinese academic output

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## RELEVANCE AND KNOWLEDGE OF CHINESE ACADEMIC OUTPUT

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In this section we analyse the evaluation and level of knowledge of Chinese academic production, as well as the perceived obstacles to accessing it, by the academic population of Buenos Aires. The following questions were asked:

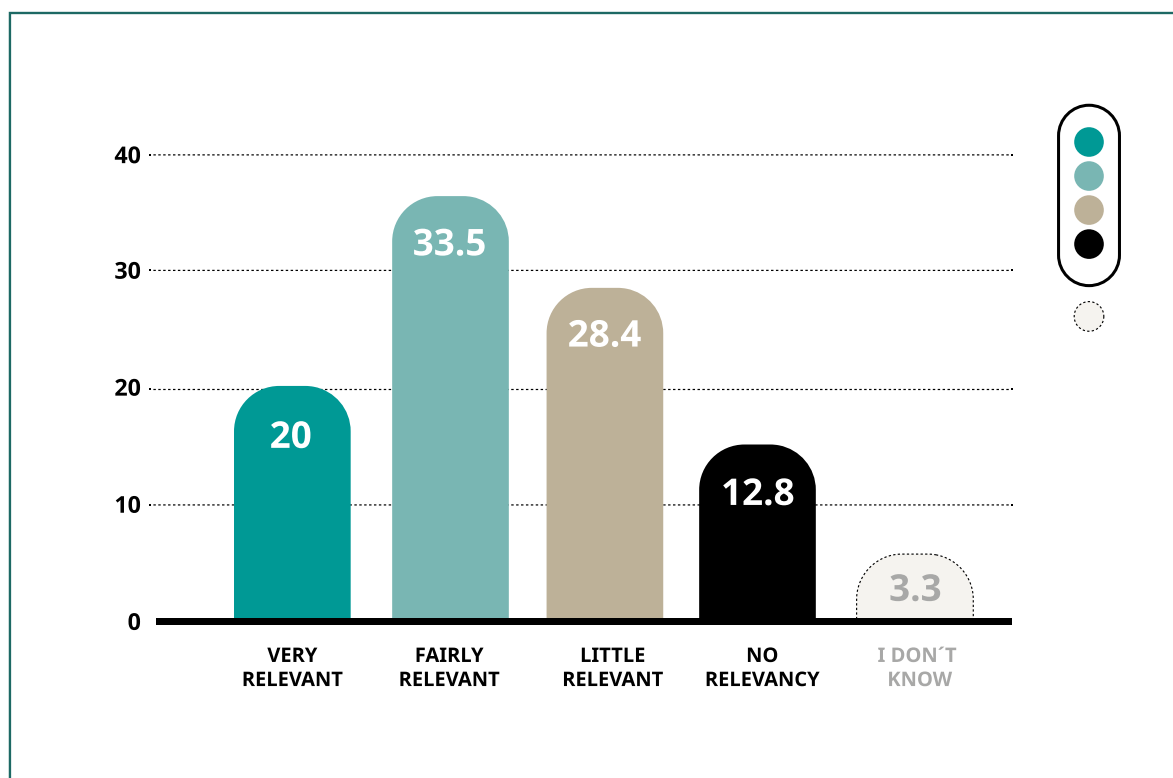
- **How relevant do you consider Chinese academic production to be in your field of study?**
- **Does the subject you teach include specific content on China? / On your course, does any subject include specific content about China?**
- **Have you ever read a paper or article written by Chinese scholars?**
- **What do you think is the main obstacle to reading papers or articles by Chinese scholars?**

When analysing the evaluation of Chinese academic output by the academic population of Buenos Aires, the results are consistent with the previous section: **53.5% of the total considered Chinese academic output to be “very or fairly relevant” to their field of study.**

## How relevant do you consider Chinese academic production to be in your field of study?

Percentages

Figure n° 21



However, **only 20% of lecturers included Chinese content in their courses and only 25% of students have studied Chinese content as part of their studies.**

Figure n° 22

**Does the subject you teach include specific content on China?**

*Percentages of teachers*

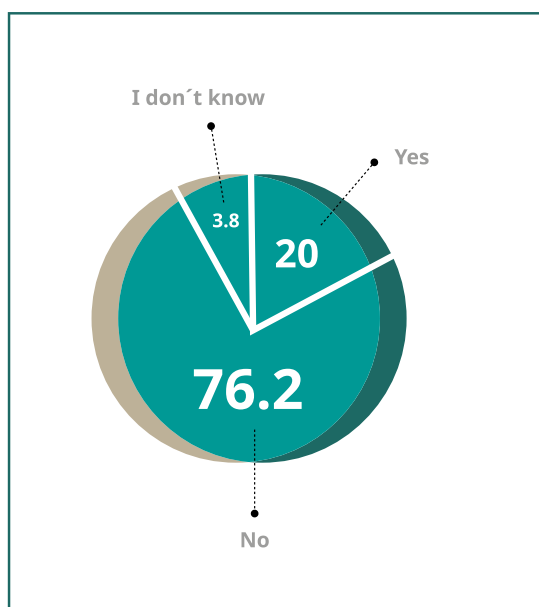
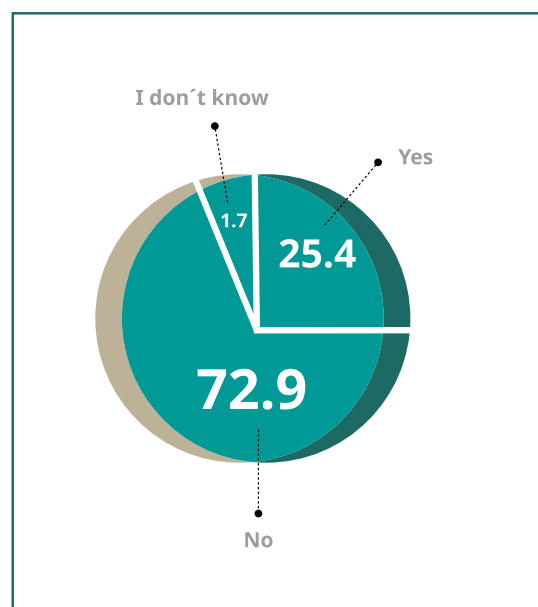


Figure n° 23

**In your course, does any subject include specific contents about China?**

*Percentages of students*



## READING PAPERS

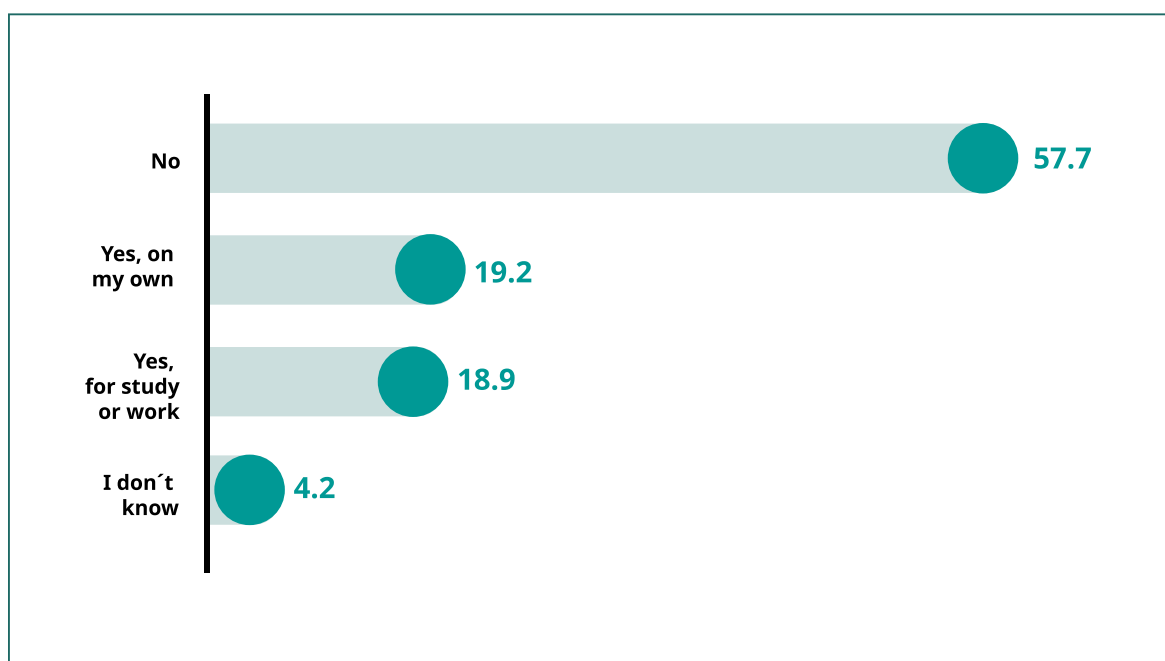
Furthermore, almost **58% said they had never read a paper or scientific article by a Chinese academic/researcher** and **4% said they did not know if they had**.

On the other hand, of the 38% who have read papers by Chinese academics, **19% did so because the article was part of their degree course content**, while the other **19% said they had read it “for their own interest”**.

## Have you ever read a paper or article written by Chinese scholars?

Percentages

Figure n° 24



Here again we encounter the **tension between perception and knowledge**: the relevance assigned to Chinese scientific and academic output does not correspond with the content included in course syllabuses, nor with the level of reading/knowledge of Chinese academic output by the academic population in Buenos Aires. However, the almost 20% who reported having read Chinese academic output on their own create a “compensation” effect on the gap between the perceived relevance and the lack of inclusion of the material in the curricula.

## PERCEIVED OBSTACLES

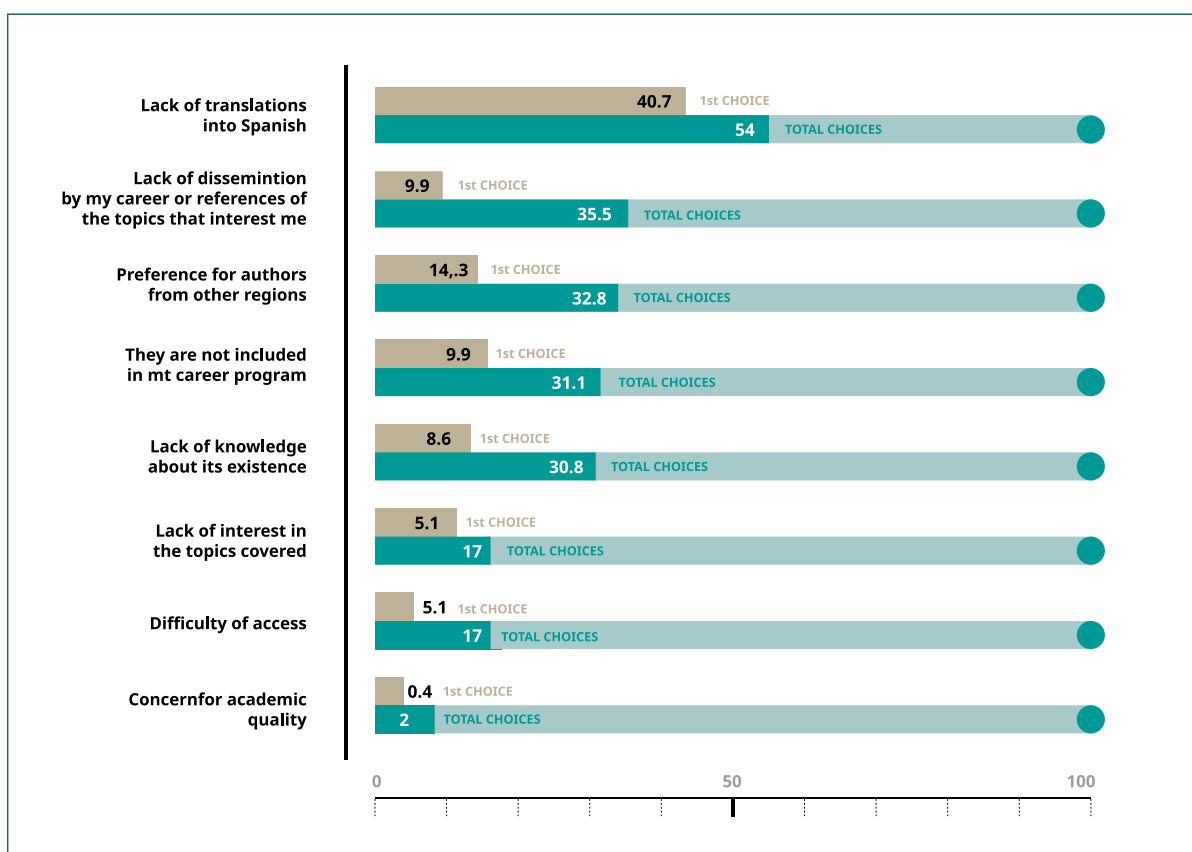
Next, we asked about perceived obstacles to reading papers by Chinese academics, **the main obstacle** being **the lack of Spanish translations**.

When asked about the top three reasons for not reading Chinese academic papers or articles, the top choice by far was the lack of translations: **40% of respondents chose it as the main reason, and 54% ranked it among the top three.**

## What do you think is the main obstacle to reading papers or articles by Chinese scholars?

*Multiple-choice question in order of relevance.  
Percentages of first choice and total choices.*

Figure n° 25



Note: Each respondent could choose up to 3 options in rank order of relevance.

For each response category:

First-choice: Percentage of respondents who selected it as their main option (bars sum to 100% across all options).

Total choices: Percentage of respondents who included it in any of their three selections (bars do not sum to 100%, as multiple choices were allowed).

Secondly, reasons related to the absence of Chinese production in the study programmes were highlighted. **35.5% mentioned that there is no dissemination of Chinese material in their degree or authors in the subjects they are interested in, and 31% indicated that the articles “are not included in my degree syllabus”.**



To a lesser extent, 14.3% highlighted a *preference for authors from other regions* as the main reason and 32.8% included it in their top three reasons, suggesting a continuing influence of the pre-existing links between the Argentinean academic community and Western countries.

It is also noteworthy that reasons related to *lack of interest or concern about academic quality* are the least mentioned. Only 5.1% selected lack of interest as the main reason and 0.4% chose *concern about academic quality* as the main reason. When extending the question to the top three reasons, the results are still of little relevance: 17% included *lack of interest*, and only 2% *concern about academic quality*.

## ANALYSIS BY SOCIO-DEMOGRAPHIC VARIABLES

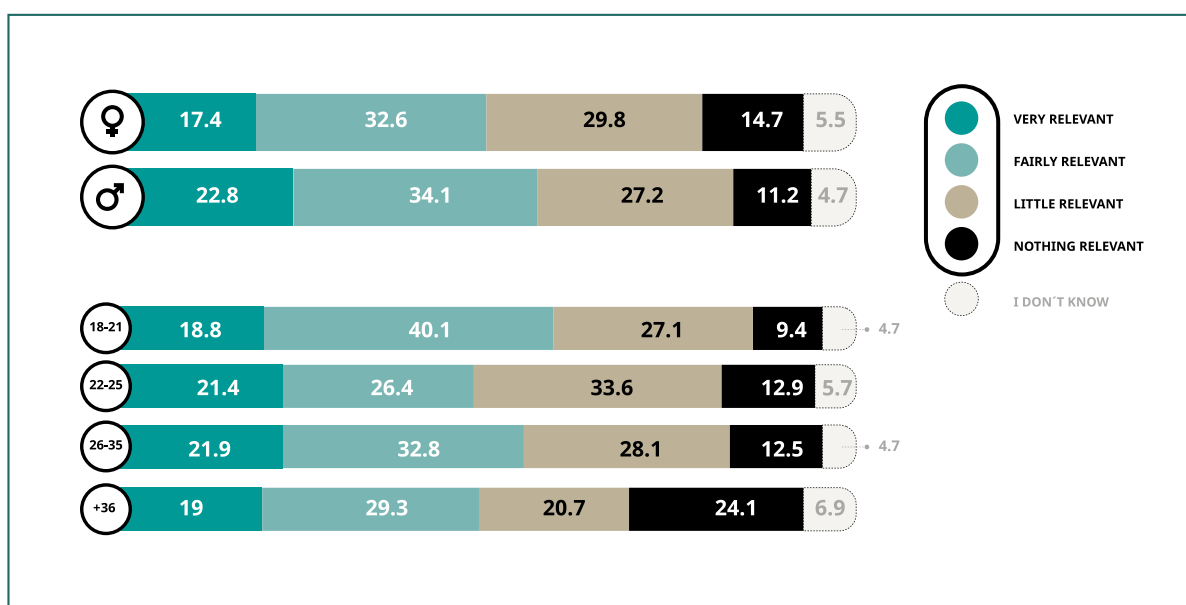
### Gender

In relation to gender, once again men express a more positive evaluation of Chinese academic production than women. In this case, 57% considered it to be *very or fairly relevant* to their field of study, compared to 51% of women. At the same time, 43% of men reported having read academic papers by Chinese authors, compared to 35% of women.

## How relevant do you consider Chinese academic production to be in your field of study?

Percentages by gender & age

Figure n° 26



### Age

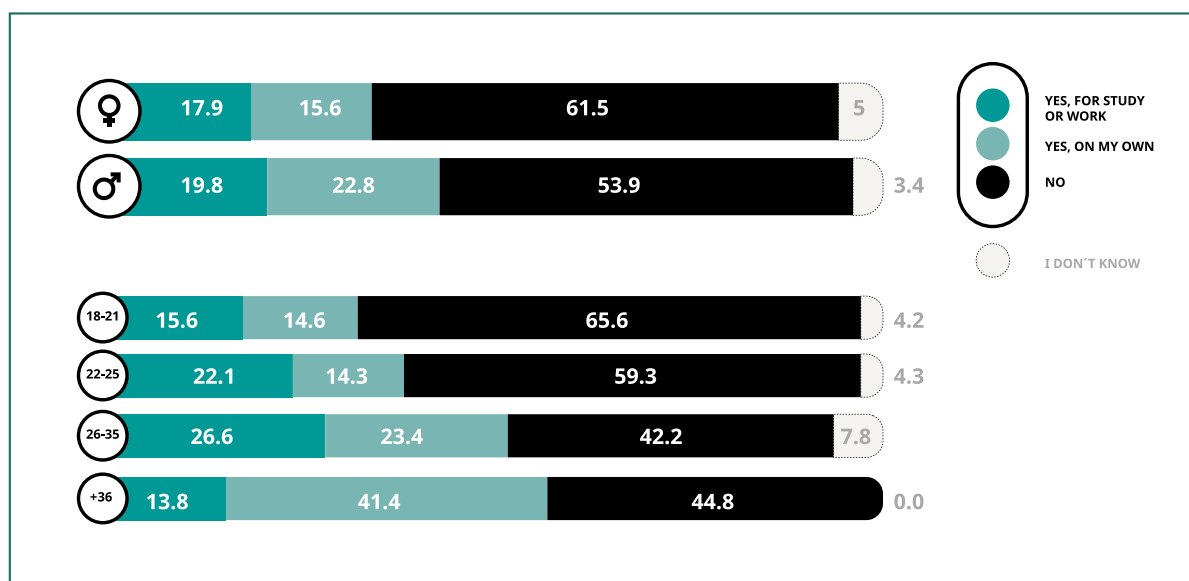
While among the youngest (18-21 year-olds) only 10% consider Chinese academic output in their field of study to be not relevant at all, among those aged 35 and older the percentage rises to 24%. **This implies that those aged 36 and over are 2.5 times more likely to consider Chinese scientific output as not relevant compared to the younger academic population aged 18-21.**

However, **reading papers by Chinese researchers/academics is more frequent among older than younger people.** In the case of the latter, only 30% reported having read Chinese papers, while in the case of those aged 36 and over, this rises to 54%.

## Have you ever read a paper or article written by Chinese scholars?

Percentages by gender & age

Figure nº 27



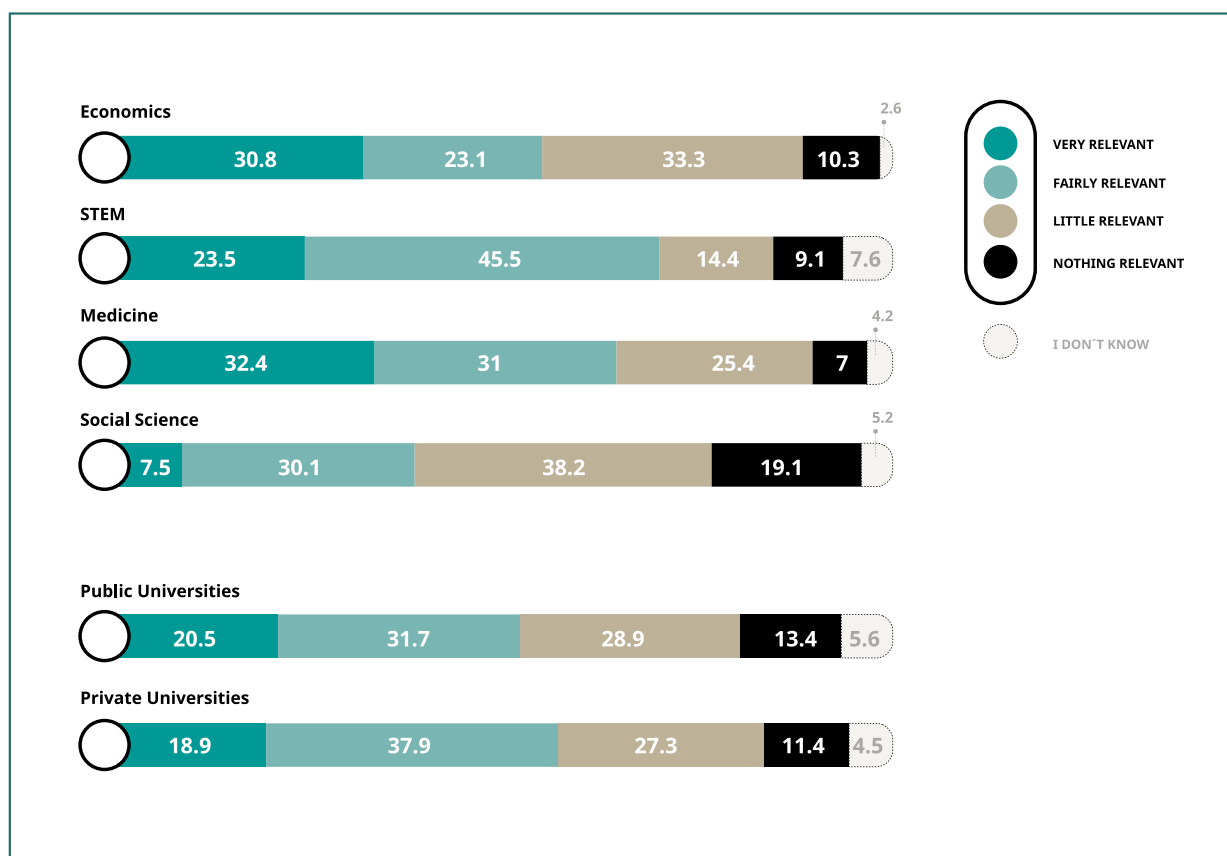
### Field of study

Regarding the analysis by field of study, the field of STEM stands out as giving the most positive evaluation, choosing the response of *Very or fairly relevant* (69%), followed by medicine (64%). On the other hand, our respondents in economics, who ranked the scientific system highest, gave a high rating to the relevance of Chinese academic production in the field of study; however, this was 15 percentage points lower than their STEM peers. On the other hand, those belonging to the field of social sciences have read the most papers by Chinese academics as part of their studies (26%), but consider Chinese academic production less relevant in their fields of study: 20% considered it not at all relevant and 39% considered it very or fairly relevant.

## How relevant do you consider Chinese academic production to be in your field of study?

Percentages by field of study and type of university

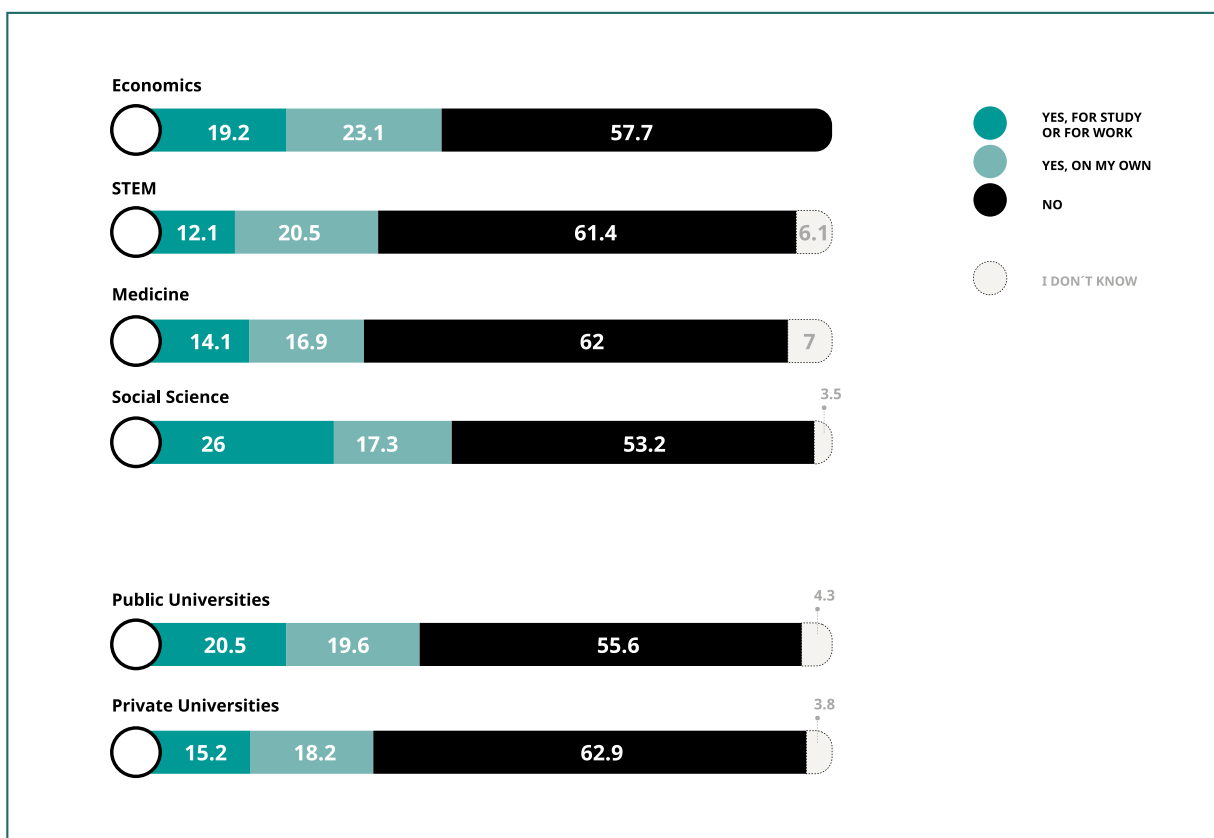
Figure n° 28



## Have you ever read a paper or article written by Chinese scholars?

*Percentages by field of study and type of universities*

Figure nº 29



### Type of University

Finally, when analyzing the results by university type, a higher frequency of engagement with Chinese academic production is observed in public universities. Specifically, 40% of respondents from public institutions reported having read academic papers by Chinese scholars (20.5% as part of their studies and 19.6% independently), compared to 33.4% in private universities (15.2% as part of their studies and 18.2% independently). Conversely, Chinese academic output is held in higher regard in private universities, with 56.8% of respondents rating it as Very relevant or Fairly relevant, versus 51.2% in public universities.



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# **Academic stays in China: predisposition, motivations and obstacles**

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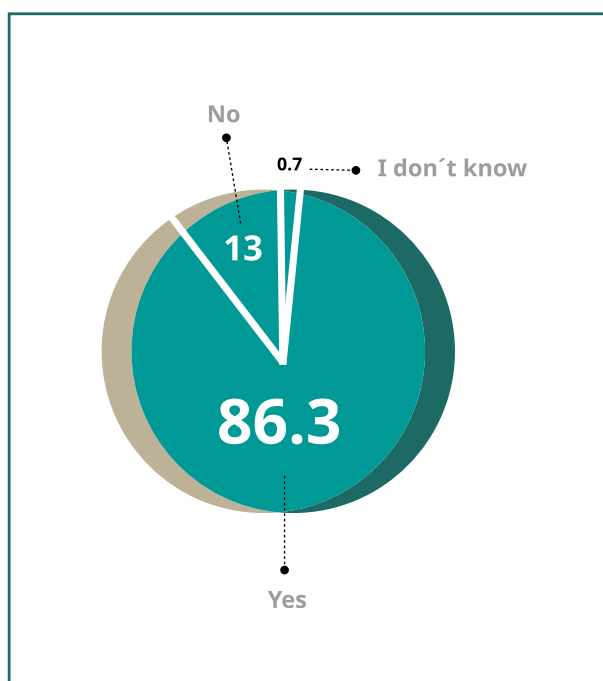
## ACADEMIC STAYS IN CHINA: PREDISPOSITION, MOTIVATIONS AND OBSTACLES

In this section, the willingness and intention to participate in academic exchanges, research visits or to apply for scholarships for academic experiences in China was investigated.

To begin with, respondents were asked about their general intentions to participate in a study abroad program, to which 86% answered in the affirmative.

**Have you ever been interested or would you be interested in doing a study or research stay abroad?**  
*Percentages*

Figure n° 30



## DESTINATIONS

Respondents were then asked to select in order of importance up to 3 countries where they would like to have an academic experience abroad.

The most frequent responses pointed to countries with which Argentina has historical economic and cultural ties, with the United States and Spain most prominent (in both cases, close to 20% selected them as their first choice, and more than 40% included them in their top 3 destination options).

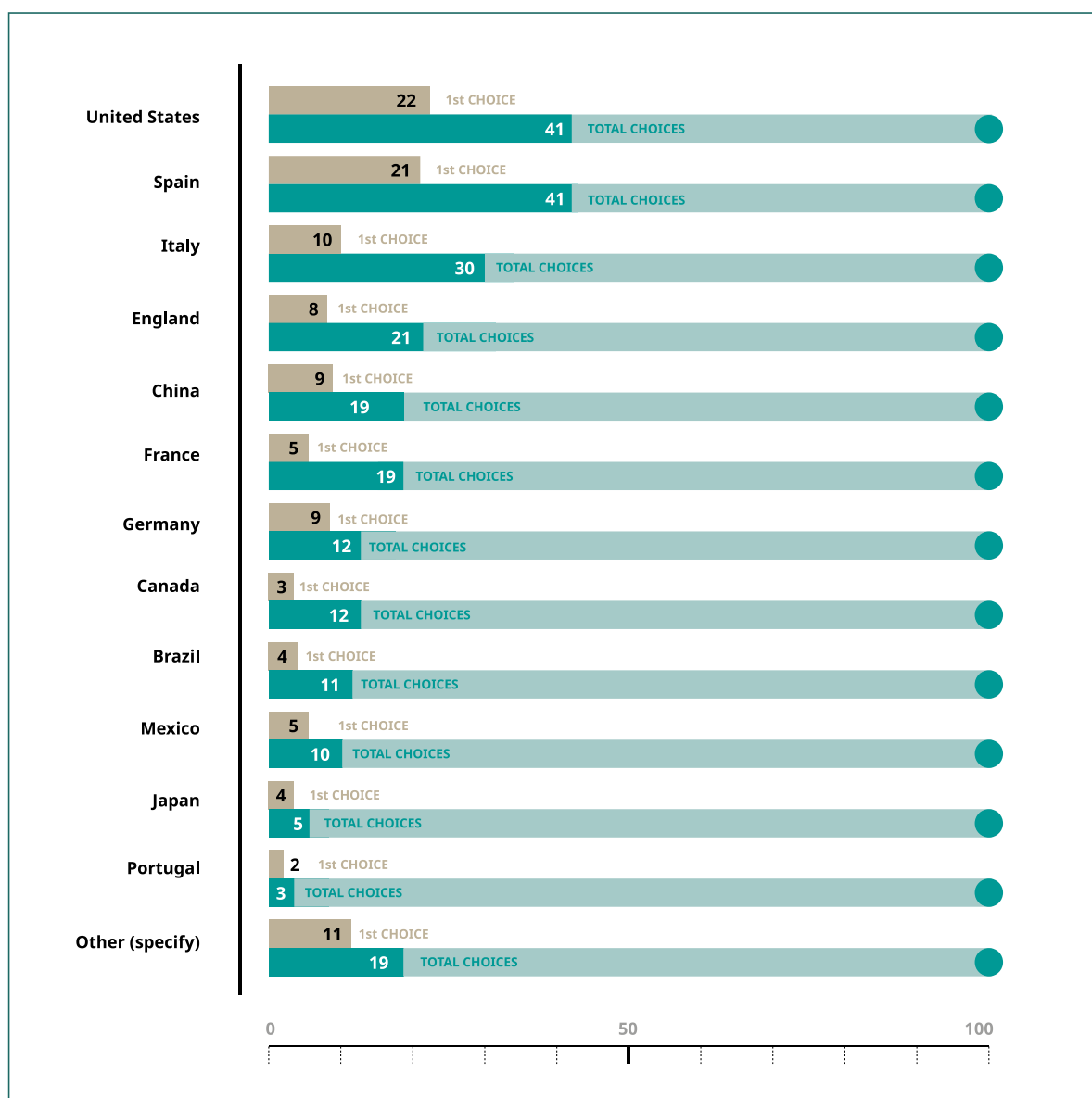
**China ranked prominently as the 5th most selected destination, with 9% choosing it as their top destination and 19% mentioning it in their top 3 destinations.**



## In which country would you like to do an international exchange?

*Multiple-choice question in order of relevance.  
Percentages of first choice and total choices.*

Figure n° 31



Note: Each respondent could choose up to 3 options in rank order of relevance.

For each response category:

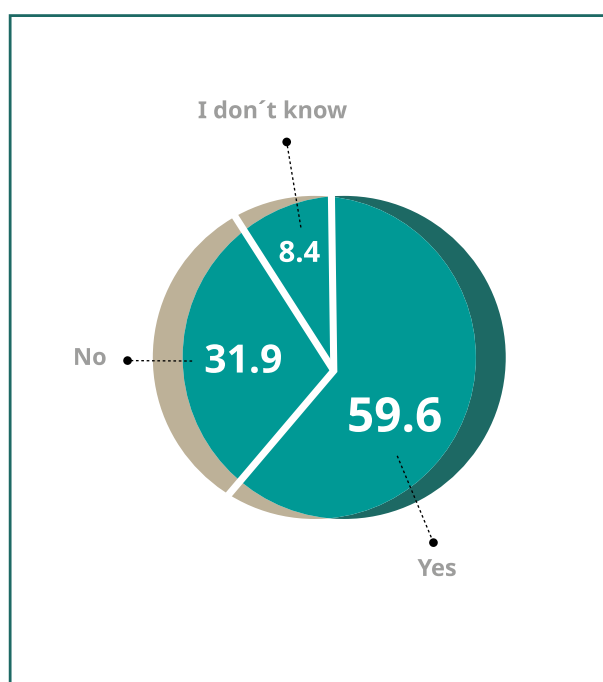
First-choice: Percentage of respondents who selected it as their main option (bars sum to 100% across all options).  
Total choices: Percentage of respondents who included it in any of their three selections (bars do not sum to 100%, as multiple choices were allowed).

Next, those who did not select China among their options were asked whether they would be interested in an academic stay in China, with almost 60% responding in the affirmative.

### Would you be interested in studying or researching in China?

*Out of the percentage of people who did not choose China as one of their top 3 destination options*

Figure n° 32



Thus, **20%** consider China as one of the main destinations for research and/or study stays abroad, while of the rest, almost 60% would be interested in doing so.

In total, this means that **68% of the academic population in Buenos Aires who are willing to spend time abroad would be willing to undertake an academic experience in China.**

### MAIN FACTORS WHEN CHOOSING AN EXCHANGE SCHOLARSHIP

When exploring the main reasons for choosing an exchange scholarship more than 50% chose the answers “prestige of the host university” (27%) and “the level of scholarship funding” (26%), highlighting the most fundamental reasons for the decision to go on an exchange. Both of these options were chosen by more than 50% of respondents among their top 3 choices.

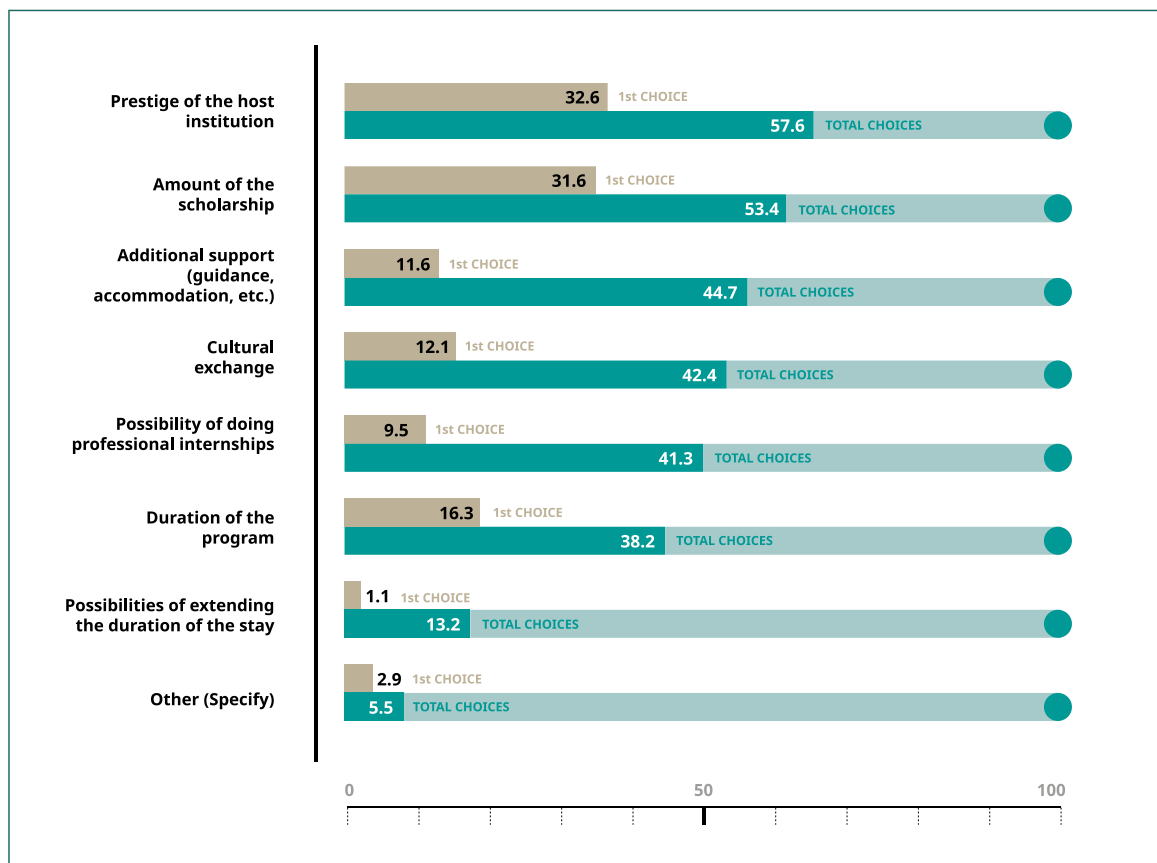
This highlights two important dimensions. First, respondents weigh up the prestige of institutions in making their decisions, but in the case of China, as we have seen in the previous section, they are generally unaware of specific academic institutions. On the other hand, the significance of the amount of funding provided by the scholarship may tilt the balance of the decision towards options offering higher stipends.

The next two most frequently chosen reasons were “length of the stay” and “cultural exchange”, being chosen as first choice in 13% and 10% of the cases respectively.

## What factors do you consider most important when choosing an exchange scholarship?

*Multiple-choice question in order of relevance.  
Percentages of first choice and total choices.*

Figure n° 33



Note: Each respondent could choose up to 3 options in rank order of relevance.

For each response category:

First-choice: Percentage of respondents who selected it as their main option (bars sum to 100% across all options).

Total choices: Percentage of respondents who included it in any of their three selections (bars do not sum to 100%, as multiple choices were allowed).

## MOTIVATING FACTORS AND OBSTACLES TO DOING AN EXCHANGE IN CHINA

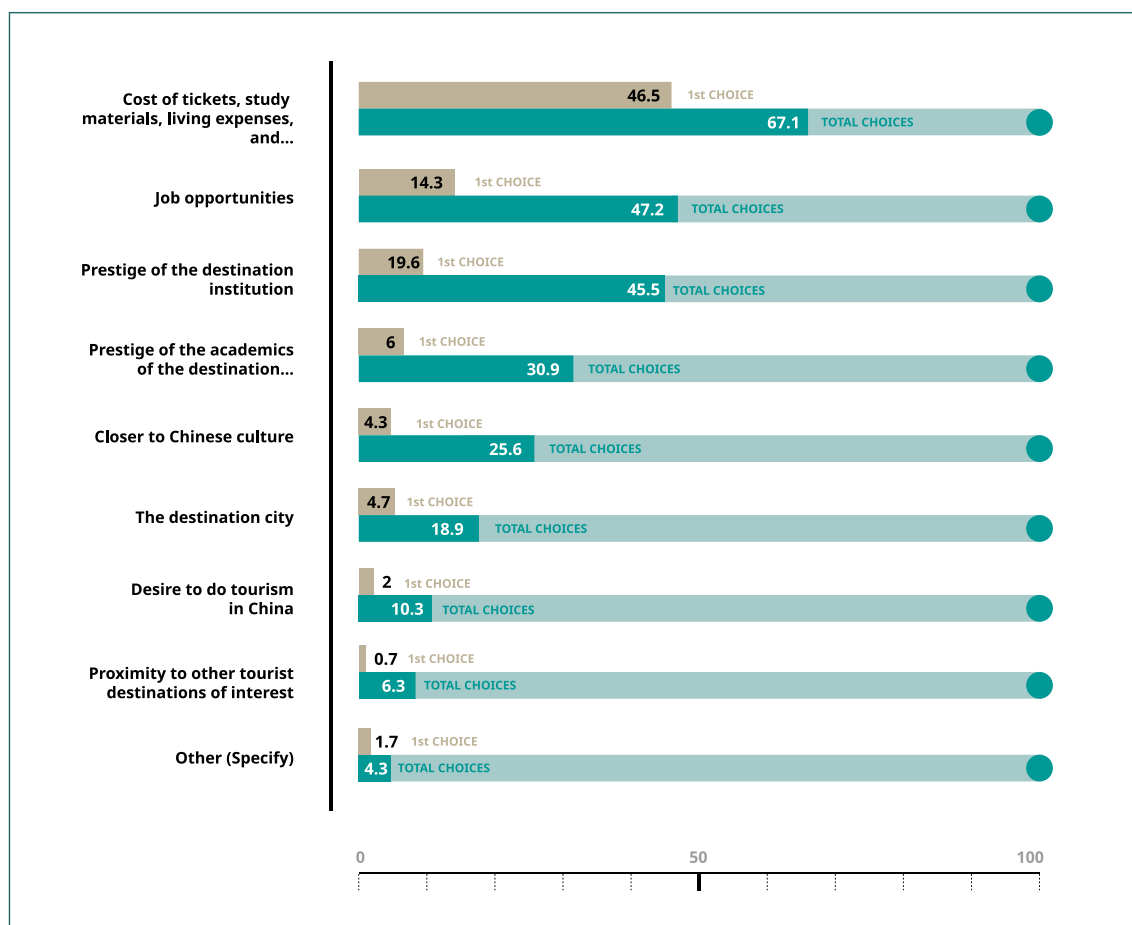
Finally, the survey addressed the motivating factors and obstacles that academics in Buenos Aires consider decisive when thinking about an academic exchange experience with China.

The results focused mainly on the **costs associated with airfare, living expenses and other costs associated with the experience, with almost half of the respondents selecting this factor first (46.7%)**. On the other hand, **in terms of motivations, job opportunities and the prestige of the host institution stand out**, with 14.3% and 19.6% respectively choosing these as the main factor, and with 47% of respondents choosing job opportunities and 45% choosing the prestige of the host institution among their options.

## What factors would be decisive when choosing China as a destination for an academic stay?

Figure n° 34

*Multiple-choice question in order of relevance.  
Percentages of first choice and total choices.*



Note: Each respondent could choose up to 3 options in rank order of relevance.

For each response category:

First-choice: Percentage of respondents who selected it as their main option (bars sum to 100% across all options).

Total choices: Percentage of respondents who included it in any of their three selections (bars do not sum to 100%, as multiple choices were allowed).

With regard to the obstacles to carrying out academic stays in China, as was the case for reading papers, **the language barrier is notably mentioned as the most prominent obstacle, selected by 39% as the main obstacle and mentioned among the top 3 obstacles by 65% of respondents.**

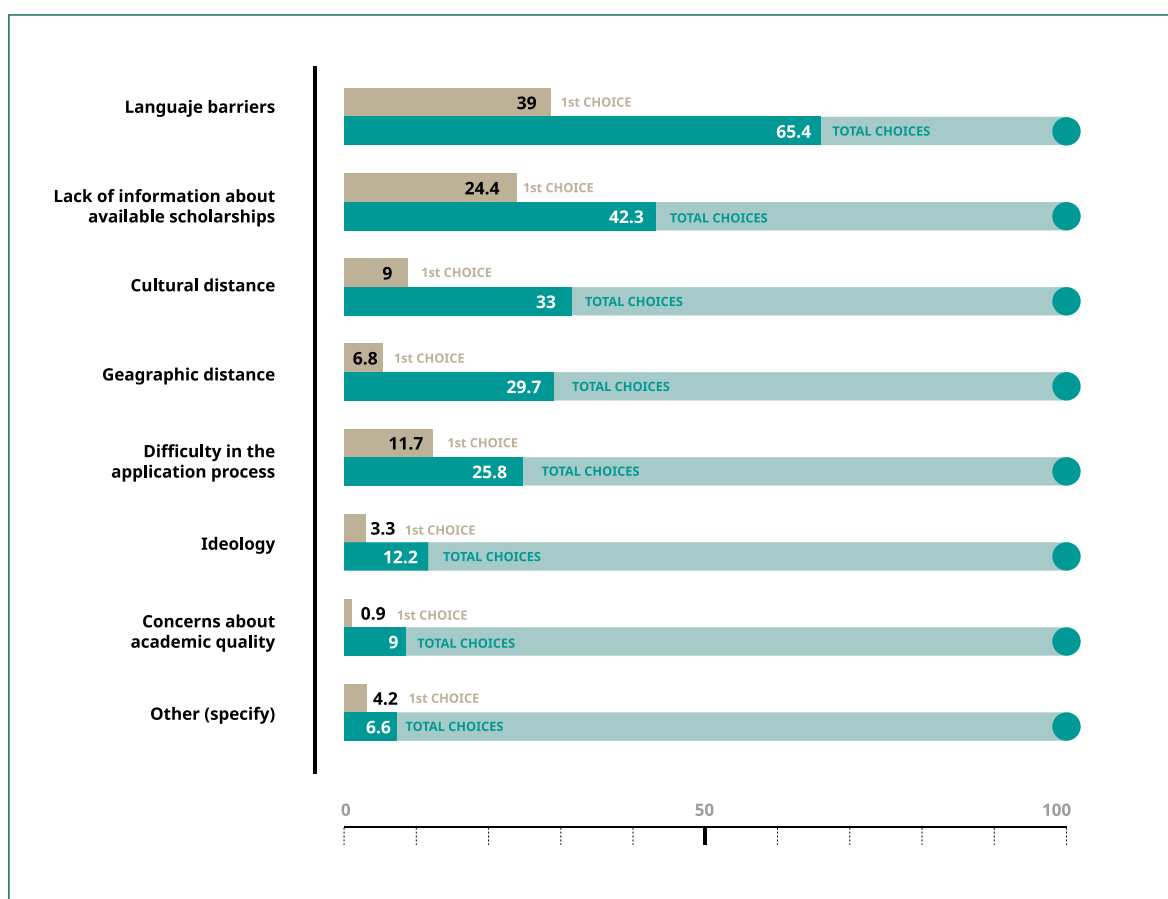
Lack of knowledge about available scholarship opportunities, cultural and geographical distance as well as the difficulty of the application process are the next most frequently selected factors.

## What do you consider to be the main obstacle to carrying out an academic stay in China?

*Multiple-choice question in order of relevance.*

*Percentages of first choice and total choices.*

Figure n° 35



Note: Each respondent could choose up to 3 options in rank order of relevance.

For each response category:

First-choice: Percentage of respondents who selected it as their main option (bars sum to 100% across all options).

Total choices: Percentage of respondents who included it in any of their three selections (bars do not sum to 100%, as multiple choices were allowed).

## ANALYSIS BY SOCIO-DEMOGRAPHIC VARIABLES

The trends observed in the choice of China as a destination for an academic stay are transversal to the different socio-demographic variables, however, some trends stand out:

With regard to the choice of China as the main destination for this type of academic experience, no relevant differences by gender stand out.

### Age

**Among older respondents, the positioning of China as the first choice** for a stay is higher than for younger respondents: 12% of those aged 36 and over chose China as their main destination, compared to 7% of those aged 18-21.

### Fields of Study

Economics (with 15.6%) and medicine (with 14%) expressed a higher preference than their peers in other areas in the choice of China as the main destination for research and/or study stays, with a large gap in relation to social sciences (7%) and STEM (4%).

Analysing this **interest among people who had not previously mentioned China spontaneously**, few variations are found in the intersection with the socio-demographic variables, so that the 60% who show interest are almost transversal to all the categories of analysis.

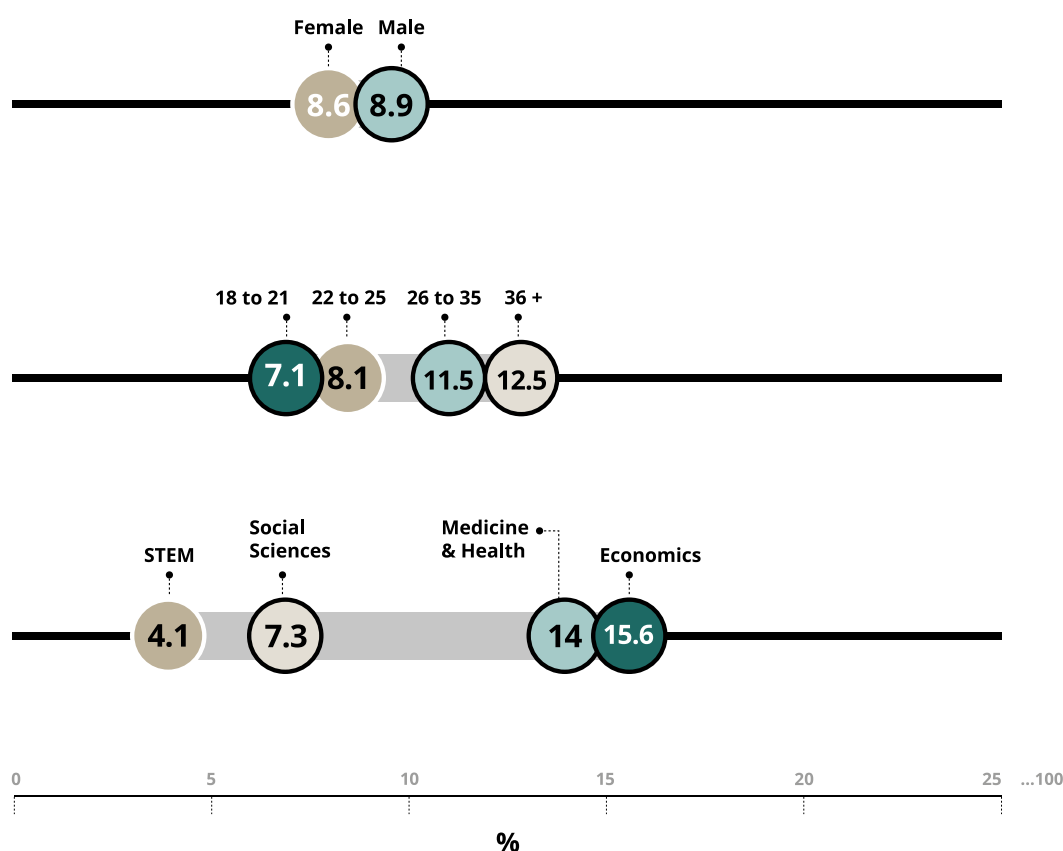


## China as the first choice of destination for academic exchanges.

*Percentage of those who chose China as their first destination for academic exchanges.*

*By gender, age and fields of study*

Figure n° 36





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# **Perception of the Chinese language: interest, motivations and obstacles**

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## PERCEPTION OF THE CHINESE LANGUAGE: INTEREST, MOTIVATIONS AND OBSTACLES

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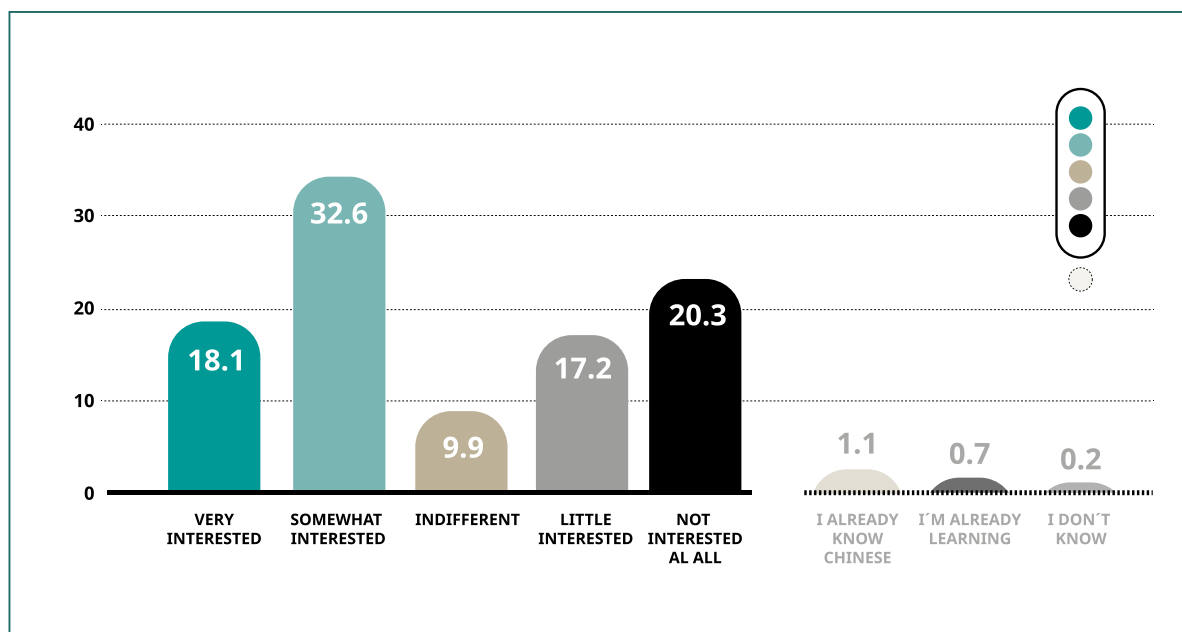
As noted in the section on academic assessment, the language barrier is mentioned as the main obstacle to entering into interaction with China: 29% of respondents identified the language barrier as the main obstacle to an academic stay in China, while 65% identified it as one of the top 3 obstacles. Lack of information (19%) and difficulties in applying for relevant programs (11%) were also highlighted as being related to language barriers, as in many cases information is only available on Mandarin Chinese websites. In addition, lack of translations was mentioned as the main obstacle to reading papers by Chinese academics (54%), followed by lack of knowledge about the existence of these publications (31%) and difficulties in accessing them (16%). In all these cases the language barrier appears directly and indirectly as the main obstacle.

The main result of this section is that **interest in the Chinese language is surprisingly high: 50% of the respondents expressed interest in studying Chinese (18% very interested and 32% somewhat interested) while only 20% expressed no interest in learning Chinese.**

## How interested would you be in learning Chinese?

Percentages

Figure n° 37



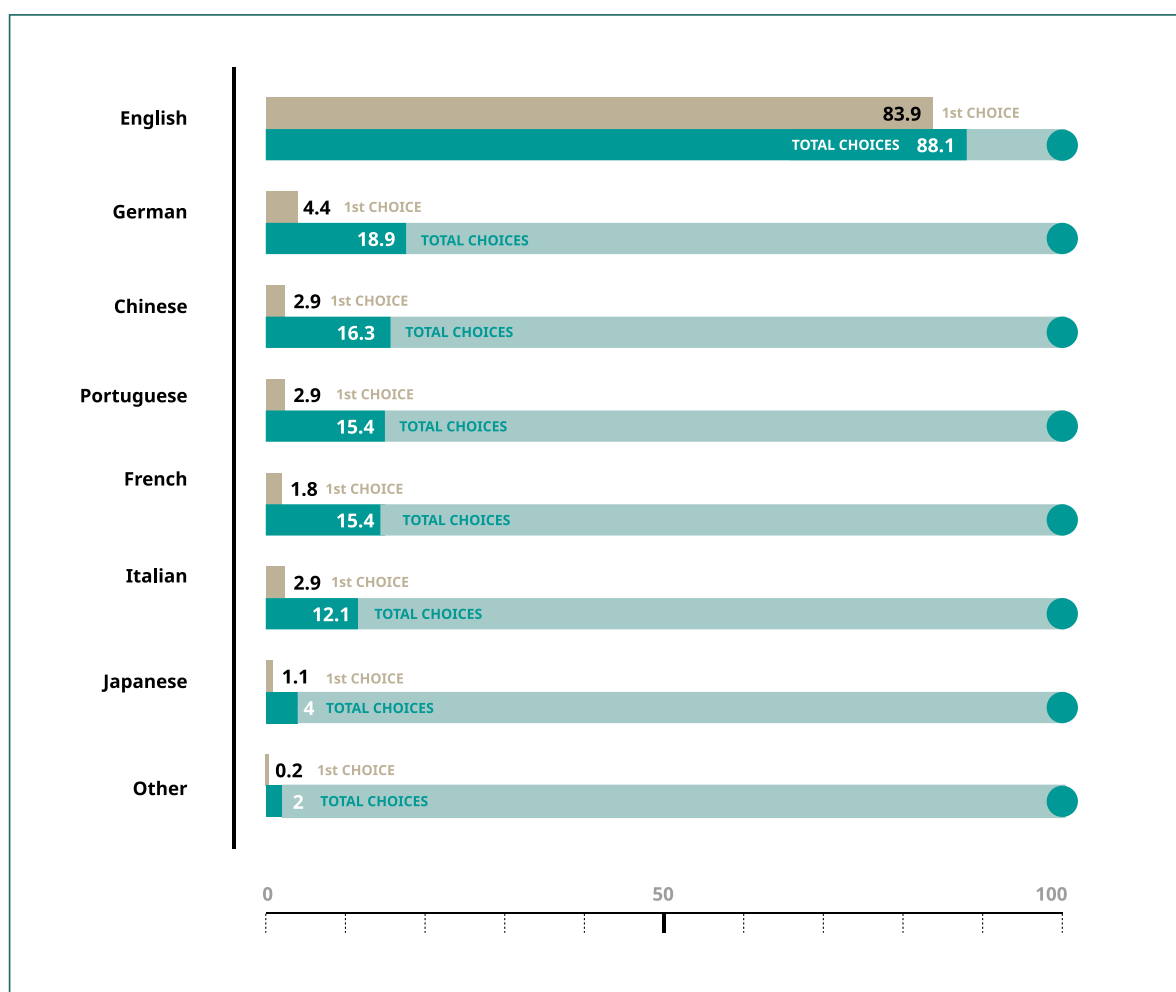
However, in most cases it is not the first choice of respondents when it comes to learning a foreign language for their professional development. When respondents were asked to choose up to 3 languages to learn for their professional development in order of priority, **3% chose Chinese as the main language and 16% chose it among the 3 priority languages to learn for their professional development.** On this point, the dominance of English remains overwhelming: 84% of respondents considered it the priority language and 88% among their top three priorities.

## Which language do you think would be most beneficial to learn for your professional development, career opportunities and advancement?

Figure n° 38

*Multiple-choice question in order of relevance.*

*Percentages of first choice and total choices*



**Note:** Each respondent could choose up to 3 options in rank order of relevance.

**For each response category:**

**First-choice:** Percentage of respondents who selected it as their main option (bars sum to 100% across all options).

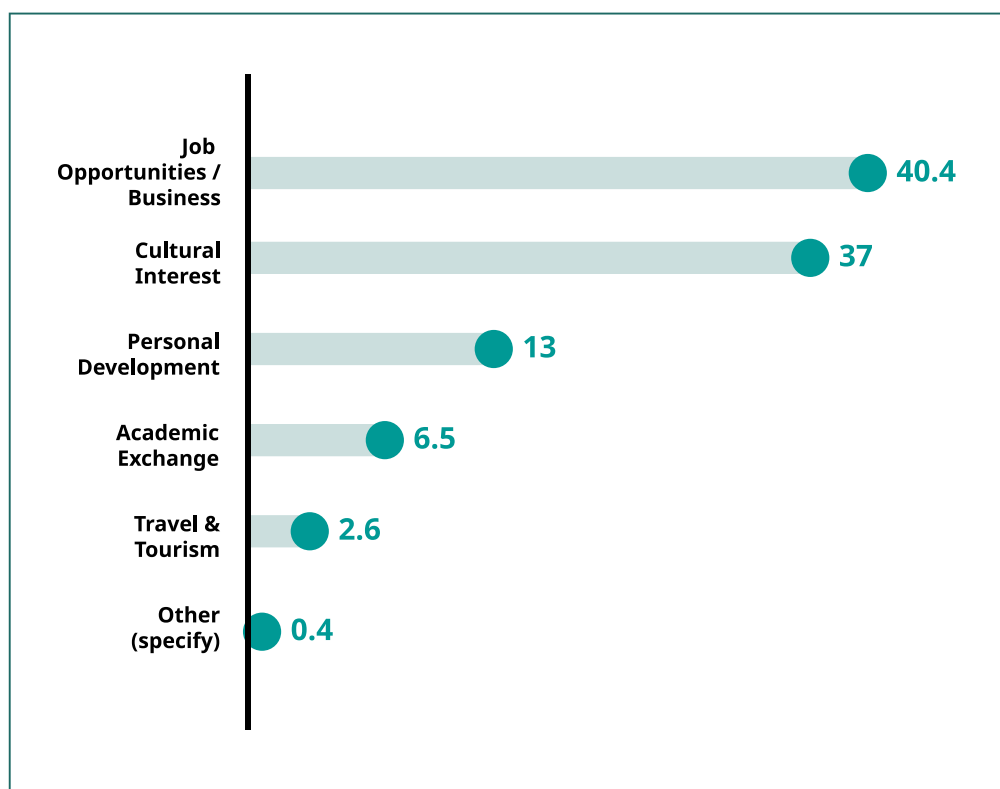
**Total choices:** Percentage of respondents who included it in any of their three selections (bars do not sum to 100%, as multiple choices were allowed).

When respondents were asked about the main reason for learning Chinese, the two most important factors were **job and business opportunities (40%) and cultural interest (37%)**, while 6.5% mentioned academic exchange as the main motivation for learning.

## Why would you be interested in studying Chinese?

Figure n° 39

*Percentages of respondents very or somewhat interested*



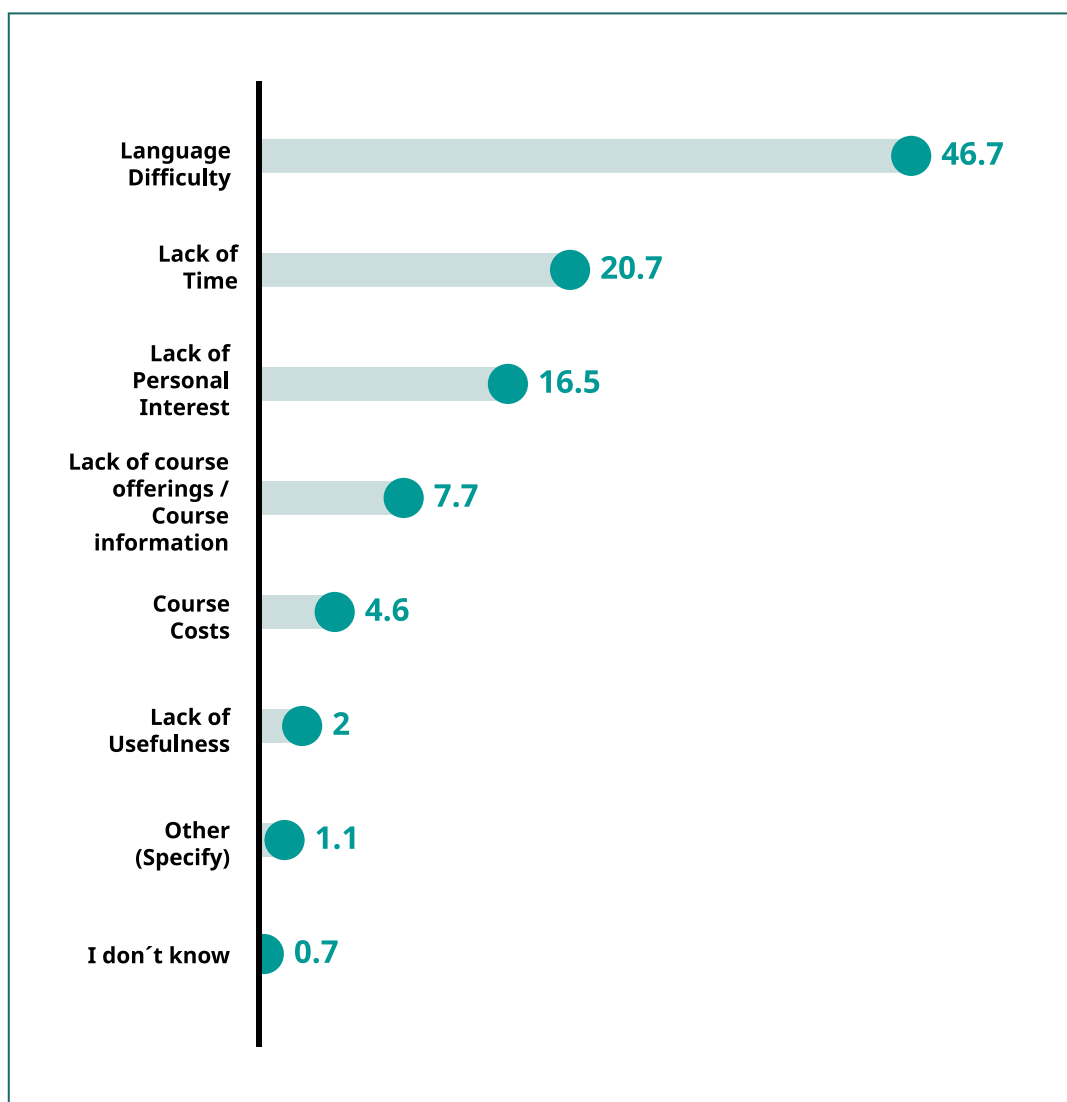
In terms of obstacles, **47% of respondents identified language difficulty as the main barrier**, while 32.5% pointed to “solvable” obstacles such as lack of time, money and information.

Significantly, **lack of interest in the language** is only expressed by 16.5%, **suggesting that, with the right support, many professionals and academics might be willing to study the language.**

## What do you think is the main obstacle to learning Chinese?

*Percentages*

Figure n° 40



## ANALYSIS BY SOCIO-DEMOGRAPHIC VARIABLES

Interest in learning Chinese shows interesting variations according to demographic variables.

### Gender

Women express a greater interest in learning Chinese: 52% of women said they were interested in learning Chinese, compared to 48% of men. Also, 2.7% of women said they were studying the language, compared to 0.8% of men.

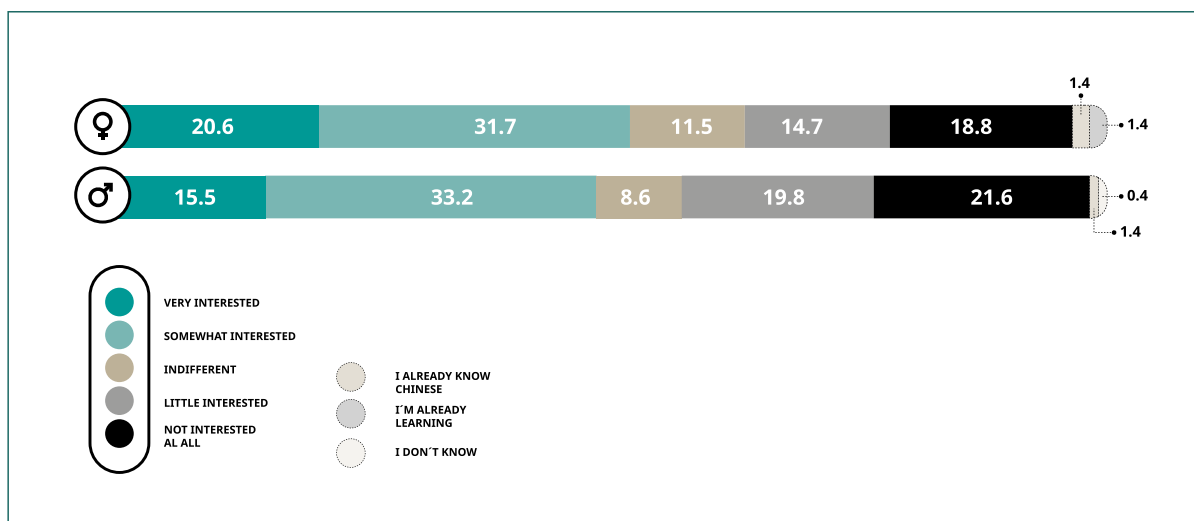
Regarding motivations, beyond the dominance in both cases of job opportunities and cultural interest, an interesting fact is that 9.7% of men indicate academic exchange as the main reason, compared to only 3.5% of women. On the other hand, women express a greater motivation for language-learning as personal development (18.4%) than men (8%).



## How interested would you be in learning the Chinese language?

Percentages by gender

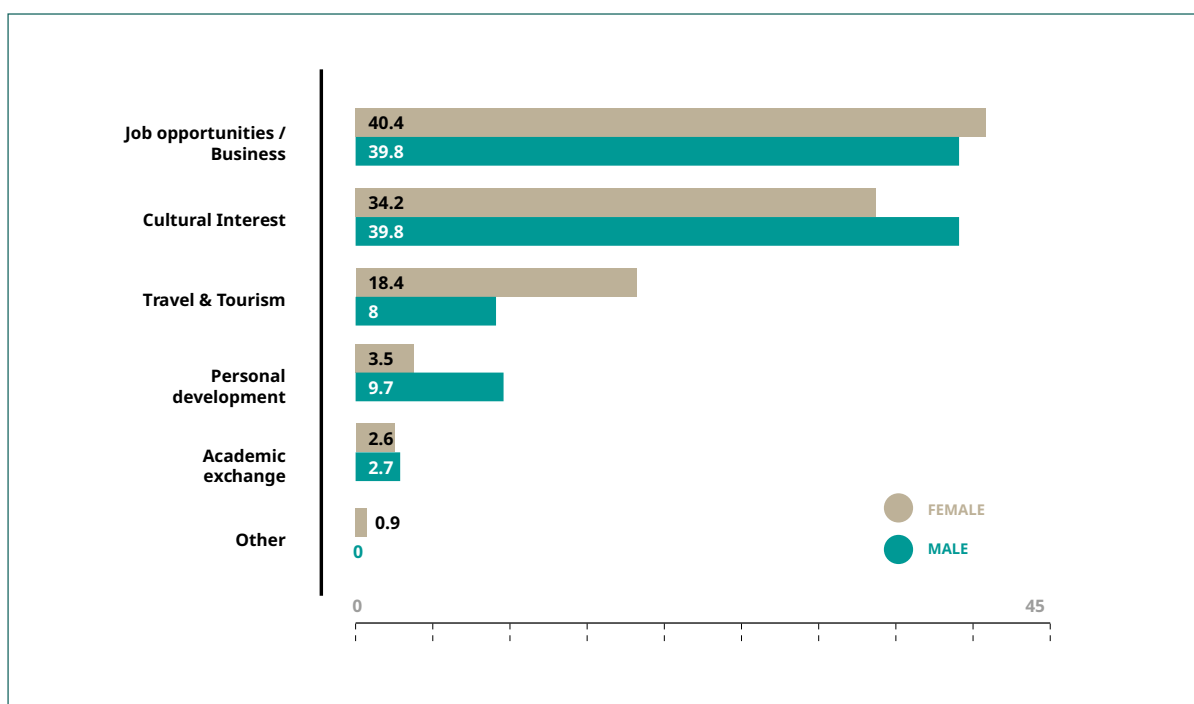
Figure n° 41



## Why would you be interested in studying Chinese?

Percentages by gender

Figure n° 42

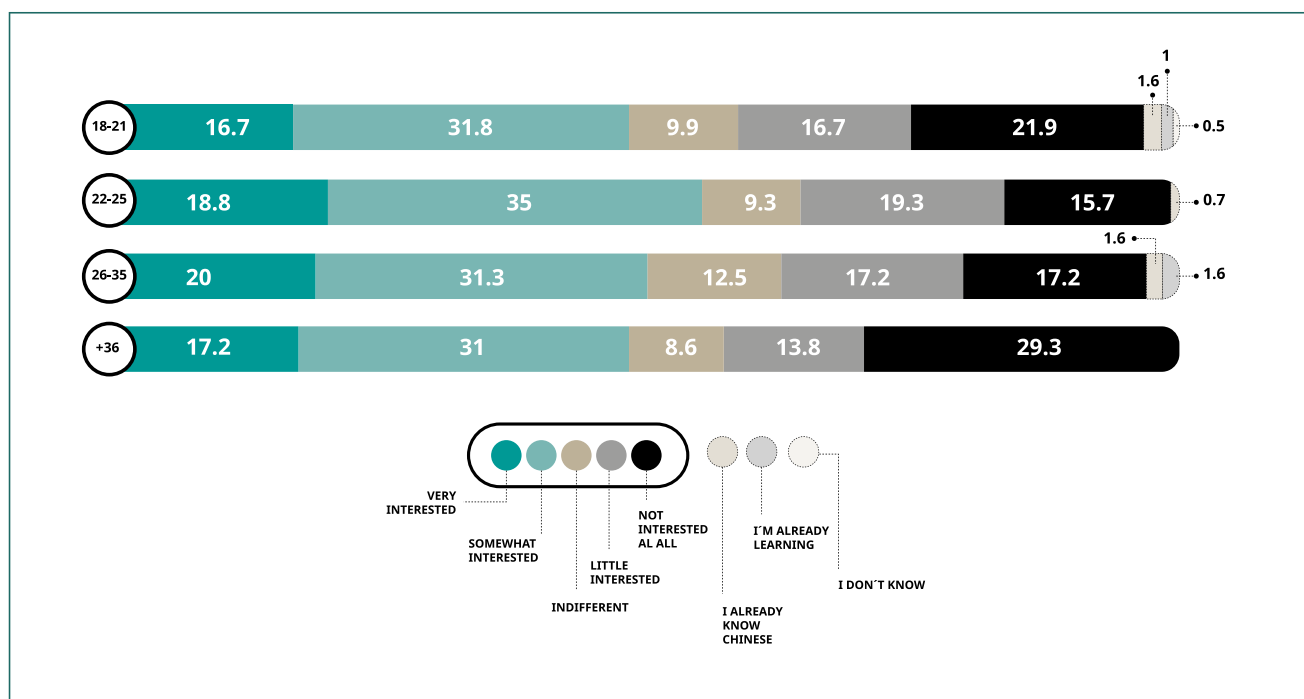


## Age

With regard to age, there are no significant variations in terms of interest in the language, although the age group that expresses the greatest interest in the Chinese language is the 22-25 year-olds: 55% expressed interest compared to 50% of the total. On the other hand, the adult population, aged 36 and over, expresses slightly less interest (48.2% said they were interested). At the same time, the oldest age group has the highest proportion of responses of “not interested” (29.3% compared to 20% of the total) and was the only age group with no cases in the sample who were studying or know the language.

## How interested would you be in learning the Chinese language? Percentages by age

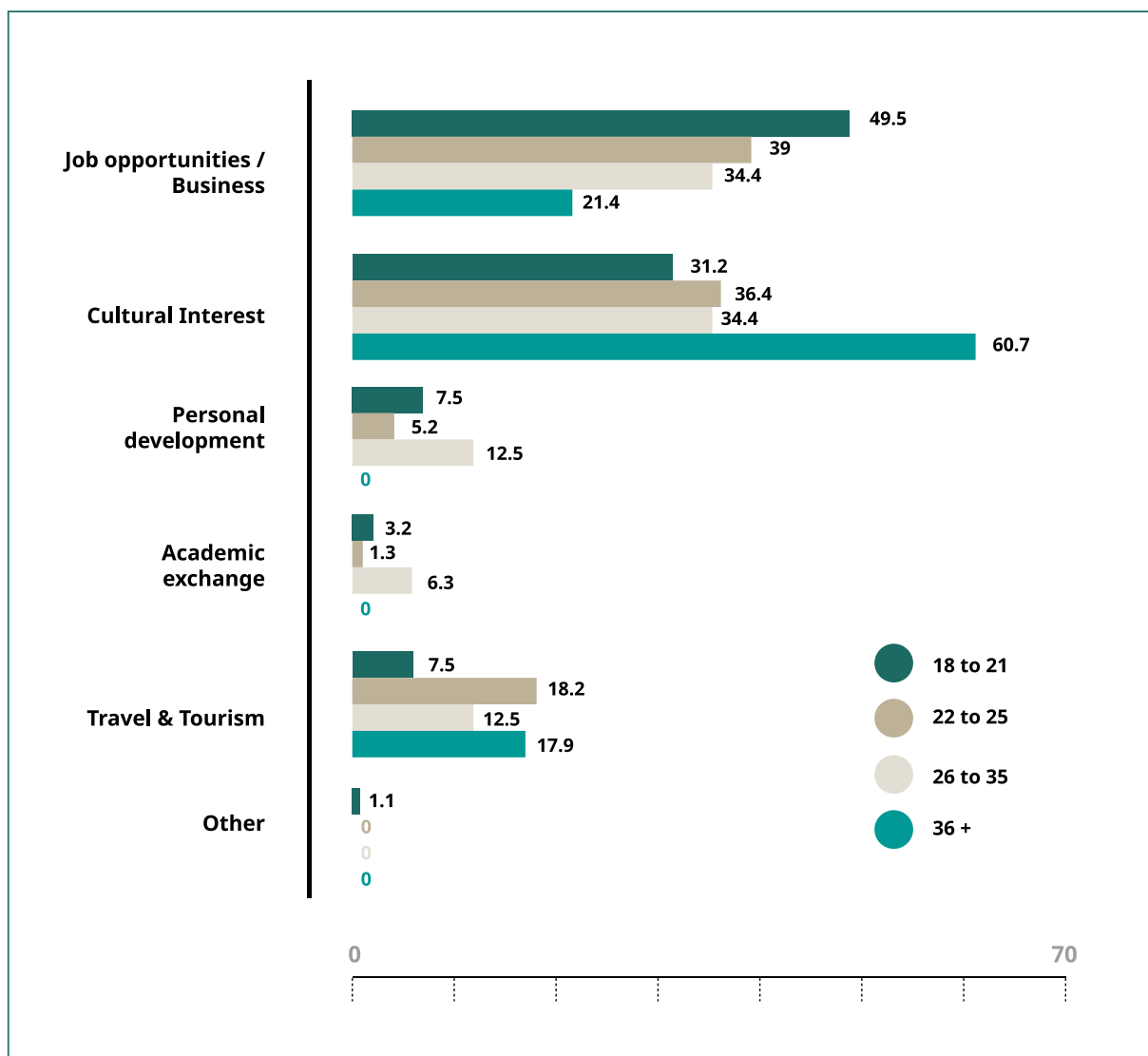
Figure nº 43



## Why would you be interested in studying Chinese?

Percentages by age

Figure n° 44



In terms of motivations, it is interesting to note the **inverse trends of *business-job opportunities* and *cultural interest* with regards to age.**

Among **the youngest (18-21) the main motivation is the possibility of job/business opportunities**, which accounts for 49.4% of the responses. The weight of job/business opportunities as the main motivation decreases systematically with increasing age, falling to 21.4% in the population aged 36 and over. At the same time, as age increases and professional motivation decreases, cultural interest increases from 31% in the case of younger people to 60% in the population aged 36 and over. Thus, **professional, work and business interest is strongly predominant among younger people, while cultural interest is strongly predominant among adults.**

One possible hypothesis to explain these differences lies in how China is perceived by generations that grew up and matured at different stages of China's development. While middle-aged adults grew up with the image of China as a poor but culturally rich country, younger people are growing up in a global context where China stands out as a modern, economically powerful and technologically advanced country.

### Fields of study

In terms of fields of study, those belonging to the field of economics express the greatest interest in the language, with 56.4% compared to 50.6% of the total, followed by those belonging to the field of social sciences, with 52%. Those belonging to the STEM disciplines show the lowest interest (47%) followed by medicine (46%).

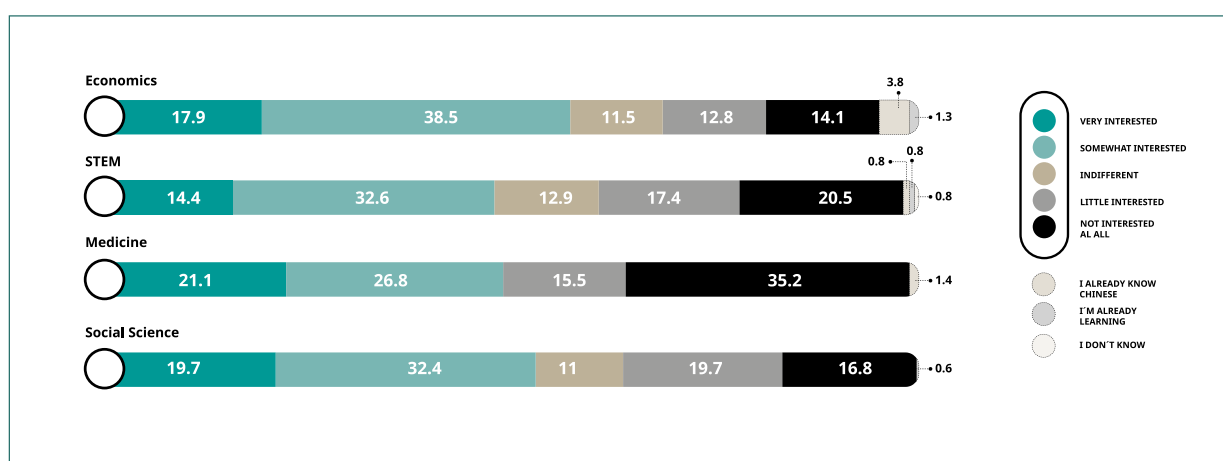
The field of disciplines related to economics is also the one that shows the highest number of people who know or study the language, at 5%, a percentage that is three times that of the total sample of 1.7%. At the same time, the social sciences show the lowest number of people who know or study Chinese, with only 0.5%.

As far as motives are concerned, in the field of economics the motivation of job and business opportunities to learn the language is given primacy, with 65% of the responses. Job and business opportunities are also the main motivation in the STEM field with 46.7%. In contrast, cultural interest predominates in the fields of social sciences (45%) and medicine (38%).

## How interested would you be in learning the Chinese language?

*Percentages by field of study*

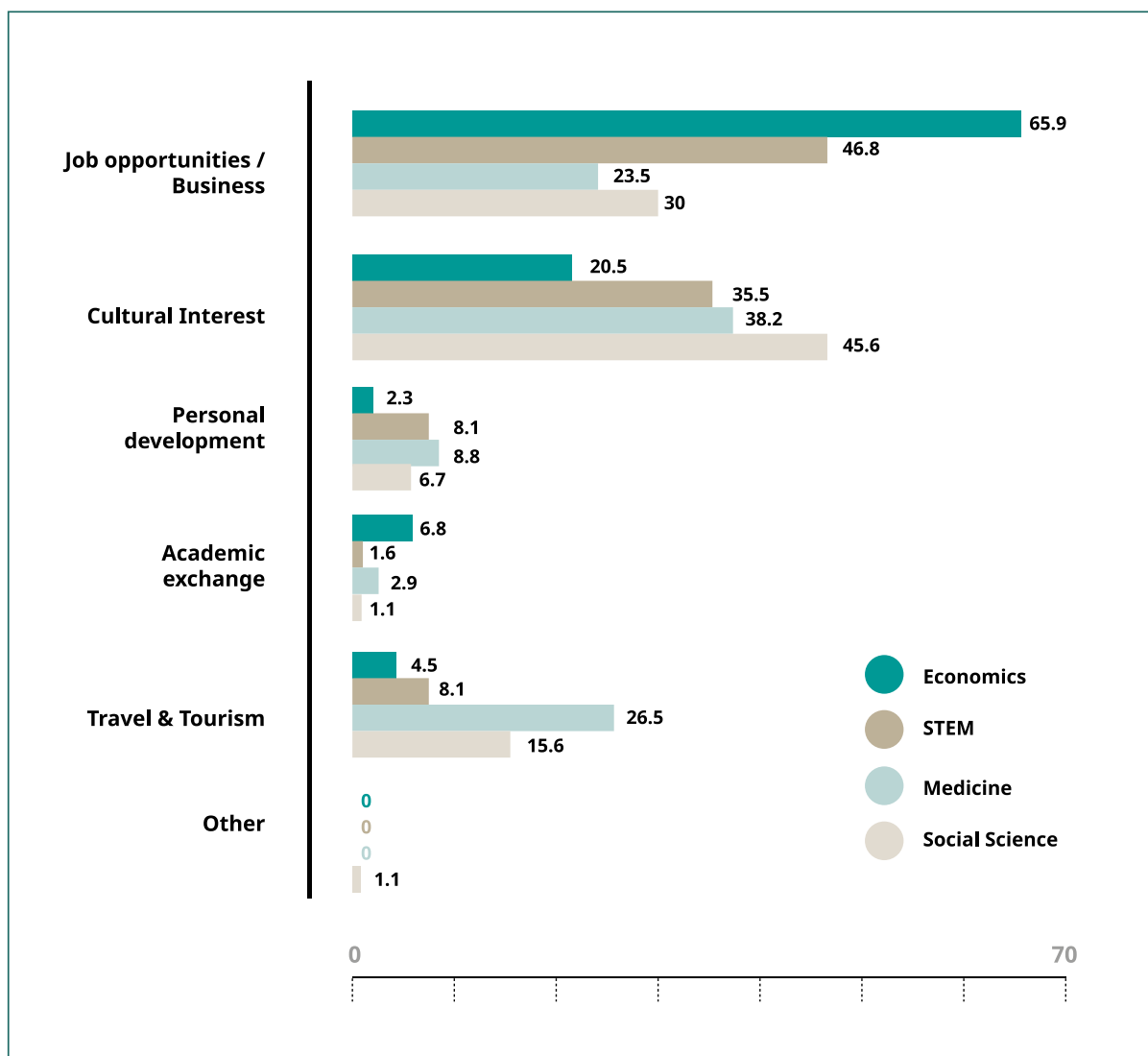
Figure n° 45



## Why would you be interested in studying Chinese?

Percentages by field of study

Figure nº 46



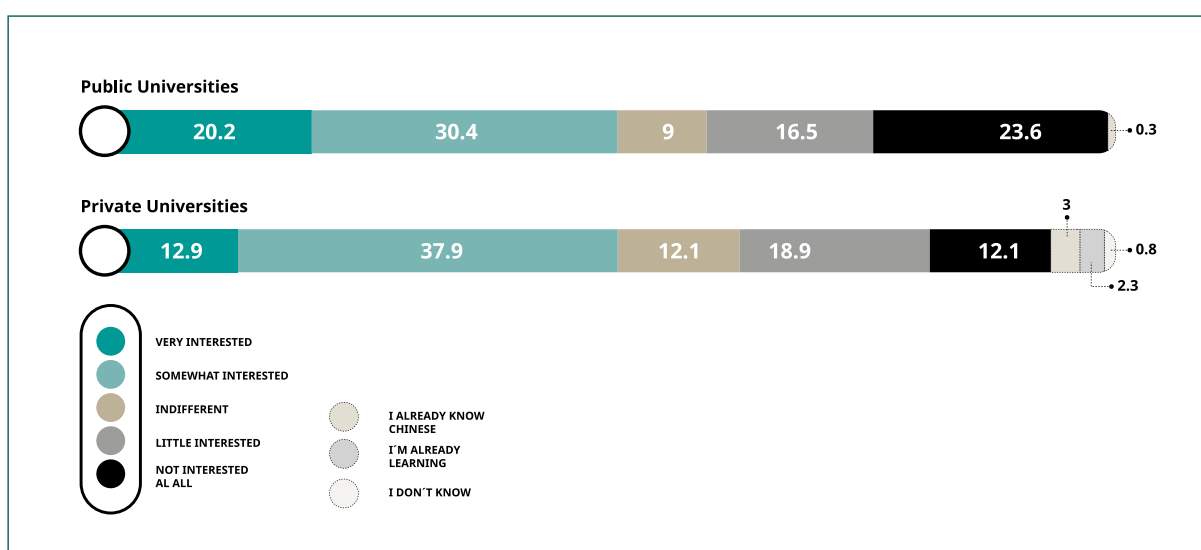
## Type of university

In private universities, 5.3% of respondents say that they know or are studying the language, which is much higher than the 0.3% in public universities. Moreover, in private universities, job opportunities are the main motivation for learning the language by a wide margin, with 58% compared to 33% in public universities. In public universities, on the other hand, cultural interest dominates, with 42% selecting it as their main motivation, compared to 23.8% in private universities.

## How interested would you be in learning the Chinese language?

*Percentages by type of university*

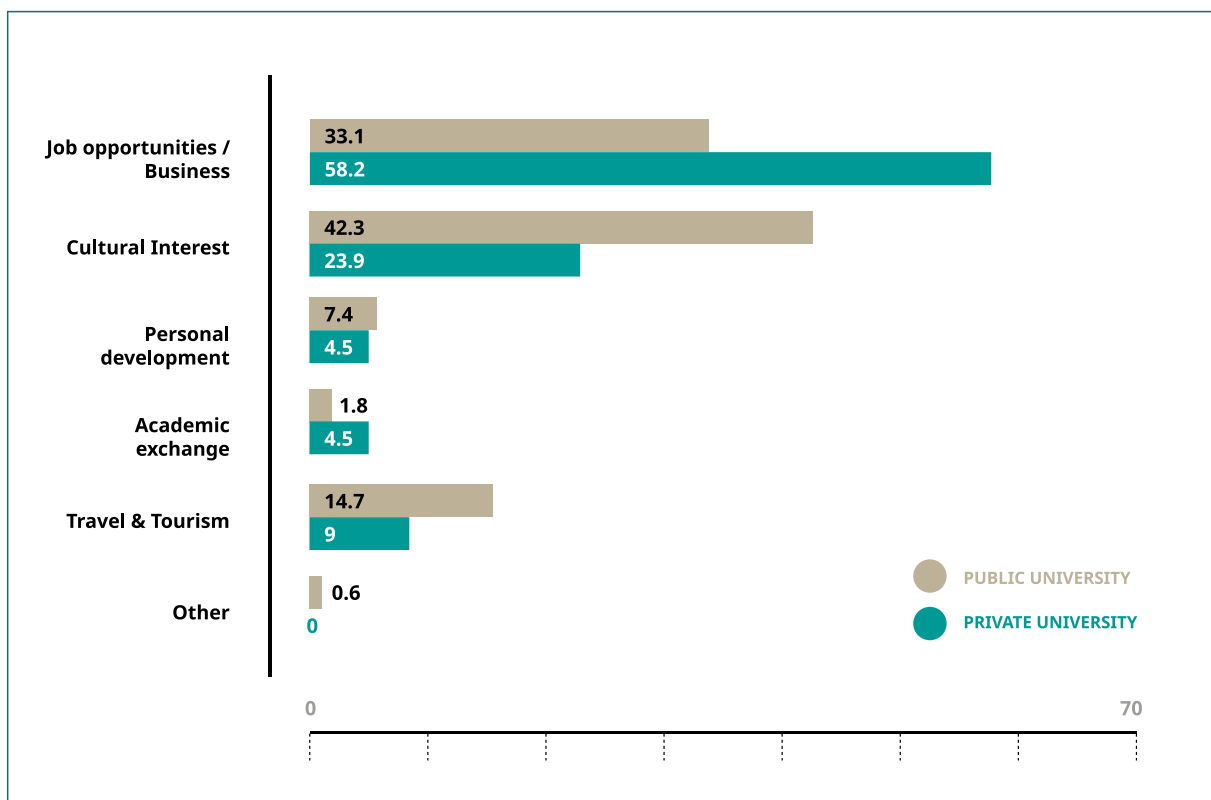
Figure nº 47



## How interested would you be in learning the Chinese language?

*Percentages by type of university*

Figure n° 48



In conclusion, despite the fact that language is perceived as the main barrier in the relationship with China, there are also opportunities as there is a growing interest in studying Chinese, mainly based on job and business opportunities. Thus, promoting language training programs, improving and increasing the translation of articles and facilitating access to Chinese scientific/academic digital platforms could be key strategies to strengthen academic ties between Argentina and China.





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# Cultural consumption

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## CULTURAL CONSUMPTION

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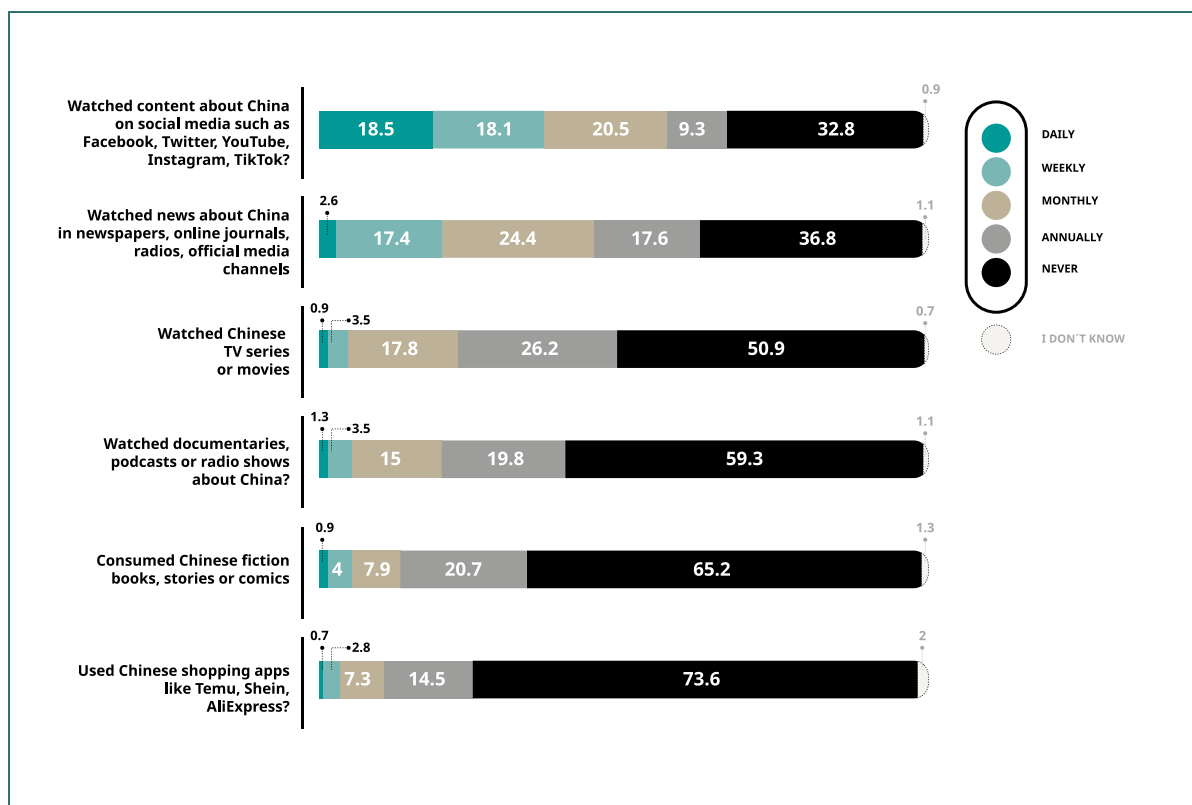
### TYPE AND FREQUENCY OF CONSUMPTION OF CHINESE NEWS, CONTENT OR PRODUCTIONS IN DIFFERENT FORMATS.

The last section of the survey examined the type and level of respondents' cultural and digital consumption about China in different formats. This information can be interpreted as an indicator of the level of knowledge and cultural proximity/distance from China, but it is also useful for thinking about the respondents' relationship with different cultural and digital media and products.

As a general trend, there is a definite tendency in the frequency of consumption according to the type of cultural product, with the consumption of short-form social media content and media information being noticeably more common than reading or watching in-depth cultural content (such as films, documentaries, podcasts and literature). The trend indicates a low engagement with content that could offer more complex cultural, historical or narrative perspectives on China. This lack of connection to products that require greater dedication, time and, in some cases, overcoming cultural and language barriers, limits the possibility of gaining a richer understanding of the country and its culture.

## How often have you...?

Figure n° 49



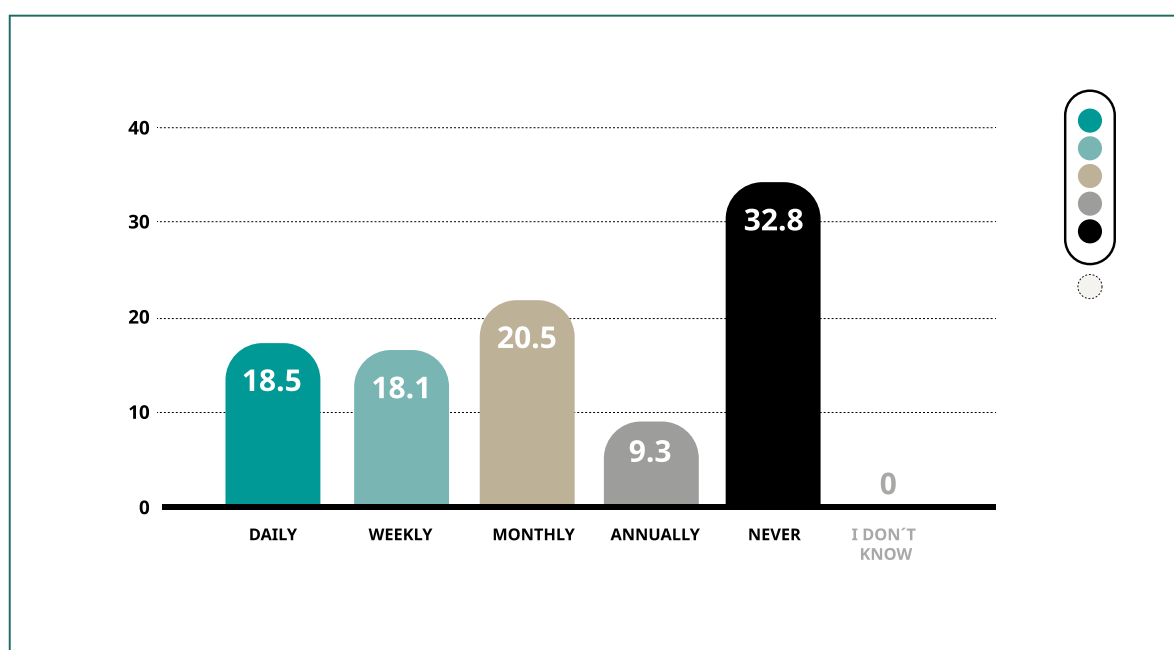
### SOCIAL MEDIA

Social media is the area where respondents have most contact with content from China: 18.5% say they view Chinese content on a daily basis, while 18% do so on a weekly basis and a further 20.5% view Chinese content at least monthly. Thus, **39% consume with high frequency (at least weekly) and 57% have contact with content about China on social media at least once a month, making social media platforms the main portal to access information about China.** However, even in this format, there is still a significant percentage that never consumes this type of content (32.8%).

## How often have you been exposed to content about China on social media websites such as Facebook, Twitter, YouTube, Instagram, TikTok?

*Percentages*

Figure n° 50



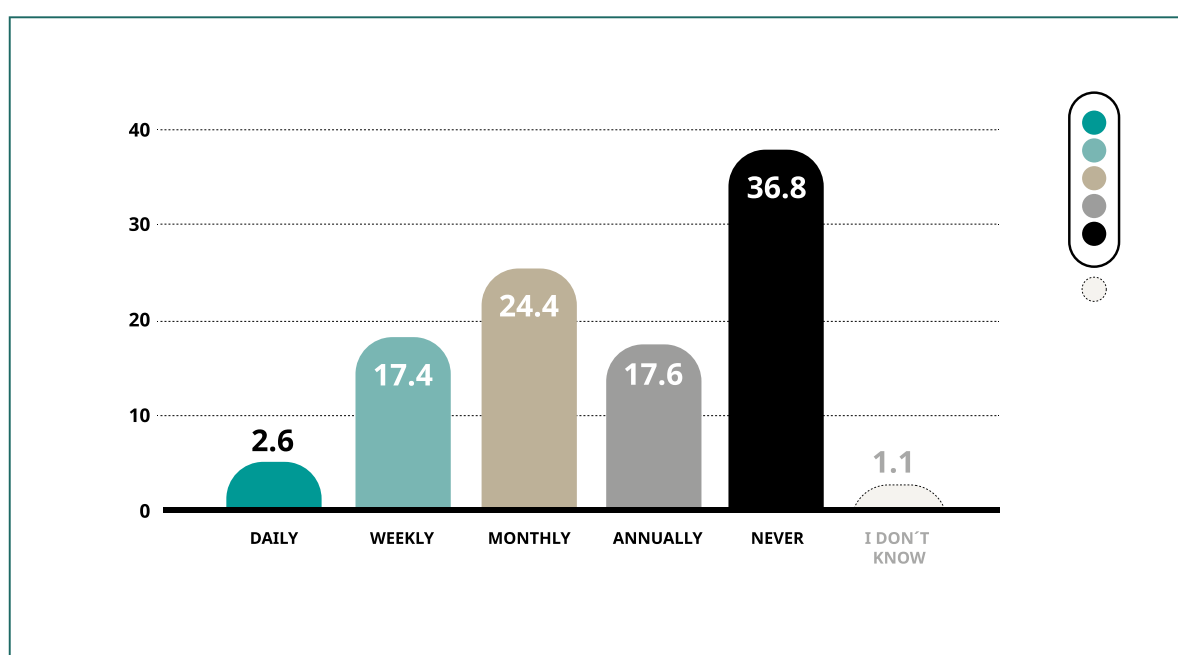
### Media

Outside the sphere of social media, the frequency of consumption of content about China is decreasing, although it is still relatively high in the case of news consumption through the media (online or printed press, radio, TV, media channels on the internet). In this case, only 2.5% reported receiving daily information, while those who do so weekly are 17.4% and monthly 24.4%. Thus, 44.4% of respondents engage with some information on China in the media at

least monthly. Although the frequency of consumption is lower in this format than on social media, the total of those who get information on a regular basis (daily, weekly or monthly) is still higher than those who never do so (36.8%).

### How often have you watched news about China in newspapers, online journals, radios, official media channels on social media, etc? *Percentages*

Figure nº 51



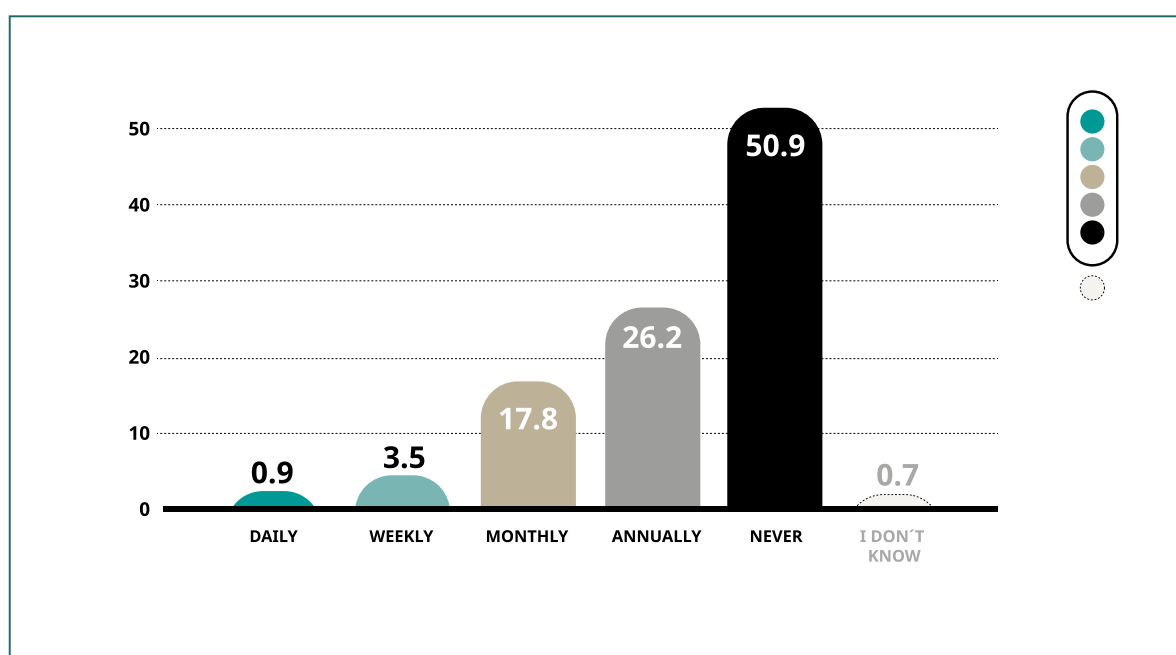
### Audiovisual platforms

The frequency of consumption drops sharply as we move to cultural products in other formats of longer duration, complexity or attention requirements.

In the case of Chinese series and films, almost 51% of respondents stated that they never watch them, while those who consume them with a certain frequency (daily, weekly or monthly) dropped to 22.3%, with a further 26.5% consuming them annually. Overall, 49% of respondents consume Chinese series or films at least annually. It should be borne in mind that, as the content is of longer duration and consumption time, a lower rate of frequent consumption is to be expected for this type of content.

### How often have you watched Chinese produced TV series or films? *Percentages*

Figure nº 52



### Documentaries, podcasts or radio programs on Chinese culture or history

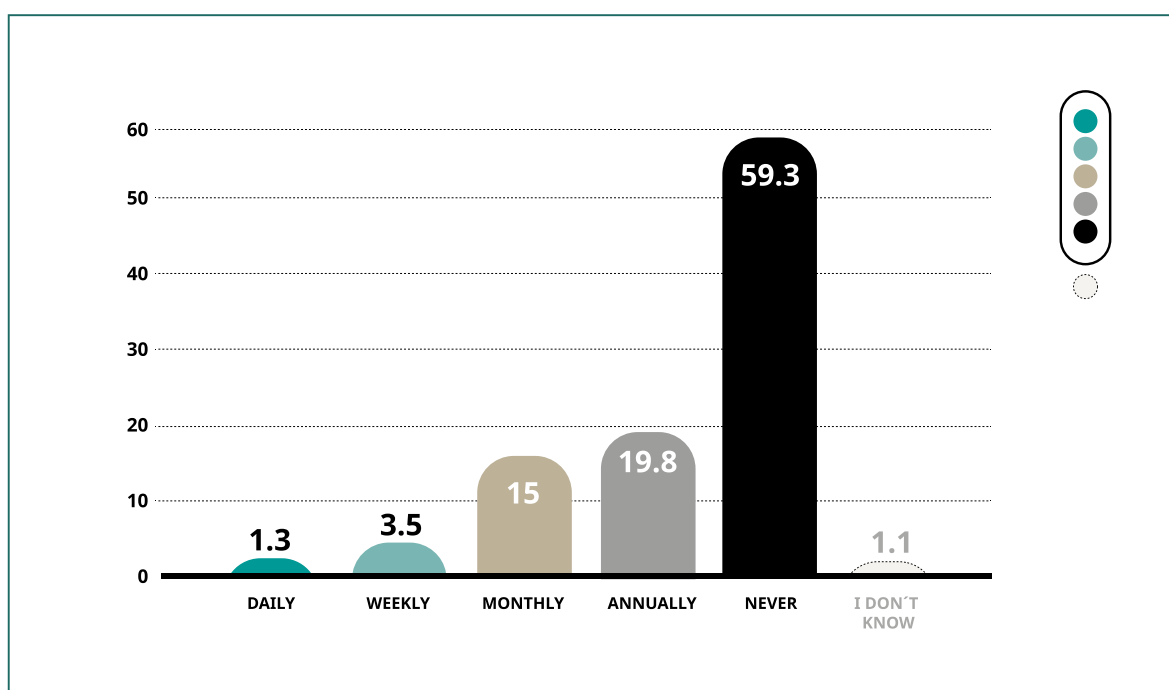
The level of consumption drops even further when it comes to formats that involve greater analysis or specialisation concerning China, such as docu-

mentaries, podcasts or radio programs on Chinese culture, history or other topics. Those who consume this type of content with a certain frequency (daily, weekly or monthly) reaches 20%, while those who never consume it reaches almost 60%.

## How often have you consumed documentaries, podcasts or radio programs on Chinese culture, history or other topics?

Figure nº 53

*Percentages*



### Chinese literature

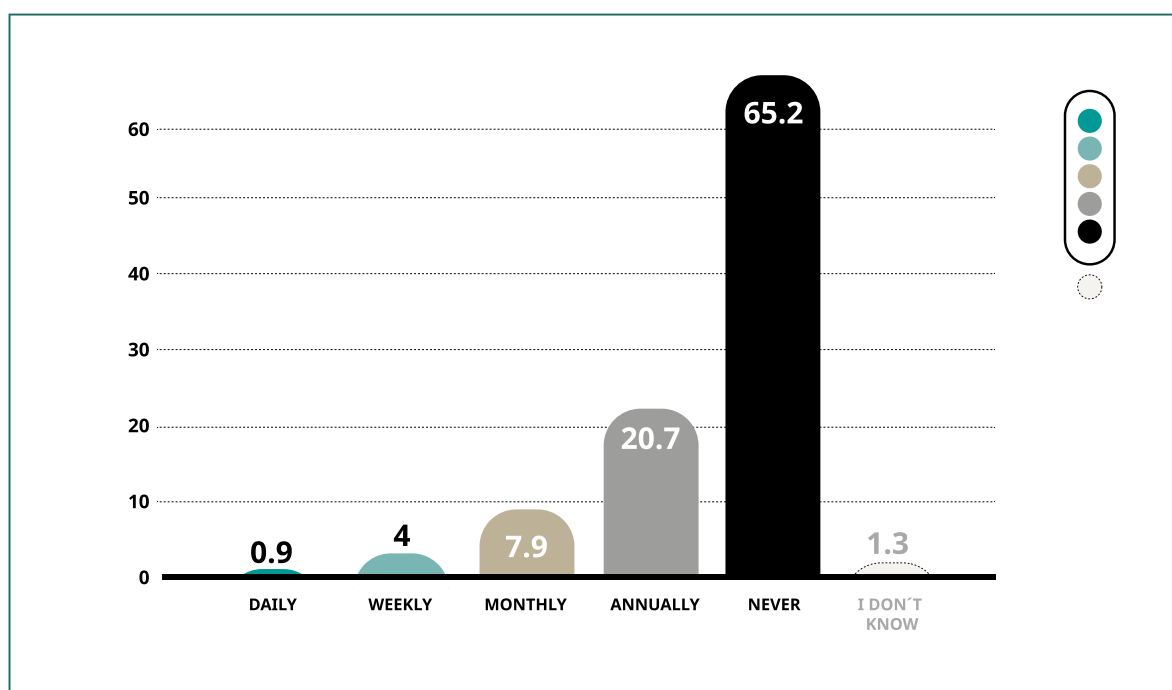
In the case of Chinese literature -including fiction, novels, comics and short stories- the gap is even wider. Some 65% of our survey respondents stated that they never consume this type of content and only 13% do so with some

frequency (daily, weekly or monthly). It should be borne in mind that, unlike more accessible or widespread audiovisual formats, an engagement with literature implies greater cognitive effort and availability of attention and time. In any case, although the reading population has decreased in recent years, the relative absence of reading Chinese literature among the academic population suggests the persistence of a significant cultural distance. An important fact to take into consideration is the relative scarcity of Chinese literature translated into Spanish.

## How often have you consumed Chinese fiction books, stories or comics?

Figure nº 54

*Percentages*





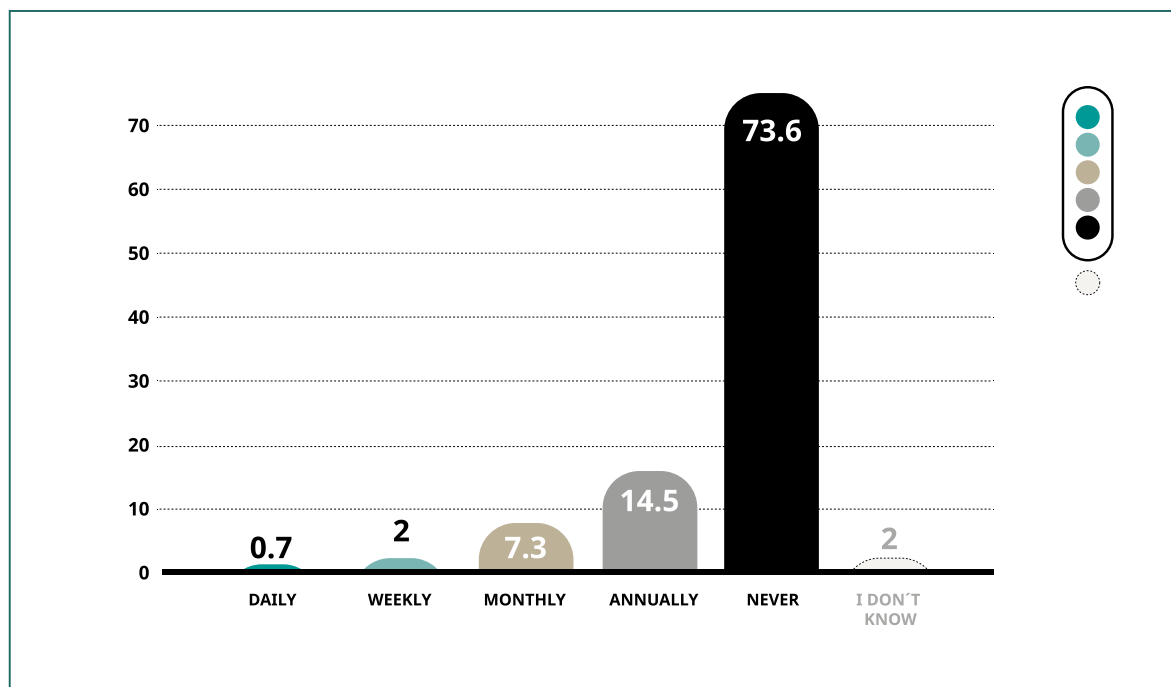
## Chinese shopping apps

Finally, we asked about the frequency of use of Chinese shopping apps, a segment with strong growth in the global market and in Western countries in recent years. However, 73.6% of respondents stated that they do not use them and only 10% stated that they use them with some frequency (daily, weekly or monthly). This result may be influenced by the difficulties of shopping abroad in Argentina, which discourages the use of shopping apps from any foreign country in the local environment.

## How often have you used Chinese shopping apps like Temu, Shein, AliExpress?

Figure nº 55

*Percentages*



## CHINESE MEDIA

With regards to information from different media sources, our survey respondents were also asked if they were familiar with Chinese media in an open-ended question, in other words with no options given so they could respond in their own words.

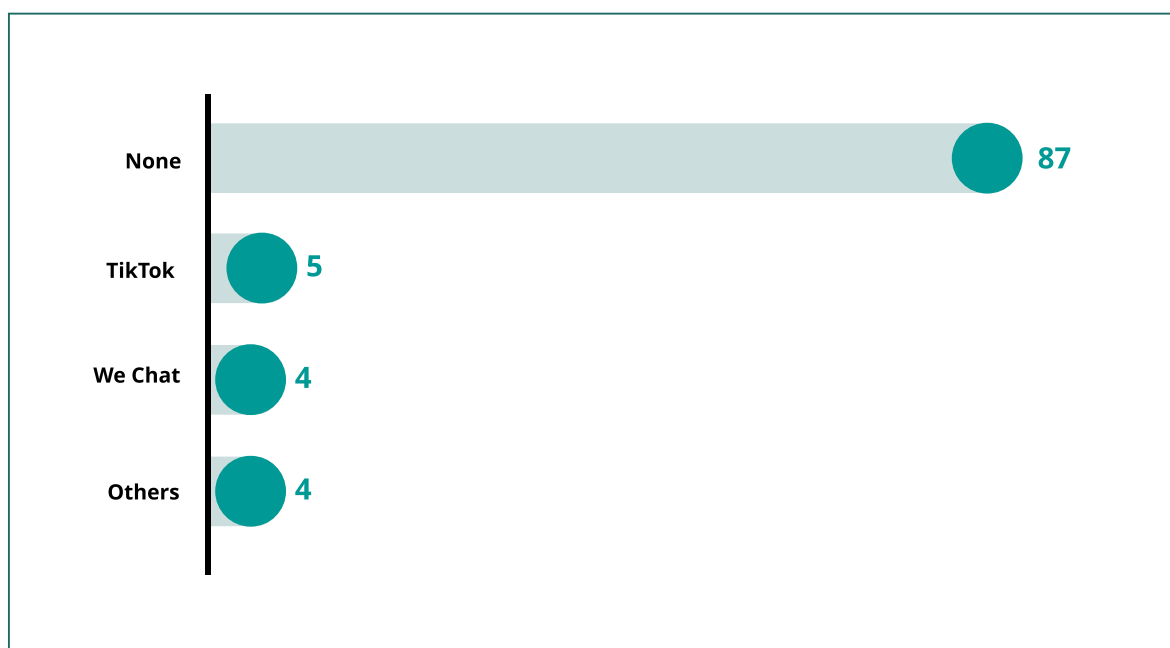
**87% said they did not know any Chinese media, but the most striking result is that 5% mentioned TikTok and 4% mentioned WeChat, confusing social media and apps from China with Chinese media.**

Two points on this are relevant. Firstly, the question about what sources the survey respondents use to access content and news about China remains open. While the lack of knowledge of specifically Chinese media does not necessarily mean that they do not consume content from these sources, it is likely that the sources they consume are local and Western to a large extent. Secondly, this is also related to the mentions of TikTok as Chinese media, which is fake news spread by a lot of Western media. These questions will be addressed in the next surveys we conduct.

## What Chinese Media do you know?

Open-ended question.  
Percentages

Figure n° 56



NOTE: Open question. In the 'Other' category, all mentions below 1% were grouped together.

## ANALYSIS BY SOCIO-DEMOGRAPHIC VARIABLES

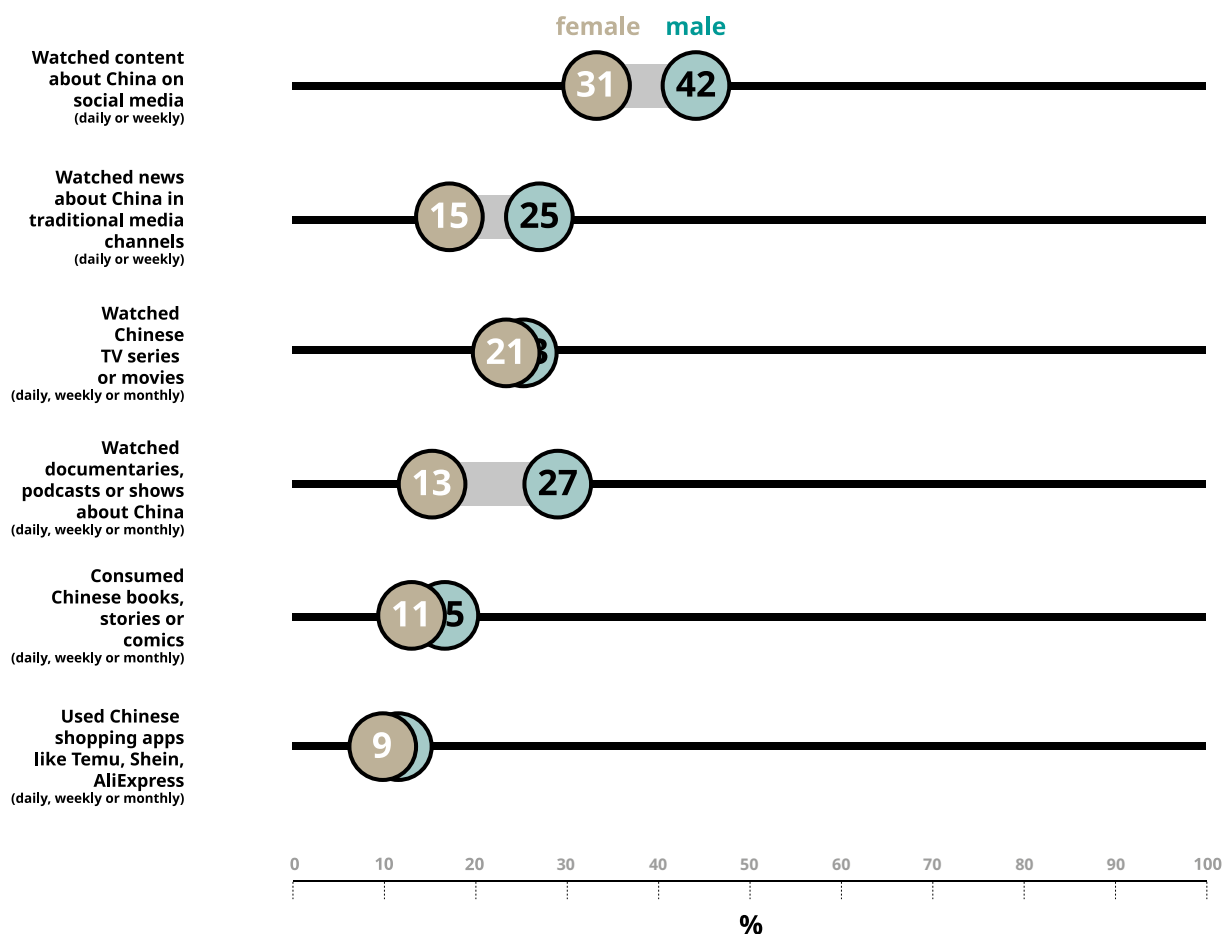
### Gender

Cultural consumption shows significant variation by gender. In general, a clear pattern is evident: **men tend to be more frequent consumers in almost all categories** with significant differences compared to women, with the exception of **movies/series and shopping apps, where women show slightly more frequent consumption**. On the other hand, **women show higher values than men of never consuming such content, across all categories**.

## Percentage of those who usually consume the following content

*Percentages by gender*

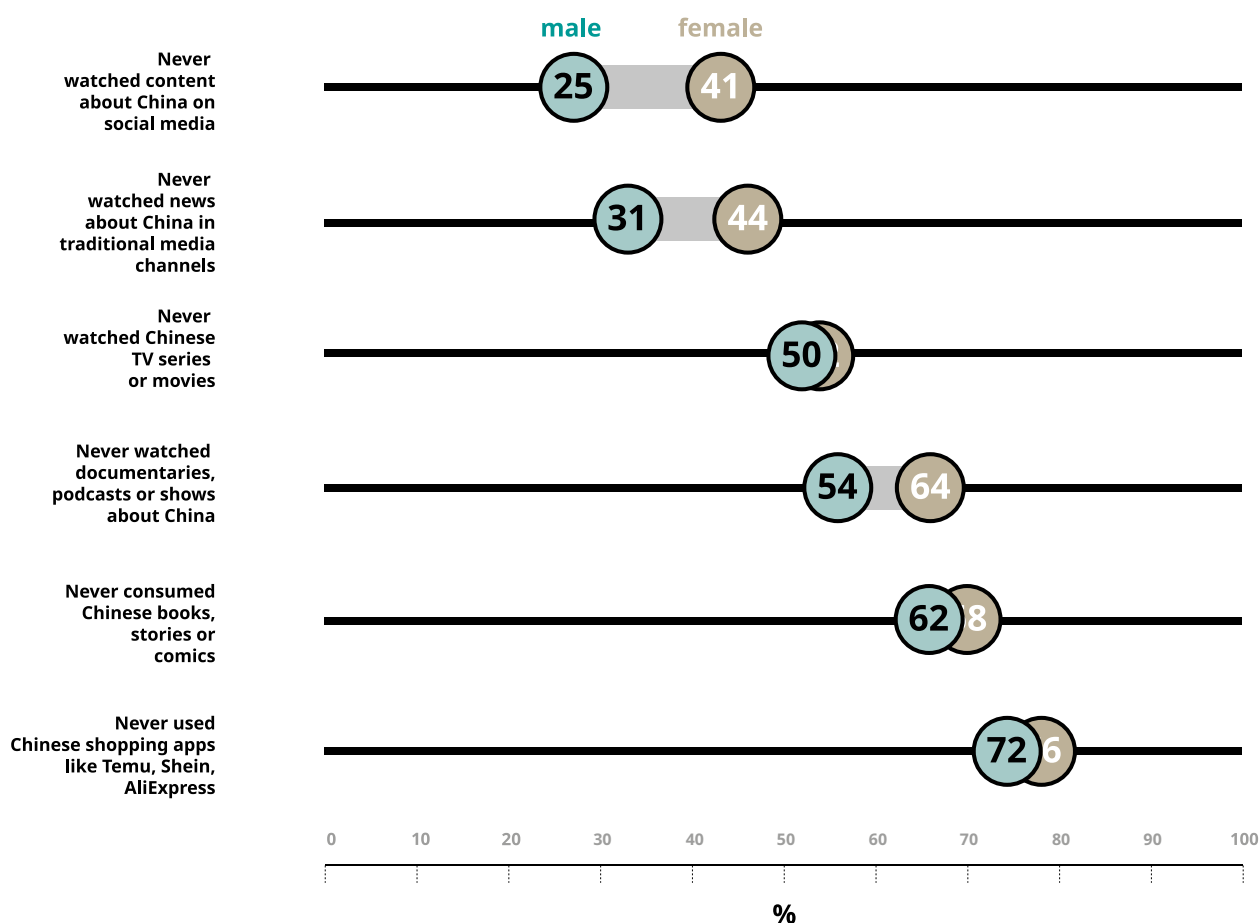
Figure n° 57



## Percentage of those who NEVER consume the following content

*Percentages by gender*

Figure n° 58



When it comes to **content about China on social media**, **42% of men report frequent consumption** (daily or weekly), while **among women frequent consumption is 31%**: a gap of 11 percentage points.

At the same time, 41% of women reported that they never see content about China on social media, while among men, only 25% never consume any content on social media. In the case of news about China in the media, 25% of men

consume it frequently, compared to only 15% of women.

Finally, the frequency of consumption differs particularly in the case of documentaries, podcasts or programs on Chinese issues, where 27% of men consume them with some frequency (daily, weekly or monthly) compared to 13% of women, a gap of 14 percentage points.

### Age

Analysis by age shows significant variations and a **pattern of three groups: Gen Z aged 18-21 stand out for the most frequent consumption of China content on social media and the highest use of China-based shopping apps compared to other age groups; at the other extreme, those aged 36 and over are the most frequent consumers of news about China in the media; while young millennials aged 26-35 are the most frequent consumers of Chinese films and series, documentaries/podcasts about China and Chinese literature.**

Regarding **content about China on social media - the most consumed format - almost 40% of those aged 18-21 consume it frequently (daily or weekly)**, compared to 29% of those aged 36 and over, the age group with the least frequent consumption of this content. In the case of Chinese shopping apps, 14% of 18-21 year-olds use them with some frequency (daily, weekly or monthly), compared to 4% of those aged 36 and over, the age group that uses them least frequently.

The frequency of consumption is reversed for **news in the media: 23% of those aged 36 and over consume it frequently (daily or weekly) compared to 18% of 18-21 year olds at the other end of the spectrum.**

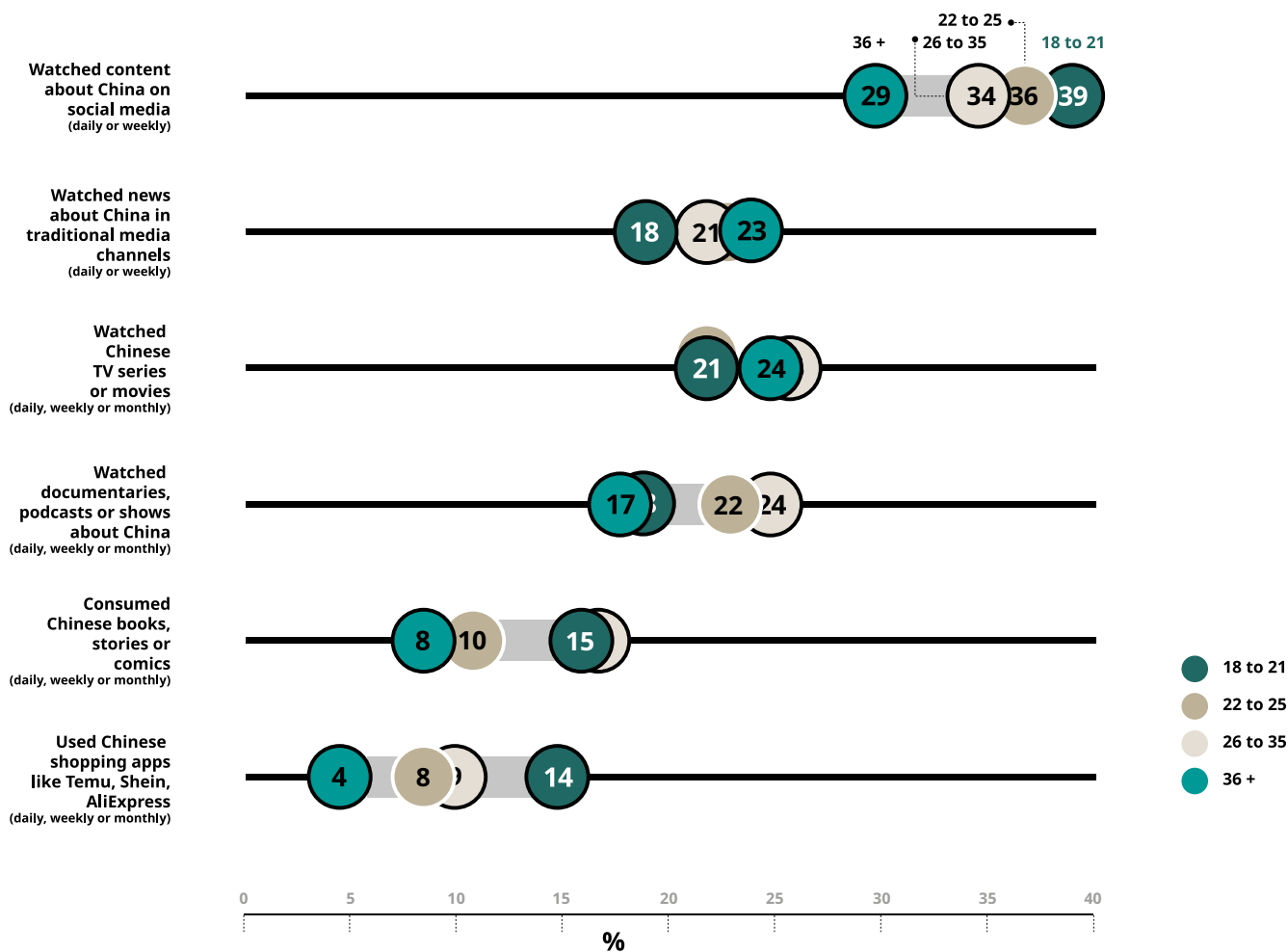
In the other formats, young millennials aged 26-35 are the most frequent consumers: 25% of them watch Chinese films or series, 24% watch documentaries, podcasts or programs about China, and 16% read Chinese literature with some frequency in all cases (daily, weekly or monthly).

Despite these differences, when we look at those who never consume this content, it is mostly the group aged 36 and above: 45% of them never consume Chinese content on social media, 41% never consume Chinese news in the media, and between 59% and 76% never consume films/series, documentaries/podcasts, literature or use shopping apps. There are two exceptions: in the case of Chinese news in the media, the age group with the highest percentage of non-consumers is young millennials aged 26-35 (45%), while in the case of Chinese literature the age group with the highest percentage of non-consumers is Gen Z aged 18-21 (68%).

## Percentage of those who usually consume the following content

*Percentages by age*

Figure n° 59

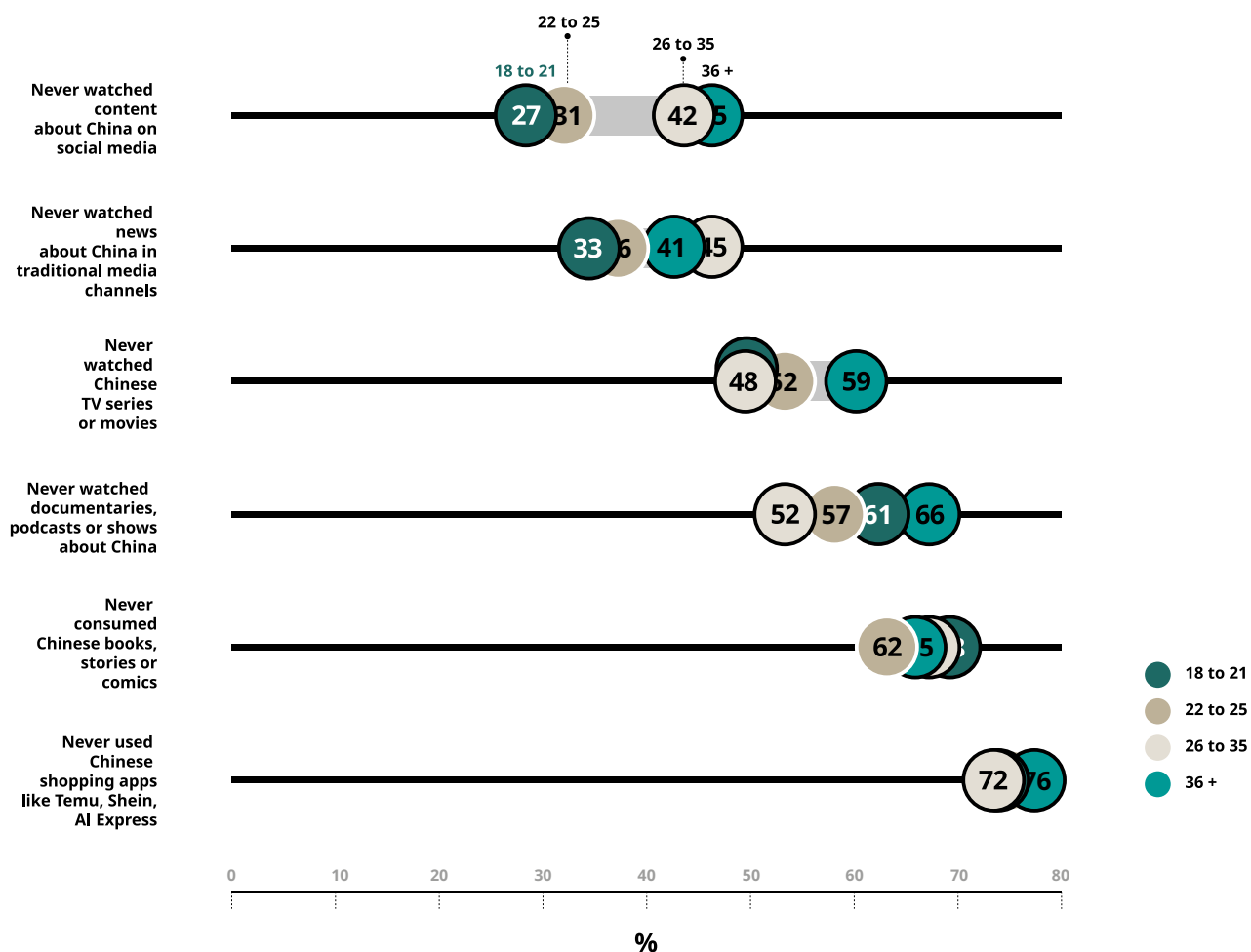




## Percentage of those who NEVER consume the following content

### Percentages by age

Figure n° 60



### Field of study

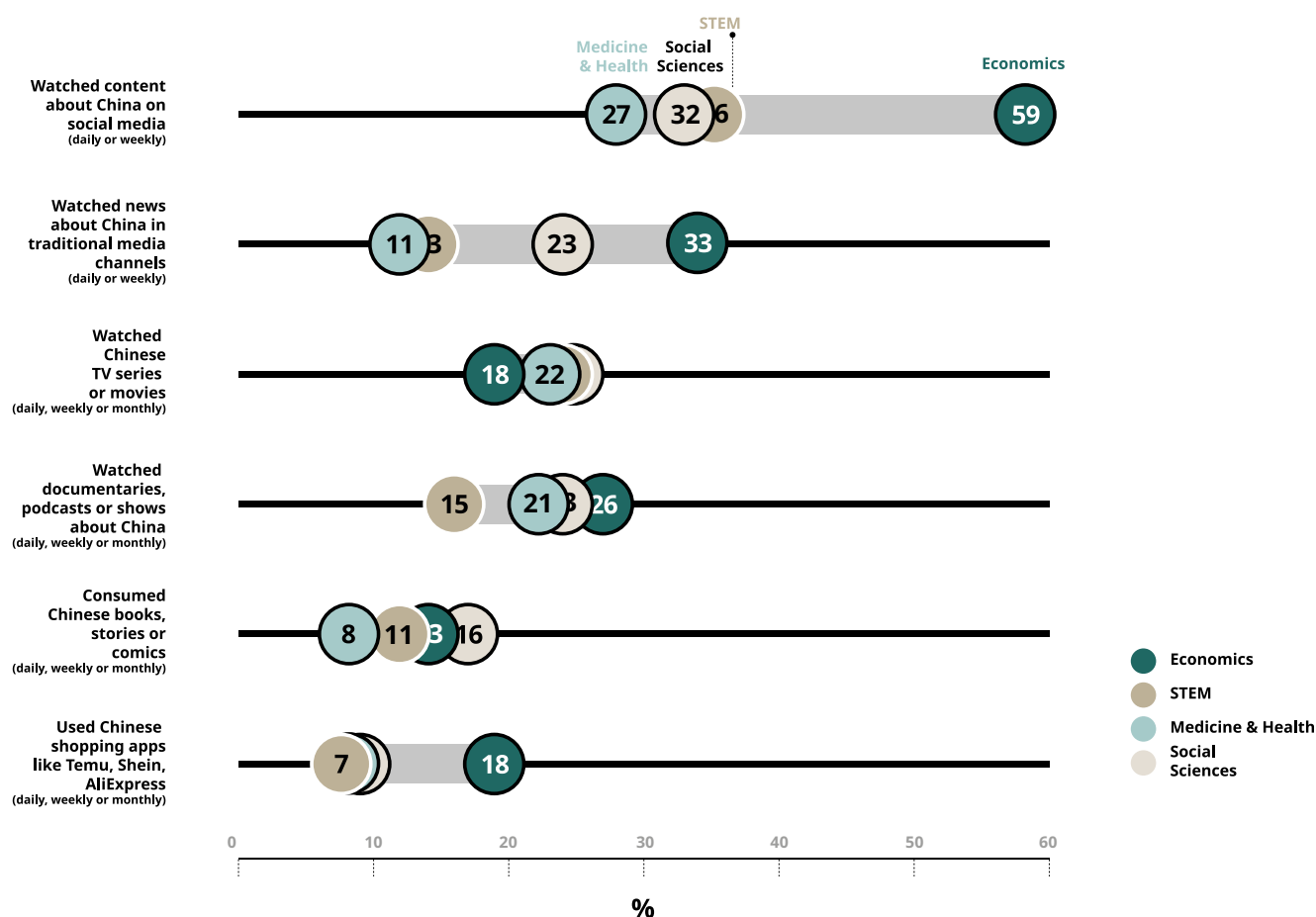
In terms of fields of study, those belonging to the area of economics show by far the most frequent consumption of content about China on social networks: 59% consume this content frequently (daily or weekly) while across the other fields those who consume this content frequently represent between 27% and 35%. They are also by far the most frequent consumers of news about China in the media (33% do so on a daily or weekly basis), the most frequent consu-

mers (daily, weekly or monthly) of documentaries or podcasts about China and the most frequent users (daily, weekly or monthly) of Chinese shopping apps (18%). On the other hand, those in the field of social sciences stand out as the most frequent consumers of Chinese films and series and Chinese literature. Finally, in all types of cultural consumption, the highest number of non-consumers is concentrated in the STEM or medical fields.

## Percentage of those who usually consume the following content

*Percentages by field of study*

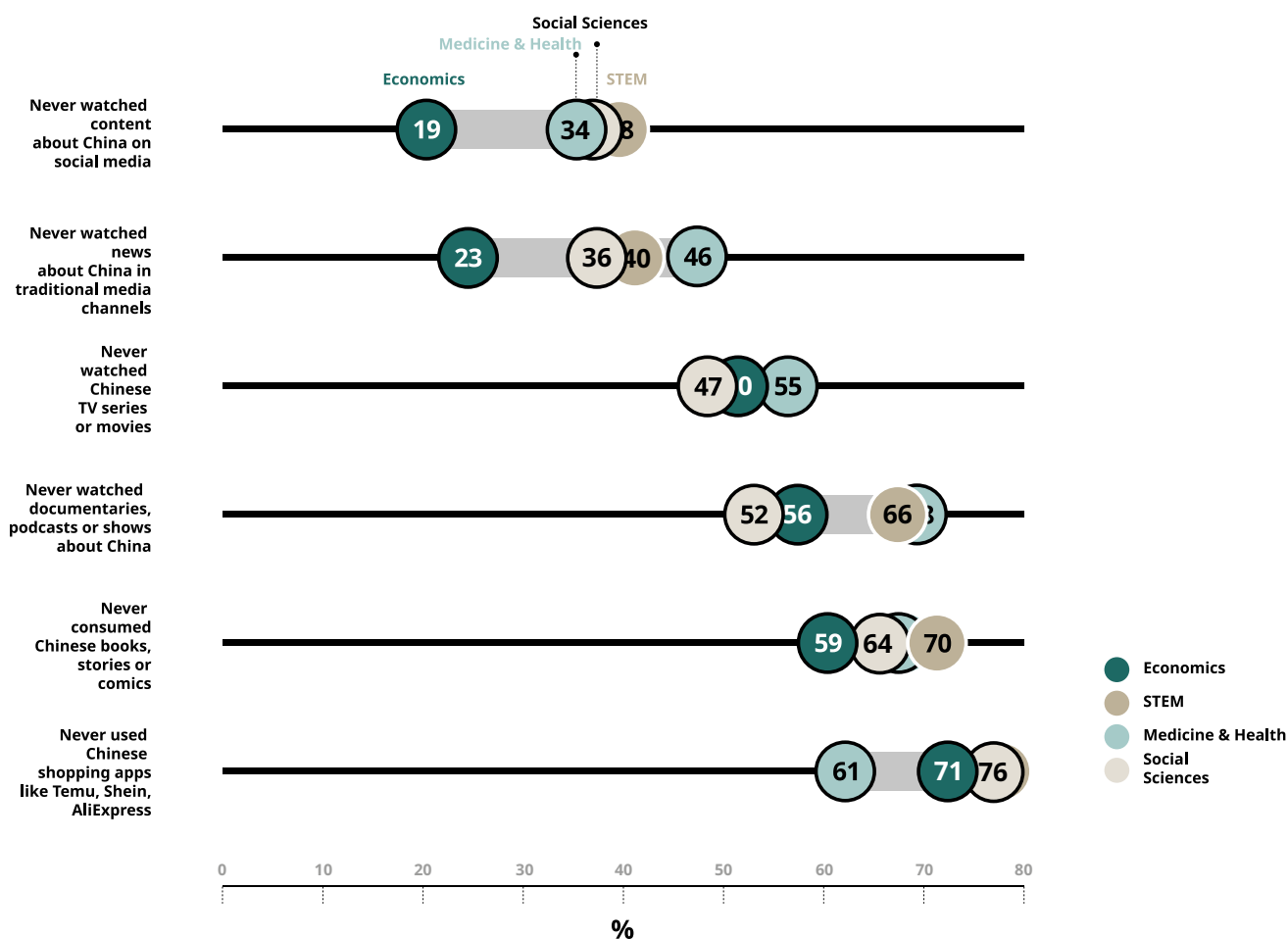
Figure n° 61



## Percentage of those who NEVER consume the following content

*Percentages by field of study*

Figure n° 62



### Type of university

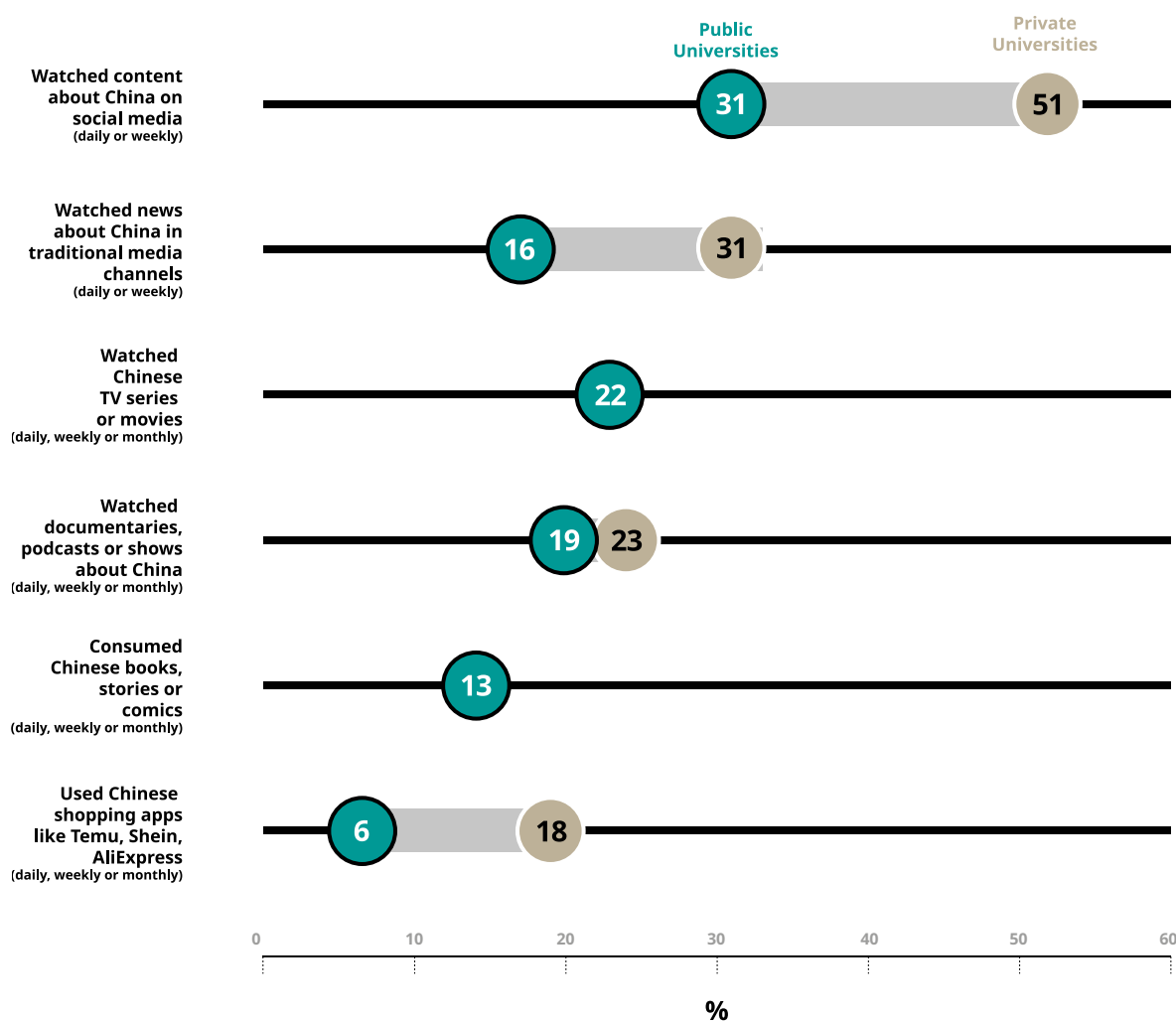
Finally, in relation to the type of university, those belonging to private universities demonstrate the most frequent consumption across almost all fields, by a significant margin in the case of social media networks, news on traditional media, and shopping apps: 51% consume content about China on social media

frequently (daily or weekly), as against 31% in the case of the respondents from public universities. 31% frequently consume content about China in traditional media, compared with 16% of the respondents from public universities. In the case of China-based shopping apps, 18% of those from private universities reported using them with a certain frequency (daily, weekly, or monthly), compared with 6% of those from public universities. Across the other categories there were no significant differences.

## Percentage of those who usually consume the following content

### Percentages by type of university

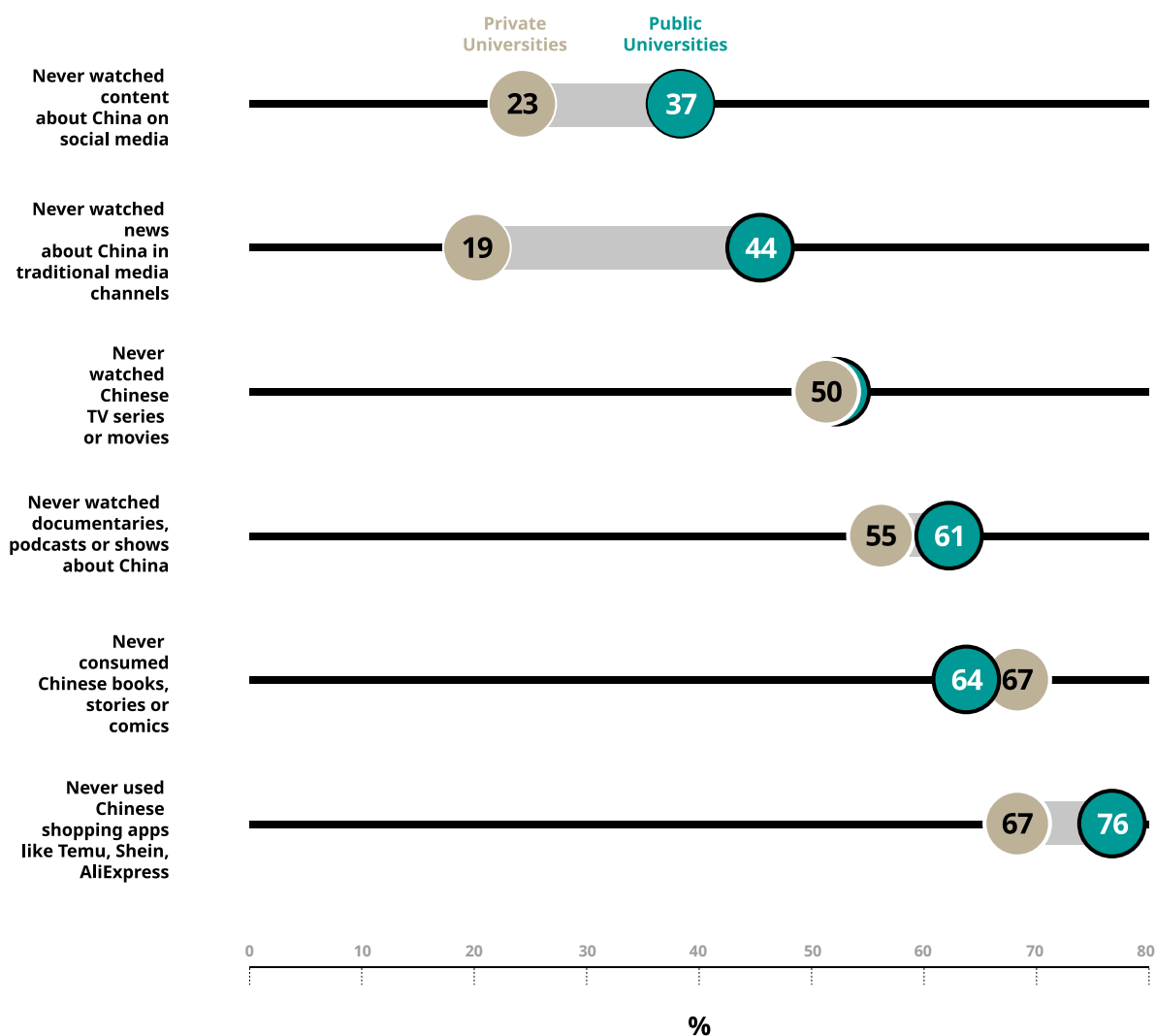
Figure nº 63



## Percentage of those who NEVER consume the following content

### Percentages by type of university

Figure n° 64





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# Conclusions

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## CONCLUSIONS

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This research on the perception of China among the academic community of Buenos Aires was conducted in October and November 2024. It surveyed the opinions of a sample of 454 individuals from 11 academic institutions in Buenos Aires.

Among the general conclusions, the study found a positive perception of China among Buenos Aires' academic population, linked to its economic dynamism, technological innovation, productive capacity, and academic and scientific quality. Most respondents ranked China among the leading global powers in science and technology. However, this perception coexists with limited knowledge of its scientific or academic institutions and output: the vast majority are unaware of Chinese universities, and few have engaged with its scientific or academic production, revealing a gap between perception and concrete knowledge.

Language emerges as the primary barrier, not only to accessing academic publications but also to exploring exchange opportunities or deepening cultural understanding. A key finding is a notable interest in learning Chinese, particularly among younger individuals motivated by job prospects. However, the current low proficiency in the language reflects a challenge. This cultural distance is further evident in the limited inclusion of China-related content in local academic curricula. Despite this, the study identified fertile ground for engagement: over half of the academics consider Chinese intellectual output “very” or “fairly” relevant to their fields, and nearly 70% express willingness to

undertake academic stays in China, drawn by institutional prestige and professional opportunities.

Cultural consumption, meanwhile, focuses on short-form content—social media and news—with minimal engagement in more complex cultural products such as literature, films, or documentaries.

Finally, demographic differences add nuance: broadly, men, younger individuals, and those in economics-related fields hold more favorable views of China, while women, adults, and those in social sciences exhibit greater distance. In summary, the study highlights the recognition of China as a key global actor but also identifies challenges. Overcoming language barriers, promoting cultural products in diverse formats, integrating Chinese academic output into local education, promoting joint research programs, and fostering academic exchanges could transform positive perceptions into deeper bilateral cooperation.





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