



MAKING THE GRADE

**WHAT'S MOTIVATING CHINA'S
EDUCATIONAL OUTREACH IN LAC?**

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EXECUTIVE SUMMARY

China's educational outreach in Latin America and the Caribbean (LAC) has been a feature of the relationship for decades, with some limited examples of exchanges dating back to the Mao Zedong era (1949-1979).¹ China has attached increasing importance to overseas educational partnerships and student exchanges since launching its *13th Five Year Plan* (2016-2020), however, with roughly a fourth of existing programs established in the past five years, whether in LAC or other regions.² Outreach to educational institutions has also been a prominent feature of the Belt and Road Initiative (BRI) as part of its stated commitment to building people-to-people ties. This includes engaging political parties, technical cooperation, media outreach, strengthening private sector connections, educational linkages, and other forms of diplomacy and outreach—all of which are evident to varying degrees across the LAC region.

Much like China's other institutional relationship building in LAC, China's higher educational partnerships—exchange agreements and jointly-developed studies and research centers—are thought to achieve multiple objectives. China's interest in developing expertise in Latin American and Caribbean studies is among these, as noted in the first section of this paper. So, for that matter, is an enduring commitment to building Chinese soft power throughout LAC—through educational exchanges, mostly, but also with other wide-ranging cultural and technical outreach. China's Ministry of Education has indicated its commitment to strengthening diplomatic ties through exchanges, international educational cooperation, greater participation in educational standards-setting institutions,³ and by highlighting and exporting elements of China's educational system.⁴

A strong commercial and, at times, strategic rationale also appears to drive some of this activity, as Chinese companies and universities pursue joint research centers or collaborative exploration in areas of strategic and economic interest to China. Some China-LAC educational agreements promote skills development among local personnel in the use of China's artificial intelligence, telecommunications, and other technologies, encouraging the adoption of Chinese tech, services, and standards by LAC countries

and localities. Others, such as a joint lithium exploration center in Chile⁵ or scholarships for Panamanians to study maritime affairs in Dalian, China, have sought to ensure cooperation in sectors of growing and strategic interest to China and LAC.

This paper considers the multiple motivations for China's educational outreach in the region, drawing from Chinese policy and analysis and many dozens of examples of academic linkages forged between China and LAC in recent years. Whether initiated by Chinese or LAC institutions, these programs are an increasingly central feature of China-LAC relations, a part of the extension of China's BRI to LAC, and a useful measure of China's varied and evolving interests throughout the region.⁶

LEARNING LAC

China's extensive educational outreach in LAC is, at least, partially related to growing interest among China's ministries and universities in developing homegrown expertise on LAC affairs. The country's Ministry of Education has aimed in recent years to boost the quality of China's educational offerings through policies intended to upgrade area studies programs across the country. As part of this effort, Chinese authorities have endorsed and at least partially financed educational collaborations with institutions in LAC and other regions. Forging these ties enriches China's own area studies capacity while advancing other probable aims, as noted throughout this paper.

Efforts to improve China's area studies standings began in earnest around 2010 when Chinese officials and scholars publicly recognized deficiencies in the country's LAC studies and broader educational offerings. In a January 2020 interview, Qian Chengdan, director of Peking University's Institute of Area Studies and member of the Ministry of Education's Consultative Committee on Area Studies, said China's educational institutions still face a dearth of area studies professionals, a lack of cohesion among area studies academics in China, still-low levels of foreign language acquisition, and a lack of on-the-ground experience.⁷ Several of China's prominent think tanks, such as the Chinese Academy of Social Sciences (CASS), and

universities, such as Nankai University in Tianjin, have engaged in the in-depth study of the Latin American and, to a lesser extent, Caribbean regions for many decades.⁸ But as China assumes an increasingly prominent global role and is exposed to higher levels of related operational and reputational risk, China's central government has sought to expand and improve its global awareness, including of developments in LAC.

As a result, a series of Chinese government policies over the past decade supported the development of increasingly high-quality Latin American and other area studies centers across the country, primarily intended to inform China's foreign policy making.⁹ As a result of these efforts, China developed nearly 60 centers focused on the region by 2018 (see Figure 1 and Appendix 1). These range considerably in size and capacity, from centers with only one or two dedicated staff to well-established institutions like the CASS Institute of Latin American Studies (ILAS), which employs dozens of researchers. Most of the country's Latin American studies centers are affiliated with universities in China's major coastal cities, although a few have opened in inland provinces in recent years. A handful are dedicated to the study of individual Latin American countries, such as Bolivia, Brazil, Mexico, Peru, and Uruguay, or subregions, such as the Andean region.

FIGURE 1. CHINA'S LATIN AMERICAN STUDIES CENTERS



Source: Margaret Myers, Ricardo Barrios, and Cunhai Guo, "Learning Latin America: China's Strategy for Area Studies Development," *Inter-American Dialogue*, June 2018.

With government support, some Chinese universities have aspired to the ambitious area studies center accreditation standards outlined by the Ministry of Education, including plans for researchers to study overseas and the establishment of external academic committees, among other requirements.¹⁰ In other cases, universities are adopting the sort of measures recommended by Tsinghua University's Office of International Cooperation and Exchanges Director Li Jinliang, who noted in a 2020 *Guangming Daily* article that Chinese universities should forge stronger partnerships with foreign universities, including expanding personnel exchanges, increasing international research and global innovation cooperation, and hiring exceptional foreign instructors.¹¹

Several Chinese universities have created jointly-administered area studies centers with universities in LAC and other regions to strengthen and inform their curricula. In 2014, Wuhan University established a Caribbean research center with the University of the West Indies in Trinidad and Tobago,¹² but the center never became operational, according to Caribbean-China expert Rasheed Griffith, pointing to the writings of its intended director, Zhang Xiaotong.¹³ This center is among many notable examples of unexecuted memorandums of understanding (MOUs), whether in education cooperation or otherwise. A more successful example was the 2016 establishment of a China-Peru center at the Beijing International Studies University, in collaboration with the Universidad San Ignacio de Loyola in Peru.¹⁴ In 2018, Tsinghua opened its Centro para América Latina in Santiago, with sponsorship from Chilean mining conglomerate Luksic Group.¹⁵ Also of note is the Fudan Consortium, which consists of Fudan University and 12 top universities from Argentina, Brazil, Chile, Colombia, Mexico, and Peru. The group is committed to jointly facilitating academic conferences, faculty exchanges, and research cooperation among its members, in addition to hosting Latin American fellows on an annual basis.¹⁶

China has also made agreements with U.S. institutions specializing in Latin American or other area studies or that have relevant capacity in foreign language studies. For example, Miami-based Florida International University and Qingdao University established a joint program in Spanish language studies.¹⁷

Whether the product of university initiatives, Chinese government policy directives, or some combination thereof, cross-regional educational collaborations are increasing. According to a report by China's *Xinhua*, as of December 2020, China had 2,332 international joint-venture learning institutions and programs—1,230 (52 percent) of them with institutions of higher learning.¹⁸ Of this total, 580 were approved and put on record by the ministry between 2016-2020; nearly a fourth of total collaborative programs were approved in the past five years alone. Although these collaborations are globally focused, concrete examples are evident in almost every country in the LAC region, though with less attention apparently paid to some Caribbean nations, parts of Central America, and Taiwan's allies.

Despite the continued outreach and sustained Chinese government support,¹⁹ it is unclear to what extent these and other partnerships inform or improve Chinese universities' area studies proficiency. China's partnerships in LAC vary considerably in scale, scope, and commitment among partner institutions—the likely result of varying levels of interest and available resources among interested parties. Some amount to little more than a statement of intent or broad MOU, which may not result in substantive engagement. Among those that engage in productive collaboration, some focus mainly on student or faculty exchanges. Others attempt a more expansive agenda, including collaborative research and research center development (see Figure 2). Some Chinese and LAC institutions, such as Jinan University (which had signed agreements with at least ten Latin American universities and other educational and cultural institutions by 2016²⁰), Fudan University in China, and the Universidad Nacional Autónoma de México (UNAM), have several or more of these partnerships in place. UNAM lists upwards of 45 agreements on its web site, for instance. Others have focused on partnerships with just one or two universities or other institutions in China or LAC.

FIGURE 2. EXAMPLES OF CHINA-LAC COOPERATION AGREEMENTS

Year	LAC Institution	China Institution	Exchange component?	Other collaboration?
2010	Universidad Nacional de Ingeniería (UNI)	China University of Geosciences	Yes	Yes, mining resource development research
2013	University of Celaya	Guangdong Foreign Studies University	Yes	
2015	Tecnológico de Monterrey	Fudan University		Yes, joint China-Latin America research center
2016	Universidade de Brasília	South China Normal University		Yes, online course
2016	University of Suriname	Jinan University	Yes	Yes, herbal medicine research
2018	Universidad Nacional Autónoma de México	Beijing Foreign Studies University	Yes	
2018	Universidad de Panamá	Jinan University	Yes	
2019	Universidad de la Habana	Qingdao University	Yes	
2020	Universidad de la Habana The Human Employment and Resource Training Trust/National Training Agency (HEART)	Jilin International Studies University	Yes	Yes, IT-focused research center
		Heilongjiang International Studies University		
		Chengdu Institute Sichuan International Studies University		
		Shenzhen Institute of Information Technology (SIIT)		
2021	Universidad Simón Rodríguez, UNESR	South China Agricultural University	Yes	Yes, plant-based pesticides, bio-fertilizer, plant seeds research

Source: Author compilation.

The areas of focus of these partnerships also vary considerably, the likely result of considerable diversity among the institutions striking these agreements. These include institutions of different sizes and disciplines, from top liberal arts-focused colleges and scientific institutions to smaller vocational centers. Chinese companies and Chinese and LAC governments also occasionally forge educational partnerships in

LAC, often with diplomatic and commercial interests in mind (see the Strategic and Commercial Motivations section). For example, China's Ministry of Science and Technology has sought to develop a China-Latin American Laboratory for Rail Transport in the region since 2018, involving China's Southwest Jiaotong University—which specializes in rail transport, the National University of Rio Cuarto in Argentina, the

Federal University of Rio de Janeiro in Brazil, and Argentina's National Council for Scientific and Technical Research.²¹ China has been heavily involved in railway development in Argentina, having upgraded and expanded the Belgrano Cargas rail network. Chinese infrastructure companies have also sought to expand their presence in Brazilian rail of late.²²

To the extent they materialize, partnerships and other developments are potentially beneficial to Chinese and LAC faculty and students. They may also advance the Chinese Ministry of Education's efforts to upgrade its international education, including the range and quality of its area studies and other offerings. China's interest in forging stronger China-LAC higher education partnerships and exchanges extends beyond the educational realm, however. Some of these projects appear to advance wider-ranging objectives, whether diplomatic, strategic, political, or commercial. We consider these goals in the following sections.

DEEPENING DIPLOMACY

Beyond boosting China's global studies proficiency, China has noted multiple other benefits to expanding cross-regional educational linkages. Chief among these are the soft power gains facilitated by international exchanges, which China's leadership has upheld since the Mao era. As Peking University doctoral candidate and Latvian Ministry of Foreign Affairs official Angelina Maksimova maintained in her analysis of developments in China's international education, providing education to international students in China has been a diplomatic rather than educational consideration for decades.²³ Tsinghua University Professor Wen Wen also noted China's long-held diplomatic interest in academic exchanges, explaining that in the 1950s, China sought to train foreign talent to "know China" (知华), "be friendly toward China" (友华), and "love China" (爱华).²⁴ Even post-Mao, as China invested in modernizing and professionalizing its education system, the broad process of restructuring the Chinese academic system "took on the contours of not only an educational but also a diplomatic policy," as Frederico Menino, member of the recruitment and admissions team for the Tsinghua Univer-

sity-based Schwarzman Scholars Program has suggested.²⁵

Xi'an Jiaotong University's Li Lijie argued that while China is increasingly focused on ensuring high educational standards for foreign students, its exchange programs are still aimed at "enhancing the country's soft power and China's international status and reputation."²⁶ In fact, China's Ministry of Education put forth the "Studying in China Initiative" in 2010 with the express purpose of developing "Chinese soft power and promot[ing] the Chinese concept of Harmonious World to the outside world."²⁷ The initiative—since incorporated in the BRI—sought to recruit 500,000 international students to study in China by 2020. According to the Ministry of Education, 492,185 international students from 196 countries were studying in China by 2018, easily positioning China to meet its goal.²⁸

For LAC students, faculty, and practitioners, opportunities for educational trainings and exchange with Chinese institutions are facilitated through numerous platforms and scholarship programs, including some of the institutional arrangements noted in the previous section, opportunities associated with the Confucius Institutes/Classrooms system (now run by the Chinese International Education Foundation), and offerings from the Ministry of Education and Chinese companies. China's Confucius Institutes in LAC are primarily dedicated to conveying cultural and language education to foreign countries and are responsible for scholarship distribution and facilitating partnerships between Chinese and LAC higher education institutions. They have also facilitated connections with overseas ethnic Chinese communities.²⁹

China's embassies have also sponsored student exchanges in some countries, sometimes with an eye toward shaping views of China and Chinese foreign policy. In Brazil, as one interviewee noted, a Chinese embassy official directly awarded a scholarship for study in China to a doctoral student who wrote an analytical study of the Belt and Road Initiative.³⁰ Scholarships are also allocated for distribution by individual LAC governments. Ten were promised annually to the Dominican Republic as part of that country's *Plan Educativo 2018-2023* with China.³¹ In other cases, networks such as the Belt and

Road University-Enterprise Alliance for Talent Development³² promote cooperation on talent training among domestic universities, governments involved in the BRI, and Chinese companies operating overseas. In 2019, 230 Mexican students, among other LAC candidates, were selected to join the Alliance's affiliated master's degree programs in China.³³

China's various recruitment and funding vehicles are additionally aligned with the objectives outlined in the China-CELAC Forum Cooperation Plan (2015-2019), which called for wide-ranging exchanges between educational institutions, committed China to expanding the region's Confucius Institutes, and aimed to provide CELAC countries with "6,000 governmental scholarships, 6,000 training opportunities and 400 opportunities for on-the-job master degree programs in China between 2015 and 2019."³⁴ The most recent China-CELAC Action Plan for Cooperation in Key Areas (2022-2024) supports continued higher educational exchanges for students and academics, the provision of 5,000 government scholarships and 3,000 trainings in China, and continued support for the China-LAC Think Tanks Forum, the China-CELAC High-Level Academic Forum, and, if possible, a China-CELAC University Presidents Forum. According to the document, the "Bridge to the Future" training program for 1,000 Chinese and Latin American young leaders will also still be implemented.³⁵

China's leadership envisions the country's burgeoning area studies centers as also playing a key role in cultivating China's overseas influence, whether by attracting top talent or developing important linkages to LAC institutions. In a speech delivered at the 2011 National Education Work Conference, an annual government meeting held in China to appraise performance and set priorities for the coming year, Politburo member and state councilor Liu Yandong called for the development of area studies centers in top universities and for these to "play a larger role in the promotion of cultural exchange and the increase of Chinese soft power."³⁶

Despite numerous examples of university ties and student exchanges, the diplomatic benefits of China's educational outreach are undoubtedly more limited in LAC than in China's neighboring regions, where China has established hun-

dreds of joint research centers and individual countries send 20,000 or more students to China on an annual basis, in some cases.³⁷ In comparison, in 2017, 2,200 Latin Americans were studying in Chinese universities, accounting for roughly 1.5 percent of all international students in the country.³⁸ In 2018, approximately 6,000 Latino students studied in China compared to 80,000 African students in the same year.³⁹

Yet, these numbers are likely to continue growing post-pandemic as China improves and extends its offerings and more LAC students see value in knowing and studying China, given the continued promotion of educational partnership and exchange in China's bilateral agreements with governments in the region. The Comprehensive Strategic Partnership between Mexico and China, signed by President Xi and counterpart Enrique Peña Nieto in 2013, outlines "intensifying exchanges by young students, academics, media and sport" as desired outcomes.⁴⁰ In the July 2014 *Plan de Acción Conjunta entre los Gobiernos de la República Argentina y la República Popular de China para el Fortalecimiento de la Asociación Estratégica*, Chinese and Argentine officials agreed to "promote the exchange of information and materials about educational policies, pedagogical methods, teaching materials and educational computerization, as well as encourage the exchange of visits between government departments and educational institutions."⁴¹ They also agreed to promote university linkages, intensify expert exchanges, carry out joint studies on topics of common interest, properly manage the Confucius Institutes, and establish area studies institutes. Educational collaboration also featured among the 19 agreements between China and the Dominican Republic when the latter severed its diplomatic ties to Taiwan. The *Plan Educativo entre el Ministerio de Relaciones Exteriores de la República Dominicana y el Ministerio de Educación de la República Dominicana para los Años 2018-2023* suggests that both countries will "stimulate short exchanges among public servants, specialists, professors, researchers, students, and send expert delegations to learn about the educational policies of both countries."⁴²

INTERNATIONAL EDUCATION COMPETITION

China's aim to compete in international education is also motivating Chinese outreach in LAC and other regions. In 2017, China released President Xi Jinping's *Double First-Class University Plan* (双一流大学), which has aimed to cultivate world-class Chinese universities and disciplines by the end of 2050, making China into a global higher education power.⁴³ According to the *People's Daily*, the Double First-Class University Plan supports the upgrading of 100 disciplines related to national security and vital interests, as well as emerging and interdisciplinary subjects.⁴⁴

Although China-LAC educational exchanges and linkages continue expanding (aside from amid the Covid-19 pandemic, given travel limitations), Chinese officials have noted that attracting more of BRI countries' top talent will require further upgrading of China's educational institutions, even beyond the now decade-long focus on areas studies development.⁴⁵ Since the launch of the country's *13th Five Year Plan* (2016-2020), this has resulted in government officials attaching increasing importance to boosting the attractiveness of China's offerings. The 2017 *Administrative Measures for the Enrollment and Development of International Students by Universities and Schools*—issued by China's Ministry of Education, Ministry of Foreign Affairs, and Ministry of Public Security—emphasized systematic quality enhancement in university regulations, assessments for admissions and scholarships, teaching and staff development, and quality control mechanisms.⁴⁶ Jing Qi, a lecturer at Australia's RMI University, notes the importance of the 2018 *Quality Assurance Standards for Higher Education of International Students* and the 2019 *Quality Accreditation Rules for International Higher Education* to the upgrading of China's international education system.⁴⁷

With improvements underway, China has also aspired to brand its system of education for international consumption, promoting “the dissemination and sharing of its successful education experience.”⁴⁸ One plausible example of these efforts is the International Chinese School in Rio de Janeiro, Brazil, which opened in Feb-

ruary 2021 with support from Chinese companies, expats in Rio, and Chinese Consul Li Yang. The school will “provide international standard teaching in Brazil following the Chinese education model” while adhering to Brazil's national curriculum.⁴⁹ According to a press release, the school aims to prepare its students “to make outstanding contributions to economic development and cultural exchange between the two countries.” Chinese pedagogy may also feature in the Jiangsu University-housed JSU Suzhou Caribbean Institute. This school offers majors in software engineering, computer science, and e-commerce to Caribbean students, in collaboration with the University of the West Indies and Suzhou Global Institute.⁵⁰

University-level exchanges and collaborations would seem particularly important for China at this moment in China-LAC relations, given what AmericasBarometer describes as steadily declining trust in the Chinese government across the region.⁵¹ The 2021 report found that younger adults (i.e., 18-25) were, on average, more trusting of the Chinese government, making university-level outreach a potentially more fruitful endeavor than diplomacy with other segments of the LAC population.

However, if the number of LAC partnerships and exchanges with China is any indication, then China is already being viewed as a valuable educational partner, especially as it promises funding, facilities, or exchanges and training in high-tech fields, and as LAC institutions see value in actively participating in new flows of global knowledge, which are increasingly influenced by China. Indeed, educational relations with Chinese universities or companies are sometimes propelled by LAC institutions. Peru's ESAN Graduate School of Business developed a partnership with Fudan University to be “on the cutting edge of business at a global level,”⁵² and the Mexican Agency for International Cooperation and Development developed the NANO-MXCN Congress to convene specialists from both nations to analyze research work related to nanotechnology.⁵³

To the extent that these and other initiatives are successful, they will build on the ties and knowledge already being generated by leading China-LAC studies centers across the region, such as the China-Mexico Studies Institute at UNAM, the China-Brazil center at the Federal

University of Rio de Janeiro, the China Studies Center at the Pontificia Universidad de Católica de São Paulo, and the China-Latin American Studies Center at the Universidad Andrés Bello in Chile, among others. Of course, as evidenced by the range of China analysis and commentary generated by these institutions, the forging of partnerships and educational exchanges with China does not always generate positive views of China and its education system, or an alignment of viewpoints among LAC and Chinese faculty or students.

STRATEGIC AND COMMERCIAL MOTIVATIONS

Although China's outreach in LAC's educational sphere primarily aims to cultivate soft power and encourage mutual understanding, some of its partnerships would appear to have concrete commercial or even strategic aims. China's educational outreach in LAC has frequently focused on sectors or disciplines of particular commercial interest to China. This includes sectors in which China's companies are well established and those—such as tech and financial services—that Chinese firms are looking to engage with more extensively. There are additional examples of educational collaboration on topics of geostrategic relevance to China, whether related to diplomatic competition with Taiwan, in support of China-LAC cooperation on signals intelligence, or in other strategically significant fields.

Commercial Objectives

Chinese companies, sometimes in collaboration with Chinese universities, have played a prominent role in forging educational partnerships in LAC, often motivated by operational and staffing needs. Changzhou University, founded by Chinese national oil companies Sinopec, China National Petroleum Corporation (CNPC), and China National Offshore Oil Corporation (CNOOC), worked to cultivate oil industry talent in Venezuela through an arrangement with the Universidad Simón Bolívar's Confucius Institute.⁵⁴ The Beijing-based China University of Petroleum (CUP) is also active in LAC oil-producing nations, in frequent collaboration with

China's national oil companies. In 2016, CUP partnered with Venezuelan national oil company Petróleos de Venezuela, S.A., a key associate of China's oil majors, to develop a master's program focused on energy and petroleum industry research.⁵⁵ In 2019, CUP partnered with the Universidad Central de Ecuador and Ecuador's Universidad Católica Santiago de Guayaquil to establish exchange programs, including in petroleum and chemical engineering. Representatives from Sinopec, CNPC, and CNOOC took part in those agreements.⁵⁶

China's University of Petroleum also heads a Worldwide Energy University Network, of which the Federal University of Rio de Janeiro is a member. During a 2019 visit by CUP to Brasília, the two universities agreed to collaborate on deep-sea technology,⁵⁷ ostensibly with Brazil's pre-salt operations in mind. While in LAC in 2019, CUP's Party Secretary met with Chinese oil companies Andes Petroleum, Sinopec Exploration and Development Ecuador, CNPC International (Brazil), Sinopec Exploration and Development Brazil, and CNOOC Brazil to discuss the "development of the local oil and gas industry, corporate development needs, talent training, and scientific research project cooperation."⁵⁸

China's major tech conglomerates and technical universities have also been active in the LAC educational sector to develop local talent and, presumably, in support of Minister of Education Chen Baosheng's stated commitment to strengthen "high-level international scientific and technological exchanges and cooperation, and build[ing] more and more practical global scientific and technological open cooperation platforms."⁵⁹ Huawei's Seeds for the Future program, which seeks to foster information and communications technology (ICT) talent by carrying out training programs and exchanges and building cohorts of experts, is among the more prominent initiatives to build sector-specific linkages with LAC publics.⁶⁰ Beyond any interest in building cutting-edge knowledge and ensuring technology access overseas, these programs aim to win over the foreign ICT specialists of the future by immersing them in China's technology ecosystem. The Seeds for the Future program has been carried out virtually in every country worldwide, with prominent examples in Ecuador,⁶¹ Colombia,⁶² Mexico,⁶³ Ukraine,⁶⁴ and the United States.⁶⁵ After Colombia held the

first Seeds for the Future program in LAC in late 2014, Huawei sponsored 22 faculty members from six Colombian universities to spend two weeks in China learning about Chinese culture and tech development.⁶⁶

Chinese technology firm Alibaba's multiyear outreach and training activity in LAC cultivates relationships with small- and medium-sized enterprises that may eventually employ the company's e-commerce platform. This includes a 2019 agreement with the Guanajuato Foreign Trade Promotion Coordinator to train e-commerce and other digital sales entrepreneurs.⁶⁷ The Mexico-based Atomic88-Alibaba Business School also recently announced a partnership with GINgroup—an enterprise conglomerate—to promote and develop e-commerce skills within Mexico. The GINgroup will train and certify 200 people in Alibaba's Global eCommerce Talent program. Alibaba has also noted its interest in creating digital villages in all 32 Mexican states to train 1,000 university students and launch 50 micro-businesses in each village.⁶⁸

Other examples of institutional outreach in the ICT sector are extensive and include Shenzhen Institute of Information Technology's co-development of a research center in Jamaica in 2020 to provide teacher training, skills training, and skills appraisal for information technology programs in Jamaica's vocational colleges. The research center aims to funnel talent to Jamaican ICT industry enterprises.⁶⁹ In 2014, at the sixth meeting of the China-Mexico Intergovernmental Standing Committee, China's Optics Valley Beidou signed an agreement with the Autonomous University of San Luis Potosí encouraging cooperation in geospatial information, remote sensing, satellite technology application, and renewable energy.⁷⁰ And as far back as 2012, the Chilean Undersecretariat of Telecommunications and Huawei signed an agreement for technology transfer and training on WCDMA (Wideband Code Division Multiple Access), RAN (Radio Access Network), HSPA (High-Speed Packet Access), HSPA+, and LTE (4G) mobile wireless technologies.⁷¹

In other cases, alliances have been forged in sectors where China has maintained a considerable physical footprint for many years. For example, agriculture and mining are areas of interest for numerous Chinese universities in LAC. The China-Latin America Agricultural Ed-

ucation and Research Innovation Alliance was conceived by the South China Agricultural University and co-developed by dozens of Chinese and Latin American universities in 2020 (see Figure 5). The alliance describes itself as promoting mutual benefits and seeks common development in agricultural education and research in China and Latin America through the establishment of cooperation platforms and resource sharing. In addition to planning technical trainings and exchanges, the center also promotes joint scientific research on crop cultivation, horticulture, aquaculture, agricultural machinery, smart agriculture, facility agriculture, new materials, energy resources, and ecology.⁷² Many other examples of agriculture-focused partnership exist across the region, including between Tianjin Agricultural University and Universidad de Caldas in Colombia,⁷³ South China Agricultural University and Universidade Federal de Santa Maria in Brazil,⁷⁴ and the Academy Of Tropical Agricultural Sciences Of China and Universidad de Panamá.⁷⁵

FIGURE 5. MEMBERS OF THE CHINA-LATIN AMERICA AGRICULTURAL EDUCATION AND RESEARCH INNOVATION ALLIANCE

LAC Institutions	Chinese Institutions
Universidad Nacional del Litoral Argentina	South China Agricultural University (lead)
Universidad Nacional Arturo Jauretche, Argentina	Northwest Agricultural and Forestry University
Universidad de San Pablo-Tucumán, Argentina	Chinese Academy of Tropical Agriculture
Universidad Nacional del Sur, Argentina	Huazhong Agricultural University
Universidade Federal de Mato Grosso, Brazil	Sun Yat-Sen University
Universidade Federal de Santa Maria, Brazil	Jiangsu Academy of Agricultural Sciences
Universidad Mayor de San Simon Cochabamba, Bolivia	Guangdong Ocean University
Gabriel Rene Moreno Autonomous University, Santa Cruz, Bolivia	Zhongkai University of Agriculture
Universidad de la Frontera, Chile	Fujian Agriculture and Forestry University
Universidad Nacional de Colombia	China Agricultural University
Pontificia Universidad Javeriana, Bogota, Colombia	China Academy of Agricultural Sciences
Universidad Pedagógica y Tecnológica de Colombia	
Universidad Tadeo, Colombia	
Universidad de Córdoba, Colombia	
Universidad del Atlántico, Colombia	
Universidad del Quindío, Colombia	
Universidad Manuela Beltrán de Colombia	
Universidad de Caldas, Colombia	
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Universidad de Guadalajara, Mexico	
Universidad de Panamá (Coleo Campus)	
Universidad Agraria la Molina Lima, Perú	
Universidad de la Republica, Uruguay	
Universidad Nacional experimental Simón Rodríguez, Venezuela	

Source: China-Latin America Agricultural Education and Research Innovation Alliance website, <https://claeria.scau.edu.cn/jj/list.htm>

Mining has also been an area of focus in the LAC region. In Peru, where China has numerous mining investments, a 2010 agreement between Peru's Universidad Nacional de Ingeniería and the China University of Geosciences sought collaboration to develop mineral resources and scientific and technological research projects.⁷⁶ In April 2021, Chinese mining company Zijin funded five Fujian university scholarships for students from the Universidad de Antioquia in Colombia.⁷⁷ In October 2020, Zijin inaugurated the Buritica gold mine, located in Colombia's Antioquia Department, which it acquired in March 2020 from Canadian mining firm Continental Gold.⁷⁸

Strategic Interests

Partnerships are also evident in areas of possible geostrategic significance to China. For example, there are recorded exchanges between the University of Chile and the Chinese Academy of Sciences on astronomy, with Chinese partners indicating their interest in deepening the relationship.⁷⁹ China has been interested in space-related collaborations with Chile and Argentina for years. The location of these two countries can give China critical access to coverage of the southern polar region. As China-LAC relations expert Evan Ellis noted, the first significant manifestation of joint China-Argentina satellite tracking collaboration was a 2005 agreement between the China National Astronomical Observatories, China National Academy of Sciences, and the San Juan University in Argentina to construct a satellite laser-ranging facility.⁸⁰ China and Argentina have since collaborated on establishing satellite coverage in southern Argentina. Space cooperation in LAC has been of interest to China both as a form of diplomacy, with commercial (e.g., tech exports) interests in mind, and as Beijing expands its activities in outer space.

The China-Panama Maritime Scholarship program also possibly aligns with China's strategic interests in Panama, where China has for many years sought to engage with Panama Canal commerce and operations. The program allows up to eight students from Panama to study at Dalian Maritime University.⁸¹ Also, in August 2019, the Universidad Marítima Internacional de Panamá (UMIP) signed an MOU with the China Oceanic Development Foundation and the First Institute of Oceanography of China's Min-

istry of Natural Resources. According to UMIP, the purpose of the agreement was to "establish a collaborative relationship in scientific and research issues and technologies, with the aim of improving academic performance and collaboration in Marine Spatial Planning and related areas."⁸² Panama's unique position as the steward of the Panama Canal imparts strategic and commercial importance to these arrangements.

Hebei International Studies University's 2020 agreement with seven universities in Cuba also bears strategic significance, advancing long-standing China-Cuba cooperation in technology and communications. The agreement included the creation of the International Friendship Hospital and the International Institute of Research in Artificial Intelligence. The latter was launched in collaboration with Cuba's University of Camaguey to conduct medical research with Cuban specialists and develop technical solutions in biotechnology, biomedicine, and smart cities.⁸³ The institute will also host research laboratories focused on artificial intelligence, big data, the internet of things, blockchain, cloud computing, and software development. It will additionally provide a graduate degree option in Applied Informatics, and—although based in Shijiazhuang, China—will be run by artificial intelligence (AI) specialist and University of Camaguey Director of International Relations, Yaile Caballero.⁸⁴ The International Friendship Hospital—a collaboration between HSFU and Cuba's Camaguey Medical University, Holguin Medical University, National School of Public Health, Santiago Medical University, Medical University of Havana, and Latin American Medical College—aims to focus on integrating AI and other technology innovations with public health.⁸⁵

The China-Latin America High-Level Academic Forum, a key component of the China-CELAC Forum, has been used to convey key elements of China's evolving policy toward the region. For many years the forum has brought together top experts on China-Latin America relations, highlighting issues, topics, and concepts upheld in China's foreign policy toward the region. First established in 2012 by São Paulo state, CASS, and the China Social Sciences Press, the forum has since developed into an annual and geographically wide-reaching event. Areas of focus have included urbanization (2013), mutual understanding (2014), constructing a common destiny (2015), building strategic confidence

(2016), structural transformation (2017), a new era of globalization (2018), and perspectives on China-Latin America relations amid regional and global transformations (2019). Participants included representatives from CASS ILAS, Shanghai University, Nankai University, Hubei University, the Universidade Estadual Paulista, the Universidade Federal de Minas Gerais, the Universidad del Pacífico, the Universidad Andrés Bello, the Universidad Nacional de Córdoba, the United Nations Economic Commission for Latin America and the Caribbean, and representatives from Confucius Institutes. The 2020 Forum was hosted online by the Universidad de Santiago de Chile.⁸⁶

Educational partnerships have also featured as part of China's COVID-19 vaccine diplomacy in LAC over the past two years. In June 2020, Pontificia Universidad Católica de Chile signed an MOU with Sinovac Biotech Ltd. to evaluate and validate the company's vaccine. At the signing, the university's rector, Ignacio Sánchez, explained, "we need collaboration to face challenges that require solutions that can reach the entire population."⁸⁷ Other medical and pharmaceutical cooperation predated the pandemic. In July 2019, the Universidad de Chile signed a collaboration agreement with China Pharmaceutical University to provide academic exchange opportunities for postgraduate students and interns.⁸⁸ An MOU was signed between the Universidad Autónoma de Yucatán and Guangdong Pharmaceuticals University in September 2016 to facilitate faculty and student exchanges and promote traditional Chinese medicine.⁸⁹ A focus on Chinese traditional medicine is also evident in some of China's educational partnerships in LAC. In May 2021, the Universidade Estadual de Montes Claros in Brazil signed a cooperation agreement with the Nanjing University of Chinese Medicine to promote studies on traditional medicine in the post-pandemic era.⁹⁰ The University of Suriname and Jinan University also plan to cooperate on herbal medicine research.⁹¹

Medical partnerships are potentially supportive of China's interest in developing world-class and globally-recognized capabilities in medical sciences and technologies while also serving as a platform for enhanced global health cooperation. As Central Party School Researcher Zhao Lei said in an October 2020 *Guangming Daily* article, China will likely focus in the next few

years on developing internationally competitive centers and think tanks in the field of biosafety and public health cooperation while also promoting Chinese traditional medicine and other solutions in BRI countries.⁹²

Competition with Taiwan has also shaped China's educational outreach in LAC. As previously noted, scholarship, donations to educational institutions or other academic sector benefits are generally part of China's offerings in exchange for diplomatic recognition. China promised scholarships to Salvadoran students after El Salvador cut ties to Taiwan in 2018. Media there reported that qualified Salvadoran students would receive funding for tuition, accommodation, basic expenses, life insurance, and airfare.⁹³ Outreach is also occasionally evident in countries that maintain diplomatic ties to Taiwan. In July 2019, the rector of the National Autonomous University of Honduras, Francisco Herrera Alvarado, and the vice-rector for International Relations, Julio Raudales, received a delegation of officials from the Foreign Affairs Office of Jiangsu Province. According to the Chinese delegation, the visit was "aimed at strengthening ties of friendship and collaboration with Honduras."⁹⁴

Also of note are occasional efforts to generate relations among Chinese and LAC defense universities. Mexico's defense secretary and secretary of the Navy traveled to China in 2016 to sign an MOU for academic cooperation between the National Defense University of China and the National Defense College of Mexico, and to consider increasing bilateral defense relations and cooperation in UN peacekeeping operations.⁹⁵

DECENTRALIZED DIPLOMACY

China has employed a notably decentralized approach to educational partnership development in LAC and other regions to ensure that partnerships meet the specific needs of educational institutions, better support the interests of Chinese companies, and broaden the scope of China's educational diplomacy. As stipulated by the *Education Action Plan for the Belt and Road Initiative*, Chinese provinces and even cities are expected to carry out overseas part-

nership development, striving to align interests among their universities and businesses.⁹⁶

China's Guizhou province and Argentina's Jujuy province were remarkably successful at aligning commercial and educational interests in pursuit of commercial and diplomatic interests. After Guizhou and Jujuy established a sister provinces relationship in 2017, Jujuy's secretary of modernization and a delegation of tech entrepreneurs were invited to Guizhou to consider opportunities for cooperation in big data.⁹⁷ The delegation visited the Guiyang Big Data Exchange during the trip to study Guizhou's big data trading model. Jujuy representatives also met with big data companies in the province, such as Yunshang Guizhou, Langma Information, Digital China, and Truck Gang, and with the University of Guizhou and the Guizhou Institute of Technology.⁹⁸ Big data scholarships for Jujuy students were later established to promote exchanges of technological know-how in the industry. Chinese tech giant Alibaba, which signed a framework agreement on cloud computing and big data with the government of Guizhou province in 2014, also offered to open a permanent office in Guizhou to facilitate knowledge transfer on big data issues between the two governments.⁹⁹

Both the Henan province in China and the government of the Coquimbo region in Chile promoted cooperation to develop the region's mining sector, including mining-related educational partnerships. During a trip to China in 2007, the Coquimbo government expressed interest in scientific cooperation to bolster the productivity of mining small and medium-sized enterprises in Coquimbo, discussing the possibility with Chinese companies, research institutes, and metals importers.¹⁰⁰ As a result, Coquimbo's La Serena University agreed to work with the Henan Bureau of Nonferrous Resources, Geology, and Minerals to explore the region's Las Ñipas mineral deposits.¹⁰¹ The Coquimbo government's second trip to China resulted in signing a "twinning" agreement with Henan to foster interregional cooperation in mining, agriculture, education, science and technology, and culture.¹⁰² On this visit, La Serena University signed an agreement with Henan Polytechnic University, promoting educational exchanges and joint research. La Serena also developed linkages to Henan's Foreign Affairs Office and the Ministry of Education.¹⁰³

Some of China's provincial outreach is focused on building mostly diplomatic—rather than commercial—ties. One example is the Universidad ORT Uruguay and Lanzhou Jiaotong University's cooperation on sports, culture, and society, which stemmed from a broader Gansu Province-Uruguay relationship.¹⁰⁴ The Ministry of Education of Shandong province was integral to establishing initial relations with the Universidad Nacional Arturo Jauretche in Buenos Aires, Argentina, which later supported the development of a Center for Argentine Studies within CASS ILAS.¹⁰⁵ Chinese city Tianjin's Luban workshops are also upheld as an effective form of diplomatic outreach.¹⁰⁶ The workshops, designed to enhance collaboration among vocational schools worldwide in support of the BRI, have yet to expand to LAC but have been held in Britain, India, Indonesia, Thailand, and parts of Africa. Tianjin anticipates holding these workshops in LAC in the coming years.¹⁰⁷

In some instances, numerous Chinese actors—whether from the central government, provinces, academia, or the commercial realm—converge on a specific sector and are successful in forging ties but without clear evidence of coordination in support of presumed common objectives. This is true of China's experience in Jujuy's lithium industry. China's engagement with the sector dated back to a 2010 MOU signed by Argentina's Geological Mining Service (Segemar) and the China Geological Service (CGS) to promote scientific exchange through joint research opportunities and capacity-building workshops.¹⁰⁸ Through this partnership, CGS, Segemar, and the National University of Jujuy began conducting geological studies in September 2017 to evaluate the industrial potential of Jujuy's salt flats.¹⁰⁹ Perhaps prompted by historical collaboration in the sector, or based on the companies' outreach, then-Argentine President Mauricio Macri and Jujuy Governor Gerardo Morales met with China's Tianqi Lithium and Ganfeng Lithium in 2017 to discuss a US\$1 billion investment in the sector. Through several transactions, Ganfeng Lithium eventually acquired a controlling share of Minera Exar, which held the rights to lithium production in the salt flats in Cauchari and Olaroz.¹¹⁰ The Cauchari-Olaroz project is expected to start production in mid-2022, producing 40,000 tons per year of battery-quality lithium carbonate.¹¹¹

THE IMPLICATIONS OF CHINA'S EDUCATIONAL OUTREACH IN LAC

Despite China's considerable efforts to expand educational ties with the LAC region, more work remains to bring China-LAC academic linkages on par with Chinese educational engagement in other regions. According to estimates from the Chinese Ministry of Education, the Latin American region still sends the fewest overall students to China. In 2018, approximately 6,000 Latin American students studied across China compared to 80,000 African students that year.

Additionally, effective collaboration between China and Latin America is most often limited to those elements of Latin American universities or government ministries specifically dedicated to diplomacy with Asia. Chinese universities of international prestige, such as Tsinghua University in Beijing, are still largely unknown to the university sector in Latin America, according to Schwarzman Scholars Outreach and Selection Officer Federico Menino. Additionally, as Menino notes, universities, governments, companies, and youth organizations in Latin America have not yet successfully exploited the immense strategic potential of long-term academic initiatives with global impact, such as the Schwarzman Scholars scholarship program.¹¹²

The extent of China's soft power and other gains depends on the strength of its wide-ranging partnerships and the effectiveness and quality of exchange programs and other offerings. China's relatively decentralized approach to educational outreach has led to a considerable degree of diversity in China's partnerships, as Chinese provinces, cities, and universities seek to either highlight their strengths or address their weaknesses in partnership with LAC institutions. The quality of these ties undoubtedly varies on an institutional basis, depending on the availability of resources, levels of commitment among partner institutions, and management of these programs—an area where China has signaled some challenges. As a result, there is likely some considerable variation in the extent to which China's international educational ties are advancing Chinese and LAC educational, diplomatic, and other objectives.

Still, if implemented successfully, China's dual (domestic/overseas) international education strategy will continue to position China to compete more effectively in international relations and other disciplines, as Vice Minister of Education Hao Ping predicted more than a decade ago,¹¹³ while also potentially deepening China's diplomatic linkages and avenues for influence. Indeed, in addition to positioning itself as a dominant player in the economic, technology, and military fields, China is also competing to be a central player in the global knowledge economy, alongside traditional powers such as the United States, Japan, and European nations.¹¹⁴ As Evan Ellis has noted, even though the number of China studies programs in the region is still relatively small, these programs “reflect a significant reorientation in the intellectual focus of the region, which, in turn, feeds the ongoing process of growing intellectual awareness of, and attention to, China. This has the potential to further accelerate economic and other bonds, whether forged by Chinese or LAC actors.”¹¹⁵

As it stands, many Latin Americans educated in China are now in positions of authority in their respective countries and, in some cases, are responsible for forging ties with China or Asia more broadly. Indeed, after many years of China-LAC student mobility, administrators and officials on both sides have sought to reinforce the knowledge gains and people-to-people linkages cultivated by China-LAC educational exchange. Under the slogan “Re-encounter with the Chinese Culture,” the Cultural Office of the Chinese Embassy in Argentina and the Argentina-China Alumni Association has held annual conferences for returned Argentine scholarship recipients.¹¹⁶ And Jinan University established its own Latin American Alumni Association during a ceremony at the Universidad de Piura in Peru in September 2019.¹¹⁷

Furthermore, China's commitment to collaboration in key fields will undoubtedly fortify some institutional and bilateral ties, including in areas of strategic interest to the United States. Educational programming backed by China's tech companies is training future generations of Latin Americans on Chinese technologies and standards. The research centers that China established amid the COVID-19 pandemic will be important vehicles for collaboration in the medical sciences post-pandemic. The strengthening of educational exchanges between China

and foreign countries might also promote “reform in the global education governance system,” as Chen Baosheng suggested in October 2020, supporting China’s broader interest in standards-setting across industries and disciplines.¹¹⁸

As China’s educational outreach expands, and amid growing concerns about China’s competitiveness in LAC—whether in the tech realm, resource sector investment, or infrastructure finance and development—it is increasingly critical that United States and other LAC partner nations fortify long-established educational linkages, ensuring avenues for productive educational and commercial cooperation, and in support of shared values and sustainable regional development.

APPENDIX 1. CHINA'S LATIN AMERICAN STUDIES CENTERS

Host Institution Name	Institution Name	Location
Hebei University (河北大学)	Center for Latin America Studies* (拉美研究中心)	Baoding, Hebei
Beijing Foreign Studies University (北京外国语大学)	Center for Latin America Studies* (拉美研究中心)	Beijing
Beijing Foreign Studies University (北京外国语大学)	Mexican Studies Center (UNAM-墨西哥研究中心)	Beijing
Beijing International Studies University (北京第二外国语学院)	Peru Research Center (秘鲁文化研究中心)	Beijing
Beijing Jiaotong University (北京交通大学)	Uruguayan Studies Center* (乌拉圭研究中心)	Beijing
Beijing Language and Culture University (北京语言大学)	Latin American Language and Culture Center (拉美语言文化中心)	Beijing
Beijing Normal University (北京师范大学)	BRICS Cooperation Center (金砖国家合作中心)	Beijing
Capital Normal University (首都师范大学)	Institute for the Comparative Study of Ancient Chinese and Latin American Civilizations* (中国与拉丁美洲古代文明比较研究所)	Beijing
China Foreign Affairs University (外交学院)	Center for Latin America Studies* (拉美研究中心)	Beijing
China Institutes of Contemporary International Relations (中国现代国际关系研究院)	Institute for Latin American Studies (拉美研究所)	Beijing
China University of Political Science and Law (中国政法大学)	Latin American and Caribbean Legal and Public Policy Center* (拉美和加勒比地区法律和公共政策中心)	Beijing
Chinese Academy of Social Sciences (中国社会科学院)	Institute of Latin American Studies (拉丁美洲研究所)	Beijing
Peking University (北京大学)	Brazilian Culture Center (巴西文化中心)	Beijing
Peking University (北京大学)	Latin America Research Center* (拉丁美洲研究中心)	Beijing
Renmin University of China (中国人民大学)	Latin America Research Center (拉丁美洲研究中心)	Beijing
Tsinghua University (清华大学)	Center for China-Latin America Management Studies (中国-拉丁美洲管理研究中心)	Beijing
University of International Business and Economics (对外经济贸易大学)	Center for Latin America Studies* (拉美研究中心)	Beijing
University of International Business and Economics (对外经济贸易大学)	Center for the Study of Lusophone Countries* (中国葡语国家研究中心)	Beijing
University of International Business and Economics (对外经济贸易大学)	Pacific Alliance Research Center* (太平洋联盟国家研究中心)	Beijing
Jilin University (吉林大学)	Center for Iberoamerican Studies* (伊比利亚美洲研究中心)	Changchun, Jilin
Changzhou University (常州大学)	Latin America Research Center* (拉丁美洲研究中心)	Changzhou, Jiangsu

Sichuan University (四川大学)	Institute of Latin American Studies* (拉丁美洲研究所)	Chengdu, Sichuan
Chongqing University of Science and Technology (重庆科技学院)	Mexican and Latin American Studies Center* (墨西哥及拉丁美洲研究中心)	Chongqing
Sichuan International Studies University (四川外国语大学)	Center for Latin America Studies * (拉美研究中心)	Chongqing
Sichuan International Studies University (四川外国语大学)	Institute for BRICS Studies* (金砖国家研究院)	Chongqing
Dalian University of Foreign Languages (大连外国语大学)	Center for the Study of Andean Countries* (安第斯国家研究中心)	Dalian, Liaoning
Fujian Normal University (福建师范大学)	American History Institute* (美洲史研究院)	Fuzhou, Fujian
Guangdong University of Foreign Studies (广东外语外贸大学)	Latin America Research Center* (拉丁美洲研究中心)	Guangzhou, Guangdong
Guangdong University of Technology (广东工业大学)	BRICS Research Center* (金砖研究中心)	Guangzhou, Guangdong
Jinan University (暨南大学)	Center for Latin America Studies (拉美研究中心)	Guangzhou, Guangdong
Zhejiang International Studies University (浙江外国语学院)	Institute of Latin American Studies* (拉丁美洲研究所)	Hangzhou, Zhejiang
Anhui University (安徽大学)	Institute of Latin American Studies* (拉丁美洲研究所)	Hefei, Anhui
City University of Macau (澳门城市大学)	Institute for Research on Portuguese-Speaking Countries (葡语国家研究院)	Macau
Southwest University of Science and Technology (西南科技大学)	Institute of Latin American Studies* (拉美研究院)	Mianyang, Sichuan
Nanjing Agricultural University (南京农业大学)	Center for American Studies* (美洲研究中心)	Nanjing, Jiangsu
Nanjing University, Jinling College (南京大学金陵学院)	Center for Latin America Studies* (拉美研究中心)	Nanjing, Jiangsu
Qingdao University (青岛大学)	Latin America Center (拉丁美洲研究中心)	Qingdao, Shandong
Hebei Institute of International Business and Economics (河北对外经贸职业学院)	Bolivian Studies Center* (玻利维亚研究中心)	Qinhuangdao, Hebei
East China Normal University (华东师范大学)	Latin American and Intercultural Studies Center* (拉美与跨文化研究中心)	Shanghai
Fudan University (复旦大学)	Center for BRICS Studies (金砖国家研究中心)	Shanghai
Fudan University (复旦大学)	Fudan-Latin America University Consortium (复旦大学-拉美20大学联盟)	Shanghai
Fudan University (复旦大学)	Fudan-Tecnologico de Monterrey Research Center for Studies on China and Latin America (复旦-蒙特雷科技中国拉美研究中心)	Shanghai
Shanghai Institutes for International Studies (上海国际问题研究院)	Center for American Studies (美洲研究中心)	Shanghai
Shanghai International Studies University (上海外国语大学)	Brazilian Studies Center* (巴西研究中心)	Shanghai
Shanghai International Studies University (上海外国语大学)	Mexican Studies Center (墨西哥研究中心)	Shanghai

Shanghai University of Finance and Economics (上海财经大学)	China-Latin America Legal Research Center (Shanghai) (中国—拉美法律研究中心 (上海))	Shanghai
Shanghai University (上海大学)	Center for Latin American Studies (上海大学拉美研究中心)	Shanghai
Hebei Normal University (河北师范大学)	Peru Research Center* (秘鲁研究中心)	Shijiazhuang, Hebei
Nankai University (南开大学)	Latin America Research Center* (拉丁美洲研究中心)	Tianjin
Tianjin Foreign Studies University (天津外国语大学)	Latin America Research Center* (拉丁美洲研究中心)	Tianjin
Hubei University (湖北大学)	Brazilian Studies Center* (巴西研究中心)	Wuhan, Hubei
Hubei University (湖北大学)	Institute of Latin American Studies* (拉美研究院)	Wuhan, Hubei
Wuhan University (武汉大学)	Wuhan-University of the West Indies Caribbean Center* (武汉大学—西印度大学加勒比中心)	Wuhan, Hubei
Xi'an International Studies University (西安外国语大学)	Center for Latin America Studies* (拉美研究中心)	Xi'an, Shaanxi
Xiangtan University (湘潭大学)	Center for the Study of Spanish-Speaking Countries and Regions* (西班牙语国家与地区研究中心)	Xiangtan, Hunan
Jiangsu Normal University (江苏师范大学)	Amerindian Literature and Culture Research Center* (印第安文学与文化研究中心)	Xuzhou, Jiangsu
Jiangsu Normal University (江苏师范大学)	Center for Iberoamerican Studies* (伊比利亚美洲研究中心)	Xuzhou, Jiangsu
Sun Yat-sen University (中山大学)	Department of Latin American Studies (拉美研究中心)	Zhuhai, Guangdong

*Unofficial Translation

Source: Margaret Myers, Ricardo Barrios, and Cunhai Guo, "Learning Latin America: China's Strategy for Area Studies Development," *Inter-American Dialogue*, June 2018.

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19. Recently released Ministry of Education documents indicate that China's government and its educational institutions will continue to prioritize resident expertise in area studies, including through the development of enhanced educational linkages with LAC. In its *Notice on the Publication of the Ministry's 2019 Work Points* (教育部人事司关于印发2019年工作要点的通知), China's Ministry of Education wrote that "giving full play to the role of think tanks, such as area studies centers in universities" was among its main priorities for the year, as part of a broader effort to develop a "talent system with global competitiveness." The Ministry's *Opinion on Strengthening Educational Scientific Research Work in the New Era* (教育部关于加强新时代教育科学研究工作的意见) and *Notice on the Initiation of Applications for the 2020 Area Studies Research Projects of the Ministry of Education* (关于启动申报教育部高校国别和区域研究2020年度课题的通知) additionally supported the continued development of area studies centers, in addition to other forms global educational outreach.
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