Internationalization of Peruvian universities for integration and sustainable development

Internacionalización de las universidades peruanas para la integración y desarrollo sostenible

Internacionalização das universidades peruanas para integração e desenvolvimento sustentável

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ABSTRACT. The essay analyzed and proposed the need for the internationalization of Peruvian universities for their integration and sustainable development in the context of technological globalization. The objective of the essay was to propose ways to internationalize higher education. The problem of the ecosystem of university education, anchored in a hermeticism, limitations to the outside, causing underdevelopment and isolation, was addressed. The proposed central thesis is to turn the state and university pedagogical policy towards internationalization to achieve greater integration in the world, developing human capacity and competitiveness. The methodology of this research was developed from the qualitative, analytical, critical, and purposeful approach. We

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conclude that universities and the state must assume responsibility and commitment through multiple mechanisms such as international policies, technology transfer, curricular cooperation, and intercultural coexistence.

**1. INTRODUCTION**

Higher educational internationalization is one of the current trends and pedagogical needs in the world. It is understood as a large-scale exchange of knowledge that allows the personal and collective evolution of society, countries, and institutions in the world (Toledo et al., 2022).

This pedagogical trend has to do with the effects of globalization that requires new teaching methods toward a planetary human community, where interconnectivity becomes a fundamental piece and science is no longer fully framed by a geographical and philosophical sector, but rather new ways of finding solutions through the multiplicity of information found in the international space are discussed.

For its part, higher education is understood as a training process with a high level of education and training for the labor-social world. Therefore, it must develop a new culture of being and knowing that allows institutions to reflect on a collective conscience (Chang & Massón, 2021).

However, the world context of higher education internationalization indicates that higher and higher institutions seek to break through to the outside by managing transversal pedagogical methods in the globalized world. Therefore, they understand that "Its materialization must contribute to raising the quality of educational processes. University students, which means training professionals with global skills who are trained to contribute to social development, and who are bearers of solid humanistic and supportive principles" (Labrada & Valiente, 2021, p. 11).
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Internationalization is linked to globalization and its guidelines for sustained universal progress, entirely related to economic, political, cultural, scientific, educational, and other social aspects. This globalization as a product of communicative networks allows knowing different intercultural realities, which broadens the focus to configure proposals for sustained educational development:

The internationalization of higher education has been influenced by the globalization of our economies and societies and by the growing importance of knowledge. It is driven by a dynamic and constantly evolving combination of political, economic, sociocultural, and academic reasons (De Wit & Hunter, 2015, p. 3).

According to the world education reports, universities seek global internationalization, innovation, integration, and sustainable and academic development, motivating them to propose from research and interculturality. In the Latin American case, communication and exchange networks between different universities in different countries, to achieve an actual mobilization, cooperation, and widespread use of double degrees.

2. METHOD

Methodologically, we carried out this essay under the qualitative approach, in which an exhaustive bibliographic review was given on the subject to analyze, criticize and propose other improvement options for Peruvian universities.

The materials used were high-impact indexed journals that provided us with relevant and quality information to support our proposals. Likewise, we rely on sources and video conferences to strengthen our knowledge.

3. ESSAY’S BODY

3.1 Peruvian educational internationalization

The internationalization of Peruvian higher education is marginal and self-sufficient due to an opaque bureaucracy and educational policy that, curiously, has recently created the internationalization office as an opening towards the globalized world, concerned with finding abroad new opportunities from integration and cooperation to add to sustained development.

Despite its actual relevance, there are still few systematic analyzes about what its influence should be in the design of educational policies, in the definition of purposes, in the identification of beneficiary groups, in the elaboration of participatory schemes, and in the selection of organizational schemes, political stabilization, fight against poverty, mobilization against racism, construction of democratic and inclusive societies and respect for cultural diversity (Didou-Aupetit, 2017, p. 85).

Following the need for intercultural coexistence and technology transfer, universities, as autonomous and historical bodies, assume the responsibility of solid cooperation that allows integration and development without discrimination, led by the state promoter of social policies based on this problem, as institutionalize internationalization by fighting against bureaucratic obstacles, slow structural changes, and limited financing.
In this sense, we propose to strengthen University Law 30220, to raise internationalist university quality, seek the improvement of national education through strategic alliances, as well as to strengthen the Quality Assurance Policy for Higher University Education (2015) that, among its actions and strategic guidelines, establishes the obligation to promote globalization mechanisms and strategies, using technology for the latter, understanding that:

- technological development is changing the behavioral form of the different learning agents; face-to-face classrooms are already changing for virtual learning spaces; and the control of information, which was previously the exclusive domain of the teacher, today is also the responsibility of the students, as they can corroborate the information offered in real time, through the different technological platforms. (Frank, 2021, p. 172).

On the other hand, the severe problems of globalization are inequality, elitism, and disintegration, so we need an active internationalization as a response, “inclusive and less elitist, as well as not focusing predominantly on exchange but more on the curriculum and learning outcomes. The ‘foreign’ component (exchange) needs to become an integral part of the internationalized curriculum to ensure internationalization for all” (De Wit & Hunter, 2017, p. 3).

Similarly, this internationalization must aim to be sustained over time for a global coexistence equivalent to the curriculum, where teachers, as Cebrián (2020) states, must acquire the resources and sufficient time from higher institutions to work adequately and rigorously in impact science that transcends space and time, so that it is important that the curriculum develop some lines on the subject to maintain it from the normative.

The curriculum is the nerve center of educational policies, destined to be improved and conducted at an international level, which motivates us to ask ourselves, how to approach academic and cultural exchanges...
between universities in developed and developing countries? Is it possible to integrate globalization in a sustainable way? It probably arises from the internationalization of the curriculum at the national level to later shape it at the international level. The truth is that this transformation of the curriculum towards internationalization must be carried out quickly and efficiently to encourage another type of competition that covers a much broader space than the current academic competitiveness that Peru shows. However, we must not forget that this curriculum must also maintain and improve pedagogical flexibility (Rama, 2005, p. 61).

3.2 Problems of Peruvian universities to open toward internationalization

Apparently, Peruvian universities act individually. That is, they do not collaborate to strengthen the scientific field of the country. This becomes a problem when observing that in other countries, there is a research exchange network that facilitates academic progress in quality and quantity.

Although the University Law has helped research take off in Peru, it is not yet strong enough to be recognized internationally, so CONCYTEC "must closely accompany the universities to work together throughout the process, it is with research and development where social and technological solutions are generated that can contribute to increasing the number of publications" (Valero et al., 2021, p. 304).

Figure 2

Problems of university internationalization in Peru

However, there are cases of Peruvian universities open to internationalization, positioning themselves as future academic centers of transnational importance, which have put aside the pedagogical traditionalism of transmitting information without generating in the student body the cognitive capacity for creation and innovation for the future and have transformed their education in technological-digital spaces.

Thus, among the most important universities to highlight, we find in first place the Pontifical Catholic University of Peru, currently ranked 394th worldwide. Other important ones include: Cayetano Heredia University, the National University of San Marcos, and the National University of Engineering. However, as we have hinted, university internationalization also has to do with the articulation between these institutions, and a state policy concerned with the scientific improvement of quality for the nation, for which they still need to develop significantly.
3.3 Peruvian universities and the practice of sustainable development

University internationalization goes hand in hand with sustainable development, not only in techno-educational issues but also in politics. Thus, as social policies and the conception of keywords such as freedom, democracy, and equality, among others, are on the same line, it will finally be possible to advance as a society towards sustainable and equitable pedagogical fields.

In the case of Peruvian universities, sustainable academic-scientific development from the political field does not seem to have a clear north since, according to the Cuenca field study (2020), the university population itself, which should be a source for good political praxis toward sustainable educational development, is more interested in individual economic factors than in the qualitative growth of education as an institution and a country.

The trend towards globalization invites universities to bet on quality and efficiency, establishing educational policies with greater clarity, inclusive and sustainable from the curriculum, oriented to new requirements and demands of the globalized-technological world, such as virtual mobility, bilingual management, and eco-environmental for good living.

The state must allocate and raise the budget for internationalization as a sustainable policy aimed at promoting student scholarships, teacher mobilization, and technology transfer and scientific dissemination; agreeing with Quispe & Paucar (2018), it should develop a set of projects that mobilize researchers abroad, not only in undergraduate and postgraduate studies but also, helping to spread important scientific projects that do not find space in a window international scientific. In this line, the Peruvian state is obliged to promote bilateral relations and cooperation framework agreements with universities from developed countries from the paradigm of interdisciplinarity.

Mentalizing from the ministry of education, as a transversal axis, the teaching of different cultures and flag of global interconnectedness, as suggested by Vallespín (2021) requires working on a scientific policy "aimed not only at consolidating and improving the maximum competitiveness of university research groups, but also to facilitate the promotion of the role of universities in the public research model with which any advanced State should be equipped" (p. 266).

Thus, for Peruvian universities to achieve global impact and contribute to sustained development, they need to develop experimental and theoretical research aimed at producing state-of-the-art science, they also need to create scientific journals indexed in relevant databases to enable good dissemination of scientific results such as The Pontifical Catholic University of Peru, UNMSM, among others, has been doing this. Therefore, for Gil et al. (2021) this internationalization from the universities becomes a challenge for the institutions that are forced to reorganize their academic activities building new projects in the future in order to raise the research, innovative and scientific quality in general, where reciprocity and sharing of research is the basis for building an interconnected education as a country.

Similarly, university academic management is inefficient, so it has to work towards sustainable development, as the University of Singapore does, by hiring foreign rectors and officials with innovative views. Is it impossible to hire foreign rectors and experts to govern our universities? Lalama & Bravo (2019) allege that:

As a result of inefficient public policies, excessively accentuated distortions are caused between the rich and the poor. The poor distribution of wealth, which benefits a few to the detriment of the majority, only
prolongs the vicious circle of people who, because they do not have the possibility of a good education, access, in the best of cases, jobs in the informal or formal market, with little pay (p. 15).

Likewise, it is necessary to refund the university profile that is bilingual, intercultural, researcher, and more committed to global affairs beyond university statistics. De Wit & Hunter (2015) agree that rankings and accreditation systems are focused on quantitative measurements that limit development, so they argue that universities must resist and strengthen qualitative aspects to achieve international quality. So does Salmi, (2009):

"There is no universal recipe or magic formula for "making" a world-class university. National contexts and institutional models are very different from one country to another. Therefore, each country must choose, among the various possible solutions, the strategy that enhances its strengths and resources (p. 26)."

In this line, the potential of Peruvian education can be found in the cultural, ecological, geographical, and economic diversity that the country presents and by which the academic life experience of a university student in this territory becomes particular. To Gacel-Avila (2017), Third World countries must take advantage of these conditions to promote their education abroad, with creations and scientific findings that provide solutions to problems as severe as those located in the territory, thus allowing the generation of new technologies from the periphery. For the world, new knowledge, and new ways of seeing the world.

In addition, it is necessary to strengthen the training of teachers and students through organic exchanges, academic exchanges that are facilitated by learning other languages, promoting leadership, autonomy and social prominence through a global expansion of agreements, which must be, according to Perez et al. (2021) constant and simple in bureaucratic issues, which allow the exchange person to free him from actions unrelated to academics to reinforce and improve the personal and institutional academic quality upon his return, we then speak of intercultural competence that will develop the talents to through new advanced communications in science and knowledge.
However, the internationalization and sustainable development of higher education in Peru also find expansion options based on sound management and agreements with private and state companies, which must understand their advantages, thus building a culture of exchange and commitment between universities and businesses. Consequently:

The strategic role of higher education is recognized both in the generation of knowledge and technological innovations and in the training of professionals capable of studying and contributing to the understanding and solution of environmental problems. Therefore, it is necessary to design and implement undergraduate programs that favor the formation of skills for the productive development of research and innovation activities (Yangali et al., 2022, p. 17).

IPAE’s CADE, for example, is a good proposal to fully develop and innovate academically for collaborative work as a culture of sustainable development, so that Cedeno et al. (2021) position private investment in educational issues as a fundamental piece for its development, since without economic sustainability it declines in quality and speed.

4. DISCUSSION

There is a latent problem regarding university internationalization in Peru. According to world rankings of university quality, Peruvian institutions are among the last on the list; This is due, among other things, to the fact that the universities do not act jointly to exchange scientific information that allows the development of an open and quality academic field through the contrasts and academic debates that nourish the works. Likewise, regarding the sustainable development of these universities in political issues that have an impact on the academic field, especially in the social sciences, it is observed that there is still no clear line of how to understand key words such as democracy, freedom and equality to have a single idea of country towards the globalized future.

State educational policies are not yet solid and efficient for university development, and the policy of digital and technological modernization does not seem to be on the government’s agenda since there is no real interest in...
economic financing to serious and prolonged programs in time and with international alliances that make Peru's academic advances visible abroad.

A proposal that should take greater firmness is the Peruvian student exchange with foreign countries. To encourage the academic study of our university students and postgraduate academics abroad, we are talking about exchanging talents to reformulate our university profile. With this premise, it is urgent for Peruvian students to master languages so that they can adapt better abroad, so it is also essential to finance language management issues if internationalization on a larger scale is to be achieved.

The university teacher "must guarantee the learner the skills for the labor market or possible additional training" (Franco, 2021, p. 168). Likewise, today's scientific disciplines cannot be linked to a single field but seek to branch out from the new context with claims abroad and their scientific impact.

This activity requires new pedagogical approaches that accompany the competency-based approach, thus Cedeño et al. (2021) propose in the digital and scientific internationalist context of universities the approach based on the process, which "emphasizes the integration of international dimensions and/or cross-cultural in academic curricula and institutional management policies and procedures. It should be noted that sustainability at the international level is at the core of this approach" (p. 404).

There is talk of a university education sustained over time, which generates development not only for institutions, as Cebrián (2020) points out, but for the population as a whole from the rethinking of the curriculum and the full integration of the multicultural society. Thus, internationalization not only has to do with the visibility of universities abroad, but also with the sustainable development of societies that strive for growth in all their fields.

Now, in accordance with Vallespin (2021), university internationalization also has to do with government cooperation in terms of economic benefits and scientific incentives, generating new academic programs that increase university scientficity and lead to an increase in institutional capacity that meets the demands social and academic.

5. CONCLUSIONS

Internationalizing higher education is a requirement that has to do with academic quality, so we recommend that the Peruvian state adopt globalization policies based on bilateral cooperation with higher institutions in developed countries, this in order to improve education not only structurally, but also, from the cognitive exchange.

In order to holistically train the globalized university student, it is necessary to achieve interculturality as a product of an inclusive education, as well as to develop soft skills that allow mass cultural and cognitive exchanges, reaching an internationalization that transcends scientific science towards good coexistence.

The internationalization of higher education generates visualization and sustained development from expansionist ideals raised in the curriculum, however, it is necessary to mention that this internationalization does not aim to distance us from our social and educational reality.

Finally, language can become a mechanism for internationalist collaboration in education, so reinforcing the different means of human communicative interaction would be a great proposal by MINEDU, SUNEDU, among other educational institutions. We are talking about expanding our language not only abroad, but also, beginning
to recognize and learn what is ours as the Runa Simi, Ashaninka, among others; that finally, diversify our understanding of the near world to prepare us for the outside.

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