Generative artificial intelligence in the Peruvian higher education: some pressing questions

La inteligencia artificial generativa en la educación superior peruana: algunas preguntas apremiantes

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After almost three years of the emergence of ChatGPT and the subsequent development of similar generative artificial intelligence (GenAI) tools, we have a clearer understanding of this technology's capabilities. Although the literature in this matter assigns a range of benefits to these tools (Dong et al., 2025), it is an urgent matter to question how the introduction of these tools into the higher education (HE) system of a country like Peru may exacerbate existing disparities or create new challenges. Thus, this editorial argues that without a field-specific, organic policy framework focused on equity, GenAI's implementation into Peruvian HE risks worsening the challenges it has the potential to overcome.

The first step in broadening our understanding of this risk is to look beyond the optimistic hype and examine context-specific challenges for Peru. The hype surrounding GenAI in HE has sparked a race among Peruvian institutions to start advertising AI courses and offering AI training for their faculty, among other initiatives. It seems that no institution wants to be left behind, and this sense of urgency has made institutions focused only on the affordances of GenAI, such as the personalization of learning, adaptive learning, automation of administrative tasks, or data analysis (González-Campos et al., 2024), without addressing the concerns that more recent literature has outlined. For instance, in a literature review on the impact of AI in HE students in the Peruvian context, Diaz Ancco et al. (2024) conclude that:

> The use of AI raises concerns about student data privacy and security, as well as the risk of algorithmic biases; excessive reliance on technology, with the risk that over-dependence on AI could dehumanize the learning process and diminish the importance of social and emotional skills. (p. 59) [Translation is mine]

Furthermore, the challenges of GenAI are not occurring in a vacuum. They now intersect another main trend in Peruvian HE: The push for internationalization. More Peruvian universities offer courses taught in English or even double-degree programs, under the English-Medium Instruction (EMI) educational model, which accelerates the process of *Englishisation* of Peruvian universities (Torres-Vásquez, 2025). While aimed at boosting global reputation, these policies create a dual disadvantage. Faculty and students who already navigate with biases of Anglo-centric AI tools (Muñoz-Basols et al., 2024) may soon be expected to align with an English-taught learning environment. This would benefit students with prior access to high-quality English education, further marginalizing those from public schools or rural areas where English proficiency is lower. Moreover, motivated by this trend, students could, for example, enroll in EMI courses without sufficient English language training and solely trust in GenAI tools' capacities to succeed.

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However, this challenging technological landscape is compounded by a fundamental human factor: the preparedness of the faculty. Professors are the cornerstone of any changes that contemplate an advancement of HE. Therefore, and going beyond their use of these tools for personal matters, do they know how to design, for instance, assignments that use GenAI as a collaborator rather than a substitute? Or do they teach students to prompt effectively and critique GenAI outcomes? If the answers are no, the training gap needs to be addressed promptly, so the still underdeveloped teachers' digital competencies can be improved (Batista Pérez & Gallur Santorum, 2025).

Likewise, professors may also need to evolve their roles into mediators (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2021) who promote critical thinking, curation, and ethical reasoning in a growing AI-saturated world. Moreover, do they acknowledge that their students are possibly using these tools without any prior training? Or are they still under the false impression that their students, many of whom went through high school during the COVID-19 pandemic, are "digital natives"? (Kirschner & De Bruyckere, 2017).

Thus, to enhance the benefits of these tools and prevent or reduce their downsides, GenAI literacy programs should be made necessary in Peruvian HE institutions. In other words, an introduction to GenAI course must be included in HE curricula, and continuing education programs need to refocus so that stakeholders may find the necessary training to design, use, and take advantage of this technology ethically and critically. In this sense, GenAI could potentially become the great equalizer, shortening any linguistic, academic, or technological gap.

Furthermore, to tackle these shortcomings and avoid creating new disparities, a well-structured and tailored policy framework is not an alternative but a critical necessity. Any private or public HE institution that considers developing or buying GenAI-enhanced technology should seek to establish a functional implementation plan that places students and teachers at the center of the learning process, as they are the ones who will benefit from the correct use of this technology or suffer from unrealistic and ill-conceived adoptions.

More importantly, if implementation is inevitable, and legally motivated by the Peruvian government and its *Law No. 31814 Law that promotes the use of artificial intelligence in favor of the economic and social development of the country* [Ley que promueve el uso de la inteligencia artificial en favor del desarrollo económico y social del país] (2023), HE institutions must already be drafting critically aware policies collaboratively with teachers (Gustilo et al., 2024), and move beyond simple bans or administrative procedures that penalize students for using the same tools institutions are eagerly promoting. Thus, field-specific guidelines developed at the departmental level may aid in embracing an ethical implementation that fosters academic integrity, data safety, equitable access, and pedagogical alignment between universities' expectations and individuals' pedagogical needs, without ignoring permanent quality assurance.

In conclusion, GenAI integration in Peruvian HE should not be an uncontested adoption of a global hype. As this editorial has argued, the inherent shortcomings of the technology, the ill-equipped human factor (including both teachers and students), and the current policy void collectively create a scenario that risks exacerbating existing educational disparities. Therefore, our argument is clear: to harness GenAI's potential, thoughtful, context-sensitive policies that prioritize equity as the primary tenet must be developed and implemented.

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