New Intercultural Bilingual Education Teacher Preparation Curriculum: Opportunities and Challenges to Reduce Educational Inequities in Peru

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Abstract: This study employs an actor-centered approach to curriculum implementation, examining the perspectives of teacher educators, administrators, and public servants from Peru's Ministry of Education who are involved in implementing the new Initial Teacher Education for Intercultural Bilingual Education (ITE-IBE) curriculum. It examines how these actors perceive the innovations in the curriculum and the challenges they encounter within their institutional settings. Although interviewees acknowledged the alignment between the new ITE-IBE curriculum and the basic education curriculum (at the primary and secondary levels), they also noted limitations in addressing cultural diversity and applying a competency-based model. In addition, they reported that weak inter-institutional collaboration, limited funding for the practice and research component, and high teacher educator turnover—due to low salaries—have hindered successful implementation. The curricular reform faces similar obstacles to those encountered in earlier efforts to implement competency-based approaches in basic education, particularly in adapting to the specific needs of Indigenous students and their communities. The study highlights the importance of sustained institutional support, adequate funding, and a more nuanced understanding of the diverse realities that shape IBE teacher preparation in Peru.
Keywords: intercultural bilingual education policy; school curriculum; Peru; teacher preparation

Nuevo currículo de formación docente de educación intercultural bilingüe: Oportunidades y desafíos para reducir las inequidades educativas en el Perú

Resumen: Este estudio adopta un enfoque centrado en los actores para examinar las perspectivas de formadores de docentes, gestores de la formación inicial docente (FID) y funcionarios del Ministerio Educación del Perú involucrados en la implementación del nuevo currículo de Formación Inicial Docente para la Educación Intercultural Bilingüe (EIB). Se examinan sus percepciones respecto a las innovaciones propuestas en dicho currículo y los desafíos que enfrentan en sus contextos institucionales. Si bien los entrevistados reconocieron la coherencia entre el currículo de FID-EIB y el currículo de educación básica en primaria y secundaria, también señalaron limitaciones en la atención a la diversidad cultural y en la aplicación del enfoque por competencias. Asimismo, destacaron que la escasa colaboración interinstitucional, el financiamiento insuficiente para los componentes de práctica e investigación, y la alta rotación de formadores—asociada a los bajos salarios—han obstaculizado una implementación efectiva del currículo. La reforma enfrenta obstáculos similares a los de intentos anteriores de incorporar el enfoque por competencias en la educación básica, en particular en lo relativo a la adaptación a las necesidades de los estudiantes indígenas y sus comunidades. El estudio subraya la necesidad de garantizar un apoyo institucional sostenido, un financiamiento adecuado y una comprensión más matizada de las múltiples realidades que configuran la formación docente en EIB en el Perú.
Palabras clave: política de educación intercultural bilingüe; currículo escolar; Perú; formación docente

Novo currículo de formação de professores de educação intercultural bilíngue: Oportunidades e desafios para reduzir as desigualdades educacionais no Peru

Resumo: Este estudo adota uma abordagem centrada nos atores para analisar as perspectivas de formadores de professores, gestores da formação inicial docente (FID) e funcionários do Ministério da Educação do Peru envolvidos na implementação do novo currículo de Formação Inicial Docente para a Educação Intercultural Bilíngue (EIB). Examinam-se as percepções desses atores sobre as inovações propostas no currículo e os desafios que enfrentam em seus contextos institucionais. Embora os entrevistados tenham reconhecido a coerência entre o

currículo de FID-EIB e o currículo da educação básica, tanto no ensino fundamental quanto no ensino médio, também apontaram limitações no atendimento à diversidade cultural e na aplicação da abordagem por competências. Ressaltaram, ainda, que a frágil colaboração interinstitucional, o financiamento insuficiente para os componentes de prática e pesquisa, e a alta rotatividade de formadores—associada aos baixos salários—têm dificultado uma implementação eficaz do currículo. A reforma enfrenta obstáculos semelhantes aos de tentativas anteriores de incorporar a abordagem por competências na educação básica, especialmente no que se refere à adaptação às necessidades dos estudantes indígenas e de suas comunidades. O estudo enfatiza a necessidade de garantir apoio institucional contínuo, financiamento adequado e uma compreensão mais matizada das múltiplas realidades que configuram a formação docente em EIB no Peru.

Palavras-chave: política de educação intercultural bilíngue; currículo escolar; Peru; formação

New Intercultural Bilingual Education Teacher Preparation Curriculum: Opportunities and Challenges to Reduce Educational Inequities in Peru

In Peru, 1.2 million students across 26,000 schools are enrolled in Intercultural Bilingual Education (IBE) programs (Ministerio de Educación del Perú, n.d.-b), representing approximately 15% of total enrollment at the kindergarten, primary, and secondary levels. Learning outcomes among these students reveal serious equity challenges in the Peruvian education system (Ministerio de Educación del Perú, 2024). According to a 2018 national census assessment implemented in IBE schools, only a minority of Indigenous fourth-grade students achieved satisfactory performance in reading in their first language (L1) (Ministerio de Educación del Perú, n.d.-c). For instance, only 18.9% of Awajún and Quechua students—from the Amazonian and Andean regions, respectively—met the expected benchmark. Similarly, the reading assessment in Spanish (second language, L2) revealed that only 10.4% of Indigenous students met the corresponding standard. Also, Amazonian students demonstrated lower performance than their Andean peers. A 2023 reading assessment in L2 (not comparable with the earlier measure) found that only 21.7% of students met the standard, with students from Amazonia again scoring the lowest (Ministerio de Educación del Perú, n.d.-a).

Addressing the educational needs of this population is essential for advancing equity in Peru's education system. Preparing qualified teachers is critical to supporting Indigenous students' learning and helping them develop skills on par with their peers from other contexts, in schools that respect and incorporate their cultural and linguistic heritage. A 2024 study by the Ministry of Education of Peru (MINEDU) conducted in IBE schools revealed that, according to teachers, literacy instruction still occurs primarily in Spanish, despite current school curricula encouraging instruction in both Indigenous languages and Spanish. This may be due to a lack of bilingual teachers or insufficient pedagogical knowledge to effectively implement the bilingual curriculum.

To guarantee that Peruvian students develop the skills necessary to navigate society as autonomous and reflective citizens, since 2019, MINEDU has implemented a curricular reform for initial teacher education programs, including those preparing teachers for IBE. In this context, ongoing feedback from implementation processes is vital to ensure that this reform effectively equips future teachers with the necessary pedagogical repertoire to work in Indigenous contexts. Prior research highlights the complexity of curricular change (Cohen, 1990; Spillane et al., 2002), especially as it requires not only committed actors but also the skills and conditions to enact meaningful change. Given this, the present study sought to explore three research questions: how administrators of IBE teacher education programs understand the innovations introduced by the

new Initial Teacher Education for Intercultural Bilingual Education (ITE-IBE) curriculum; what challenges they face in its implementation; and how they perceive the technical support provided by MINEDU throughout the process. These questions were addressed through interviews with ITE-IBE administrators and public servants from MINEDU.

The Curricular Reform for Teacher Education in Peru

Since the fall of Alberto Fujimori's authoritarian regime in 2000, Peru has experienced a period of relative political stability that has fostered economic growth and enabled the development of new public policies, including those in education. Although this stability weakened notably after 2016 due to recurring political crises, the country implemented a series of educational reforms aimed at addressing long-standing issues, including low educational quality and equity gaps. These reforms primarily focused on four strategic areas: teacher training, learning assessment, infrastructure improvement, and educational management (Guadalupe et al., 2017). The implementation of many of these policies relied on student assessments and results-based budgeting as key drivers for improving outcomes. Within this framework, several policies concerning the teaching profession were enacted. The Public Teaching Career Law (Law 29062), introduced in 2007, incorporated merit-based principles into the sector, while the Teacher Reform Law (Law 29444), passed in 2012, established new guidelines for the professional rights and responsibilities of teachers. In 2016, the Law of Institutes and Schools of Higher Education and the Public Career of their Teachers (Law 30512) was approved to ensure that initial teacher preparation aligned with the needs of public basic education.

Building on these reforms, the Ministry of Education launched a new ITE curriculum in 2019, applicable to all institutions of higher pedagogical education—excluding university education schools, which retain institutional autonomy. This curriculum promotes a comprehensive, specialized, intercultural, and inclusive approach to teacher preparation, equipping graduates with the professional competencies required to address diversity, foster democratic citizenship, and engage in complex learning across in primary and secondary education (Ministerio de Educación del Perú, 2019).

The reform replaced the previous objective-based curriculum with a competency-based model that had been implemented in basic education since 1995. This transition was preceded by a diagnostic review of the former curriculum to evaluate its alignment with current Peruvian educational standards and the evolving demands of the teaching profession. The new teacher education curriculum is now aligned with the Framework of Good Teaching Performance (FGTP) (Ministerio de Educación del Perú, 2014), ensuring that future teachers develop professional competencies across all required domains.

The new ITE curriculum includes core structural elements common to all teacher education programs. It consists of a 10-semester program distributed over five academic years, organized into three curricular components: general preparation, specific preparation, and practice and research. General preparation courses focus on foundational knowledge and skills in areas such as literacy, mathematics, sciences, social studies, ethics, and English. Specific preparation courses address the pedagogical demands of primary, secondary, or IBE-focused teaching. As students advance, the number of general preparation courses decreases and the proportion of specific coursework increases. The practice and research component spans the entire program (ten modules in total) and promotes the integration of the general and specific coursework within the sociocultural and political contexts of schools.

The curriculum also defines a graduate profile composed of fifteen professional competencies, organized into four domains outlined in the FGTP: (1) preparation for student learning, (2) teaching for student learning, (3) participation in the school management and community engagement, and (4) personal and professionalism development and teaching identity. The curriculum establishes three progressive levels of achievement for each competency that must be achieved through the program: the first level by the end of the fifth semester, the second level by the tenth semester, and an outstanding third level, which exemplary students may attain at any semester of the program.

To guide the development of these competencies, the curriculum incorporates a series of cross-cutting approaches that reflect the core principles of Peru's national education system. These include the human rights approach, inclusive education and attention to diversity, interculturality, gender equity, environmental sustainability, the promotion of the common good, and the pursuit of excellence. These guiding principles are intended to shape teaching practice and align with the broader societal goals of equity and justice.

Curriculum implementation is structured in three stages: (1) the generation of enabling conditions, (2) the institutionalization of curricular change, and (3) the sustainability of curricular management. Full implementation is expected by December 2025. Anticipated outcomes of this process include a shift in institutional culture, pedagogical innovation, and the promotion of transformative teaching practices.

The Teacher Education Program for Intercultural Bilingual Education

According to the Ministry of Culture of Peru, there are 55 Indigenous groups in the country: 51 from the Amazon and four from the Andes (Ministerio de Cultura del Perú, n.d.). During past decades, various policy efforts have aimed to address the educational needs of these populations. In the 1970s, during the Agrarian Reform and the implementation of the Quechua Officialization Law, experimental initiatives emerged to adapt curriculum and pedagogy to Indigenous cultural and linguistic contexts. By the 1980s, attention shifted to preparing Indigenous teachers and producing educational materials in native languages. However, coverage remained limited and inconsistent due to a lack of sustained resources and political will. A report published in 2016 the Office of the Ombudsman (Defensoría del Pueblo) identified that, out of the total number of teachers working in IBE schools (45,186), 94% lacked formal academic preparation to teach in these contexts, and 40% were not proficient in the relevant Indigenous language. The report also highlighted that, as of 2010, teacher preparation for IBE schools was severely limited: only four universities and five institutions of higher pedagogical education offered programs to meet this need, an insufficient number given the demand for trained educators (Defensoría del Pueblo, 2016). Furthermore, the report noted that in 2012, the MINEDU released an experimental curriculum to prepare teachers for IBE schools at the initial and primary levels—marking the first institutional effort to provide curricular guidelines specifically for the training of IBE educators.

A major development in the trajectory of IBE policy was the approval of Supreme Decree No. 006-2016-MINEDU, which established the Sectoral Policy for Intercultural Education and Intercultural Bilingual Education. This policy formally recognized students' sociocultural and sociolinguistic diversity and introduced three school models based on language proficiency and context: (1) Cultural and Linguistic Strengthening Schools for students fluent in Indigenous languages with limited Spanish; (2) Cultural and Linguistic Revitalization Schools for students whose dominant language is Spanish but who maintain cultural traditions and partial use of their native language; and (3) Urban-Context Schools for Indigenous students living in urban or peri-urban areas, where bilingualism and native language maintenance are more variable.

Aligned with this framework, the policy also sought to ensure that teacher training is responsive to sociolinguistic and sociocultural diversity since it was one of its key pillars. Consequently, the teacher education curriculum reform incorporated the ITE-IBE program. The ITE-IBE curriculum aligns with the general principles outlined in the previous section, while also introducing elements specifically tailored to IBE contexts. These include an emphasis on personal and professional development, strong teaching identity, and bilingual communication competencies—particularly oral and written proficiency in both Indigenous languages and Spanish.

The ITE-IBE study plan includes specialized courses to prepare future teachers for work in bilingual, intercultural settings. It covers courses such as Indigenous and Spanish language, foundations for teaching in contexts of cultural diversity, and policy and educational management in IBE contexts. Also, the practice and research module is a central component. Student-teachers are placed in IBE schools where they engage in classroom activities, collect and analyze data, and develop innovative solutions based on field evidence. In their final year, student-teachers are expected to assume full classroom responsibilities under the supervision of a mentor teacher.

Transversal approaches in the teacher preparation curriculum are complemented by two specific frameworks for bilingual intercultural education: The Good Living Approach and the Language Maintenance and Development Approach. The good living approach draws from Indigenous worldviews on human existence, education, and the relationship between people and nature. The second approach promotes students' bilingual proficiency in both Indigenous languages and Spanish, equipping them to communicate effectively in varied contexts (Ministerio de Educación del Perú, 2019).

Finally, a key innovation in the ITE-IBE curriculum is the inclusion of community elders in teacher preparation. These individuals, men or women, are recognized by their communities as bearers of ancestral knowledge and cultural practices. Elders are expected to contribute to the educational process by guiding student-teachers in matters of culture and language. Their role supports the curriculum's goals of Indigenous epistemological inclusion and contextualized learning.

Review of Relevant Literature

The literature review reveals a significant gap in the analysis of the current ITE-IBE curriculum. Most existing studies focus on earlier curricular proposals, isolated aspects such as interculturality or bilingualism, or training experiences not directly aligned with the national curriculum. In this context, a study that specifically addresses the challenges of implementing the current ITE-IBE curriculum helps fill a critical gap in the field.

Although six years have passed since the curriculum was approved (Ministerio de Educación del Perú, 2019), scholarly analysis remains limited. To date, only one study has thoroughly examined the current curriculum. Chávez (2024) conducted a documentary analysis of the Primary Education program within the ITE-IBE curriculum, focusing on the conceptual frameworks of interculturality and bilingualism that underpin it. His findings reveal the coexistence of conflicting conceptual approaches. Regarding interculturality, tensions arise between a functional perspective—aimed at assimilating Indigenous students into the dominant educational system—and a more critical perspective that seeks to challenge power relations and promote epistemic diversity. Similarly, concerning bilingualism, the curriculum juxtaposes a traditional view—rooted in monolingual ideology and language separation—with more dynamic and situated understandings of bilingualism as socially embedded and evolving. However, Chávez's study does not include the perspectives of educational stakeholders, nor does it examine the implementation of the curriculum in actual educational settings.

Other relevant studies have focused on teacher training under previous curricula. For example, the Office of the Ombudsman evaluated the implementation of the Sectoral Policy for Intercultural Education and Intercultural Bilingual Education, which involved surveys with seven ITE-IBE administrators, Ministry of Education officials, and others (Defensoría del Pueblo, 2016). The report identified structural limitations in the 2012 ITE-EIB curriculum. Among the main issues was the use of a single study program for both early childhood and primary Education tracks, which failed to address the specific training needs of each level. Inconsistencies were also noted between the theoretical framework—based on a competency-based approach—and the actual study plans, which were organized around sub-areas with a thematic structure and a strong emphasis on disciplinary content. The curriculum was further criticized for excessive fragmentation, resulting in content dispersion and a lack of integration. Regarding pre-service teaching practice, administrators indicated that implementation was inadequate, hindered by curricular limitations and insufficient logistical and financial support. The report also highlighted that existing regulations did not account for territorial diversity or the distances between rural communities, which affected transportation budgets and the hiring of supervising faculty. It emphasized that regulating the practice component alone is insufficient; adequate conditions and resources must also be provided for effective implementation.

The United Nations International Children's Emergency Fund (UNICEF, 2009) conducted a comprehensive review of ITE-IBE teacher training in Peru, Bolivia, and Ecuador. This review included an analysis of Peru's 1997 ITE curriculum and the 2006 ITE-IBE training proposal. For Peru, the study highlighted the absence of clear guidelines for teaching practice, the persistence of centralized and bureaucratic administrative structures that hinder implementation, and the exclusion of ITE institutions from curriculum planning and execution. It also highlighted the need for stronger coordination between the Ministry departments responsible for IBE and those managing ITE, as well as limited access to training and professional development for rural teachers—particularly in Amazonian regions—due to geographic isolation and high travel costs.

Theoretical Framework

This study adopts a cognitive perspective on policy implementation analysis (Spillane et al., 2002). This perspective emphasizes that policy serves as an input for implementing agents, but successful implementation largely depends on how these agents understand the policy. It argues that agents engage in a complex, active process of sense-making shaped by the interaction between their prior cognitive structures (knowledge, beliefs, attitudes), their specific context, and the cues embedded in the policy design.

Unlike traditional approaches that focus primarily on resource allocation and compliance, the cognitive perspective recognizes that agents interpret new policies through the lens of their existing beliefs and experiences. If a policy aligns with these mental models, it's more likely to be understood and implemented effectively. However, when there is a mismatch or misunderstanding, implementation can be incomplete or go off course. Therefore, implementation challenges are not necessarily attributable to a lack of motivation or capability among implementers. Overall, this framework offers a more nuanced understanding of the factors influencing policy implementation at both individual and collective levels, moving beyond a linear input-output model (Spillane et al., 2002).

This cognitive lens is beneficial when analyzing curricular reforms, which often demand significant—even radical—changes in teachers' and administrators' instructional and organizational practices. In the Peruvian context, recent reforms in basic and teacher education have emphasized a competency-based model. However, this model has historically proven difficult to implement, as

evidenced by the basic education reform of the late 1990s (De Belaúnde et al., 2013) and the ongoing challenges it faces today (Guerrero, 2018).

For example, in one of the few studies examining the most recent curricular reform in Peruvian schools, Guerrero (2018) found that teachers continued to rely on outdated concepts from the objective-based curriculum, merely reinterpreting them within the structure of the new competency-based categories. This suggests that teachers do not fully grasp the epistemological shift between the two models of curriculum design and, instead of restructuring their pedagogical frameworks, assimilate the new information into pre-existing ones.

According to Spillane et al. (2002), profound conceptual shifts—such as those required by the adoption of a competency-based curriculum—require sustained expertise and guidance. Yet, in most contexts, few experts are available to provide adequate support to institutions. These authors emphasize that, due to the complexity of reform, it is critical to communicate the rationale behind policy changes. Rather than prescribing specific behaviors, policy messages should focus on the principles that underlie the reform.

Accordingly, this study adopts an actor-oriented approach to curriculum implementation (Penuel et al., 2014). This approach emphasizes understanding the perspectives of teachers and administrators in order to grasp the rationale behind their instructional decisions, rather than evaluating their actions against externally imposed benchmarks. We argue that this lens is particularly relevant in Peru, where top-down policymaking remains the dominant approach. An actor-oriented analysis provides valuable insights into the main challenges faced by implementers and can help refine the support that MINEDU currently provides to teacher educators and administrators of ITE-IBE programs.

Method

Participants

In Peru, 34 teacher education institutions offer IBE programs: one is located in the coastal region, six in the Amazonian region, and 27 in the Andean region. Given that most ITE-IBE programs are situated in the Amazonian and Andean regions, we established as a selection criterion that participants must work in one of these areas at the time of the study. Additionally, we prioritized the Amazonian region for equity reasons, as it has historically recorded the lowest levels of educational achievement in the country (Ministerio de Educación del Perú, 2024).

The study included four administrators from IBE teacher education institutions and two public servants from the MINEDU responsible for curriculum implementation. All administrators, except one, also serve as teacher educators within their respective institutions. Table 1 presents a detailed overview of the participants' geographic location, institutional sector, and cultural identity.

Table 1

Study Participants by Geographic Area, Sector, and Cultural Identity

Participant	Geographic area	Sector	Cultural identity
Administrator 1	Amazonian	Public	Non-Indigenous
Administrator 2	Amazonian	Public	Non-Indigenous
Administrator 3	Andean	Private	Non-Indigenous
Administrator 4	Amazonian	Public	Indigenous
Public Servant 1	Coastal	Public	Non-Indigenous
Public Servant 2	Coastal	Public	Non-Indigenous

Procedure

This study employed a qualitative research design based on semi-structured interviews. To develop the interview guide, the researchers reviewed the new ITE-IBE curriculum and its main innovations, including the practice and research component. Based on this review, the following thematic dimensions were identified for the interviews: (1) the perceived need for curricular reform, (2) understanding of the new curriculum, (3) the curriculum implementation process, and (4) satisfaction with the support provided by MINEDU during the implementation phase.

Prior to each interview, participants were informed of the study's purpose, the topics to be addressed, and their rights, including the right to withdraw at any time. Informed consent was obtained from all participants. Interviews were conducted via telephone or video conferencing platforms (Zoom or Google Meet) and lasted approximately one hour. To ensure confidentiality, interviews were recorded with participants' consent, and all identifying information was anonymized and stored securely.

Transcriptions followed a clean verbatim style, preserving participants' original wording while omitting fillers and false starts to enhance clarity, as the analysis focused on thematic content rather than linguistic structure. The data were then analyzed using thematic analysis. Coding was conducted manually, identifying recurring themes and patterns related to the study's core topics. The analysis was iterative, allowing for the refinement of themes as new insights emerged from the data.

Findings

New Curriculum Alignment with Other Curricular Documents and Policy Guidelines is Advantageous

As noted in the background information on the new ITE-IBE curriculum, the curricular documents from various teacher preparation curricula share common elements, including the competency-based graduate profile, professional standards, and a practice component that is articulated in conjunction with research. Administrators highlighted this feature as a positive aspect of the curricular reform. Administrator 3 stated, "What we have now is a proposal for dialogue. In the past, offices responsible for regular basic education and intercultural bilingual education had their own curricula, but there were no common meeting points. Now we have."

Another administrator emphasized the alignment of the new ITE-IBE curriculum with other documents that allow for a more practical application of teaching, such as the FGTP (as explained earlier, the professional standards for teaching). However, they also emphasized the need for further details to ensure effective implementation in teacher preparation. Thus, Administrator 2 noted, "The new curriculum is articulated with the FGTP and the school curriculum. It already clearly describes what we must achieve. The performances can be defined, but the knowledge to be developed linked to them must still be clear."

In the same vein, Public Servant 2 remarked that the new curriculum emphasizes the development of professional competencies for teaching in IBE schools—something the previous curriculum did not include, possibly because the FGTP was only established in 2014. Additionally, she noted that all teacher preparation curricula and the basic education curriculum share the same cross-cutting approaches for developing professional competencies. She also acknowledged the specificity of teaching in IBE contexts by noting that the new curriculum incorporates transversal approaches unique to these realities, including communicative competencies and the good living approach.

It is worth noting that, while administrators recognized the alignment between the new ITE-IBE curriculum and the other relevant policy documents as a positive aspect of the reform, they also

called for greater coordination between the MINEDU departments responsible for teacher education policy. Administrator 4 commented:

> [These Ministry offices] are like religions, each claiming "this is the way" or "this is different." If education is essential for a country, coordination should be maintained among these offices. Nevertheless, here, one office tells you one thing, and another tells you something else—if one knows something, the other knows nothing. So, are they working for the country, or is each one looking out for themselves?

Teacher Education Institutions Lack Teacher Educators with Adequate Profiles to Teach the New ITE-IBE Curriculum

The administrators pointed out their limitations in recruiting teacher educators with the necessary profiles to prepare future teachers for IBE contexts. They remarked that they had to develop strategies to cope with these conditions. For example, Administrator 3 explained that, in response to the institution's need for bilingual teachers with a critical and reflective approach to language, they formed professional teams consisting of a Quechua-speaking teacher and a Spanish-speaking teacher who engaged in critical, epistemological, and reflective discourse on language. However, they acknowledged that this strategy is not sustainable due to its high cost. Reflecting on recent IBE teacher preparation programs, Administrator 3 remarked, "The teacher educators in the existing [ITE-IBE] programs are trained under a more linguistic than epistemic philosophy. It is thought that language translates culture, but that is not the case."

The administrators also urged MINEDU to secure funding to hire teacher educators who speak all the Indigenous languages of the students enrolled in their institutions, rather than only one. This concern was particularly emphasized by administrators from the Amazonian region. As Administrator 4 shared:

> We have over 200 students who tell us we need to send a teacher for the subject of Communication. Fine, but here we have students who speak different languages… Imagine if I [only] know one language. What do I know about another? What grammar am I going to know? I will not be able to teach it.

Administrator 1 expressed a similar concern: "Most of our students belong to a nearby Indigenous group, but we also have students from other linguistic backgrounds, and we lack teacher educators who can address their specific linguistic needs."

Having teachers who are knowledgeable about the language and culture of the communities has various implications for the quality of services provided by ITE institutions. For instance, institutions could assign these teacher educators to supervise practice placements, helping student teachers bridge the knowledge gap between school and community. Administrator 4 described a relevant situation:

> Sometimes students tell us when we have sent a teacher educator [to supervise their practice in schools] who does not know the culture: 'Professor, the teacher has not helped us at all—not because she did not want to, but because she does not understand our reality in the field.

Public servants also acknowledged this staffing limitation as a significant challenge to implementing the new ITE-IBE curriculum. As Public Servant 1 explained:

> For us, not having staff is one of the significant challenges. The expected professional profile is not found here. There are graduates with very low-level profiles, then the requirements for hiring must be lowered. So, we cannot say that

> education is high quality because we do not have all the teacher educators with
> master's degrees. After all, we do not have the professionals with the needed
> experience, and the profiles must be lowered in the first, second, and third process
> of teacher hiring.

As Administrators 1 and 4 acknowledged, the linguistic diversity of the areas where IBE teacher preparation institutions are located adds further complexity to the teachers´ profiles needed to implement the new curriculum. For example, an institution focused on teaching a particular Indigenous language may receive future teachers from other linguistic backgrounds. This creates challenges because such institutions often lack the budget to hire teacher educators proficient in those additional languages, or such professionals do not exist.

Interdisciplinary Teams and Elders Are Essential for ITE-IBE Curriculum Implementation

From the perspective of several interviewees, the new ITE-IBE curriculum was designed using solely interpretative frameworks of the hegemonic culture. Administrator 4 observed that if the sociocultural diversity of Indigenous contexts is not made explicit and professionals from different disciplines are not included to address it, "We would be doing like any other institution that trains teachers [not IBE] that brings them with an Indigenous mindset and sends them out with a mestizo mindset, right?". In this context, administrators emphasized the need for MINEDU to allocate sufficient funding to support the deep integration of curriculum design and implementation with Indigenous knowledge systems and dynamic cultural practices that shape educational processes in IBE contexts.

The inclusion of community elders in teacher education is not just a feature of the new curriculum but a crucial component that involves their active role in guiding both cultural knowledge and the use of Indigenous languages. Administrator 3 emphasized the importance of their presence:

> The presence of the elders is critical. Sometimes, the elders must be present to carry
> out cultural management. The elders move within their rituals when they work in the
> fields, when you talk with them, and when they are cooking. The elders must be
> listened to in their own space.

Despite this recognized need, all administrators stated that MINEDU does not allocate a specific budget to hire elders for curriculum implementation. As a result, ITE institutions are left to cover transportation, accommodation, and compensation costs during their participation in teacher preparation.

Public servants confirmed awareness of this issue and mentioned ongoing efforts to address it. However, they pointed to two regulatory obstacles. First, the Law of Institutes and Schools of Higher Education and the Public Career of Their Teachers (Law No. 30512) requires a professional degree to hire teacher educators, effectively excluding most elders. Second, although MINEDU developed role descriptions for elders, their hiring depends on registration in an official Ministry of Culture directory, which does not exist. One public servant explained:

> When we submitted the request [to include the elders in the teacher educators'
> Public Career], they told us, 'Bring us the official registry so we can evaluate whether
> the elders meet the regulatory requirements,' but such a registry does not exist. As a
> result, we have been stuck despite having outlined the elders' profiles since the new
> ITE-IBE curriculum was created. We have been working on this with the Ministry
> of Culture for a long time, but it still has not been accomplished.

Administrators also emphasized the importance of interdisciplinary teams, including linguists, anthropologists, Indigenous teachers, and elders. As Administrator 4 stated:

> We fundamentally believe that to educate a community under an IBE approach, you need a linguist who knows the language, an elder who speaks the language of their people, an anthropologist who understands the culture, and an Indigenous teacher to be able to serve the community. If we do not have these four essential components, we will do something, but it will not be IBE.

Greater Emphasis on Socio-Cultural and Socio-Linguistic Diversity in The Curricular Proposal

Some administrators noted that cultural diversity appears only in certain aspects of the curricular proposal, such as the inclusion of native language instruction, but not throughout the proposal as a whole. Administrator 4 emphasized that the new ITE-IBE curriculum needs to more explicitly establish the diversity of sociocultural and sociolinguistic contexts in which it will be implemented, both in the graduate profile and in course descriptions. For example, this administrator noted that the description of the course *Development of Bilingualism in Early Childhood* should mention how Indigenous peoples perform incantations (rituals to invoke supernatural powers), and how such practices support children's oral language development.

Administrator 3, who works in an Andean region where most students are bilingual and fluent in Spanish, pointed out that the inclusion of four Spanish language courses in the curriculum may not be justified in her context. She noted that, "the importance of courses such as arts, singing, textile work, etc., is missed. The curriculum focuses more on performance than the arts as a teaching method." In her view, this number of Spanish courses would only be warranted in contexts where students are not already proficient in the language. She called for greater institutional autonomy to propose courses needed for her local reality, noting that ITE institutions are permitted to propose only five courses over the entire five-year program—just 11% of the total course load.

Administrator 4, who self-identifies as a member of an Indigenous community, described the effort to make diversity visible in MINEDU documents as an ongoing struggle. He stated:

> The Ministry [of Education] is trying to trample on the reality of Indigenous peoples. Honestly, I can say that every time I feel ... because I am Indigenous, I am fighting, fighting, and fighting ... I am trying to open up new fields because I know I am trained in this, and I have to speak out.

When public servants were asked about the contributions of the new ITE-IBE curriculum, they emphasized that the inclusion of native language courses represents a response to the country's linguistic diversity. However, as demonstrated above, administrators regard this emphasis as insufficient. This discrepancy appears to stem from the distinct roles and perspectives of policymakers and those responsible for implementing the policy. While the inclusion of native languages is seen as a step forward, it is also perceived as a partial and limited approach to addressing cultural diversity.

Difficulties in Sustaining the Curricular Change Process When There Is a High Turnover of Teacher Educators

One of the challenges identified by two of the administrators is the high turnover of teacher educators within institutions, as the salaries offered are less competitive than those of teachers in basic education. Administrator 4 explained:

> Another significant challenge is the salary of teacher educators in IBE institutions. Now I have been looking for teacher educators to make contracts ... and when I tell

them the salary is 2,000, 2,700 soles, they tell me no, the minimum I am looking for is 5,000. The salary is not attractive. Any school teacher working in a rural area earns 3,500, 3,400, and 3,700 soles; imagine that. ... The challenge is making MINEDU understand that while teacher educators prepare a future teacher (making a salary of 2,700 soles), when these future teachers graduate, they earn 3,600 soles. How does that make sense?

From the perspective of Administrator 1, this turnover renders the curricular change process within institutions unsustainable because collaborative efforts and training processes are disrupted when teacher educators leave the program. As she noted, "Each term is a nightmare; no one wants to work in the IBE programs, and that means starting over from scratch. They prefer to go to basic education because they get paid better."

In this regard, public servants acknowledged that turnover has a significant impact on curriculum implementation. Public Servant 2 stated:

We are asking that teacher educators be paid according to the law. In the case of IBE, we are requesting that bonuses be paid to IBE teacher educators in border areas and areas with high dispersion (under the norm for teacher allocations: Supreme Decree No. 357-2019, and the classification of positions for institutes and schools: Vice-Ministerial Resolution 276-2021).

Difficulties Associated with the Implementation of a Competency-Based Curriculum

The new ITE-IBE curriculum outlines the learning content to be addressed in each course or module, the competencies to be developed in accordance with the graduate profile, and the expected performance for each course. However, Administrator 2 noted that the articulation between the components of the graduate profile—standards, competencies, and performances—remains unclear:

Understanding the graduate profile is the most challenging part. How do we articulate between performance, competence, and standards and translate that into rubrics...? Additionally, there is a need to specify the standards for each semester. There is a lack of support for implementing it.

She further explained that her institution faces challenges identifying the learning content for each course, often relying only on the brief course summaries provided in the ITE-IBE curriculum: "Identifying the knowledge that should be addressed in each course is always difficult. It is still hard to let go of the previous curriculum. It is challenging to understand the competence-based approach."

Regarding syllabus development, the same administrator described using generative artificial intelligence to supplement the process:

We rely on the previous curriculum and artificial intelligence. For example, we input the course summary into ChatGPT to identify what knowledge we can work on based on the description and the performances. However, we must ensure that the knowledge we identify enables achieving those performances.

While such tools can provide guidance, she acknowledged that they do not resolve the core issue: clearly defining the body of knowledge required to achieve the expected learning outcomes in each course.

Overall, it is challenging for some implementers to interpret the intentionality that the curriculum designers had when elaborating the course summaries. As Administrator 4 explained,

"The description of the curriculum is such that not everyone knows what that course [epistemology] is about or when a course title changes, and so it is a bit difficult to understand."

Challenges in the Implementation of the Practice and Research Component

As stated in policy documents, the Practice and Research component is integrated throughout the program. It aims to engage future teachers with real-world school experiences and to develop their research skills to document and analyze these contexts. While the participants found this component useful for teacher preparation, they also acknowledged the significant challenges involved. As Public Servant 2 noted:

> Some teachers specialize in practice, and some teachers specialize in research... The curriculum guidelines allow the practice and research modules to be handled by two people... With my experience in practice, I develop the practice module, and you develop the research module. However, the expectation is that this work should be coordinated, right? The teachers should work together to see how one component supports the other. However, it is still challenging because they split up: the practice teacher goes their own way with their hours, and the research teacher does the same.

The curricular modules are designed to promote progressive engagement with the teaching profession, beginning in the early semesters with classroom observation, then assisting the classroom teacher, and culminating in the final semesters with formal pre-professional apprenticeship. Administrator 1 observed that a key challenge lies in ensuring that cooperating teachers in the schools where this component is implemented understand and adhere to this progressive structure:

> In the assistantship, school teachers leave their classes in the hands of future teachers from the third class onward, even though a protocol is provided to the school teacher. As an institution, we are considering sending future teachers to schools only in the fifth semester; before that, they should focus solely on observation. For this reason, the integrative project is not working—future teachers are not prepared to formulate the research problem.

While Administrator 1 viewed this situation as problematic, Administrator 3 considered early responsibility in the classroom an opportunity for innovation in IBE teaching: "The fact that no schools are correctly implementing the IBE model might be favorable. Being in charge of the class and being asked to create something is better than observing a teacher who does not correctly teach IBE."

Regarding how ITE programs establish links with schools where the practice and research component is implemented, Administrator 1 explained:

> Establishing partnerships with [rural] schools where IBE students are enrolled is more complicated than in urban schools, as the principals of these institutions change constantly, so each year, we have to sign a new agreement. In addition, many IBE teachers do not have pedagogical preparation [most have only completed secondary education].

In line with this, Public Servant 2 added that ITE institutions must identify IBE schools that demonstrate strong pedagogical practices, although this is especially difficult for schools classified under the Cultural and Linguistic Strengthening model, which are typically located in remote areas.

Another major challenge identified was the lack of funding to ensure quality implementation of the practice and research component. Administrator 4 noted that her institution does not have the resources to provide the support required to ensure that schools, where the internships are carried out, follow the established protocols:

> So, there are no longer [international] NGOs to support teacher education programs with funding... now they say the country must provide those conditions. We can no longer spend the days we used to, going out to support them one-on-one, seeing what the future teacher has learned, and checking if they have improved.

This limitation was confirmed by Public Servant 2, who noted that institutions themselves often finance travel and stipends:

> I have learned that institutions finance future teachers or teacher educators with their resources, and the community covers the days spent in the community. In some cases, the boat is covered by local and regional governments in the Amazon and some Andean areas. For example, in Region A, authorities provide stipends to students when they enter the school for their practice. If the community needs a future teacher to visit them, it makes it more likely that they will want to work there.

Satisfaction with the Support Received from MINEDU

Some interviewees expressed dissatisfaction with the support received from MINEDU, noting that the technical assistants sent to ITE institutions often lack an understanding of the sociocultural characteristics of rural and Indigenous contexts, which are essential for guiding proper curriculum implementation. This limitation was attributed to the persistence of a top-down approach and the absence of professionals familiar with local realities. As Administrator 4 explained:

> I believe the primary goal should be having a multidisciplinary team that understands reality. If a colleague who knows the context comes, I will feel supported, but if a colleague unfamiliar with this reality comes, I will have to teach him. So, how am I being strengthened?

Administrator 1 observed that the technical assistants do not fully understand the innovations proposed in the new curriculum and therefore do not contribute anything new:

> Those from MINEDU need to visit the institutions. They cannot conduct virtual training. In-person training is essential. Many sessions are held at night and at inappropriate times, and we hear the same things. There is no finished product. It feels like all [the curricular proposals] are consultancies and that those who are supposed to carry out the technical assistance do not take ownership [of those proposals].

She also criticized the virtual format of the workshops, arguing that effective implementation requires in-person interaction and personalized guidance:

> We have completed phase 1 of the curriculum implementation [called "Generating Conditions"]. We are in phase 2 [called "Institutionalizing the Curricular Change"]. MINEDU was supposed to evaluate us, but they have not. We do not know which MINEDU´s department is responsible for supporting us.

From the perspective of Public Servant 2, the pandemic hindered the planned implementation process. She acknowledged that the expected support was not fully delivered and that not all teachers have adopted the curriculum equally. When asked about the evaluation of

progress, she explained: "A process evaluation has a cost, and MINEDU cannot finance it now. A few years ago, we conducted an impact evaluation of six ITE institutions, which UNESCO financed for one million soles. Currently, we do not have external funding."

Discussion

This study aimed to understand how IBE program administrators comprehend the implementation of the new ITE-IBE curriculum and identify the challenges they encounter during the curriculum implementation process. The main findings can be grouped into four themes, which are discussed in the following sections: understanding the curriculum model, adapting the curriculum to sociocultural and institutional contexts, the challenges of implementing the practice and research component, and the lack of conditions for successful curriculum implementation.

Understanding of the Curriculum Model

One of the main findings was that administrators recognized the alignment of the new curriculum with other official documents as a positive aspect of the reform. However, they noted that many teacher educators have not yet fully internalized the competency-based approach underpinning the curriculum. Some administrators remarked that, unlike the new ITE-IBE curriculum, the previous one provided detailed content knowledge to be addressed in each course. They explained that this level of specificity helped design syllabi, even though a competency-based approach should instead focus on the kinds of teaching problems that future educators may face. From this perspective, knowledge should serve as a means to address educational challenges, rather than being the sole objective of the learning process.

This evidence suggests that teacher educators continue to assign a central role to content knowledge when designing their courses, although such knowledge constitutes only one of several types of resources mobilized to act competently (Coll, 2007; Guerrero, 2018). As Spillane et al. (2002) observed, such behavior is to be expected, as actors tend to approach curricular reforms through the lens of their prior knowledge and experiences; in this specific case, the earlier objective-based curriculum models.

In addition, some interviewees reported difficulty in understanding how long-term planning—linked to the achievement of the graduate profile—is connected to short-term planning concerning course and module design. This issue may stem from insufficient communication about the rationale and structure guiding the curricular design. It may also reflect the persistence of practices grounded in an objective-based paradigm. Because objective-based models emphasize measurable learning outcomes centered on discrete units of knowledge or skill acquisition, teacher educators may struggle to shift toward the broader, more integrative logic of competencies. As Monereo and Pozo (2007) argued, competencies encompass not only knowledge and skills but also values, dispositions, and the ability to transfer learning to complex or authentic educational situations. Therefore, implementers must understand both the logic behind the course structure and the intended interrelationship among learning experiences. This understanding will help ensure the coherent development of the competencies articulated in the graduate profile (Spillane et al., 2002).

Curricular Adaptation to the Sociocultural and Institutional Context

The new ITE-IBE curriculum establishes three levels of curricular concretion: the macro-curricular level, which defines the curriculum's core structure (graduate profile and standards); the meso-curricular level (the institutional curricular project); and the micro-curricular level (design of syllabi, including performance criteria and evaluation, assigned to each institution). At the same time, the ITE-IBE curriculum designates transversal approaches, the graduate profile, and the learning

standards as non-negotiable components (Ministerio de Educación del Perú, 2019). This indicates that the curriculum is predominantly centralized in its conception, presenting technical and political implementation challenges.

At the technical level, most interviewees perceived the ITE-IBE curriculum as rigid, leaving limited room for contextual adaptation to specific institutional characteristics or student populations. One administrator, for instance, criticized the excessive number of courses in Spanish as a second language, despite most Indigenous students in her institution already speaking Spanish as their mother tongue. This suggests that the ITE-IBE curriculum fails to accommodate the diversity of local teaching realities.

Moreover, administrators noted the difficulty of contextualizing the curriculum at the micro-curricular level, particularly in designing syllabi and modules that reflect local needs. The course summaries provided are often too general, making it difficult to adapt them to the specific sociocultural backgrounds of future teachers and the communities where they will work. In cases where teacher educators lack knowledge of local cultural practices or a deep understanding of intercultural bilingual education, the challenge becomes even greater.

At the political level, a notable tension emerged between the expectations of administrators and public servants regarding the point in the curricular process at which sociocultural diversity should be made explicit. Administrators believe that diversity should be addressed from the graduate profile onward and embedded throughout the curriculum. In contrast, public servants argue that sociocultural and sociolinguistic adaptation should occur during the syllabus development process. Such tensions are well documented in the literature on standardized curriculum policy (Clune, 1993) and competency-based approaches (Coll, 2007).

Given the wide variety of ITE-IBE institutional contexts—spanning different Indigenous cultures, languages, and institutional conditions—a standardized curriculum poses significant equity concerns. Rather than enabling equity, such standardization may hinder efforts to reduce the historic marginalization of Indigenous students. The diversity of IBE school models adds further complexity, challenging the assumption that one curriculum can fit all.

A standardized curriculum also reflects and reproduces broader asymmetries in the relationship between Indigenous peoples and the state. As Rockwell (2009) observed: "the contents of traditionally excluded cultures are incorporated into school teaching under the epistemological rules of the dominant school culture, and their meaning is transformed in the process" (p. 132). In this sense, one interviewee described their efforts to reflect local cultural specificities in the curriculum as a "struggle."

Similarly, Oliart (2011) argued that Peru inherited an IBE initiative from previous projects led by the World Bank in association with other development agencies and donor organizations, which focused exclusively on linguistic and pedagogical aspects. This approach excluded Indigenous organizations and leaders from the design and execution of pilot projects, failed to confront societal racialization, and diluted the political implications of an intercultural project. This exclusion illustrates the limitations of an ITE-IBE curriculum that, while seeking linguistic inclusion, did not address the deeper power asymmetries and systemic inequalities affecting Indigenous communities.

Practice and Research Component Implementation

Interviewees reported difficulties in successfully implementing the practice and research component due to weak inter-institutional alliances and insufficient budget to provide close support for students' classroom practice. As Darling-Hammond (2006) and Darling-Hammond and Bransford (2005) emphasized, collaboration between ITE institutions and schools is essential to ensure coherence between coursework and clinical experiences. However, establishing successful alliances remains difficult (Daza et al., 2021). In this case, the primary challenge lies in securing the

necessary resources and institutional protocols to ensure that clinical practice becomes a meaningful and effective learning experience for future teachers.

Interviewees indicated that these protocols are not being implemented due to persistent issues in the relationship between ITE institutions and schools, compounded by a lack of financial resources. This is particularly problematic for IBE teacher preparation programs, since the schools that serve as practice centers are often located far from the teacher education institutions, requiring greater financial investment.

Additionally, interviewees reported that a chronic shortage of qualified teachers weakens partnerships between ITE institutions and IBE schools. As Bertoni et al. (2020) noted, many of these schools hire individuals without higher education or the appropriate professional profile. One testimony further highlighted the instability in school leadership, which poses a challenge if we consider that there is evidence that future teachers benefit from practicing in schools with a solid organizational culture and that strong alliances are essential to build a shared vision of teaching and to ensure adequate articulation between academic courses and clinical experiences (Ronfeldt, 2015; Darling-Hammond, 2006; Darling-Hammond & Bransford, 2005).

Finally, the data revealed a lack of conditions to fully develop the type of clinical practice envisioned in the curriculum. Darling-Hammond and Bransford (2005) underscored the importance of providing student-teachers with structured coaching by expert educators who offer regular feedback, opportunities for guided practice, and spaces for reflection. However, these conditions appear largely absent in IBE apprenticeships, where neither schools nor mentor teachers are fulfilling the roles necessary to implement this vision effectively.

Curriculum Implementation Conditions

Clune (1993) posits that setting high standards is the most straightforward aspect of curricular reform, while the main difficulties emerge during the implementation phase. This stage involves allocating additional resources, ensuring high-quality professional development and technical support, and strengthening educational institutions and governance systems. In the present study, it was found that, from the administrators' perspective, the new ITE-IBE curriculum lacks the basic enabling conditions to achieve its intended outcomes—particularly in terms of funding, regulation, and staff suitability and stability.

Concerning funding, interviewees reported difficulties in covering salaries for all teacher educators needed to address the linguistic diversity of student-teachers. Likewise, limited budgets restrict the frequency and quality of in-person technical assistance that ITE institutions can request. In terms of regulatory frameworks, participants highlighted that no administrative provision currently allows the formal hiring of elders, since most do not hold formal qualifications. This regulatory gap, they argued, limits the integration of cultural expertise that elders could provide in intercultural teacher preparation programs. Regarding staff suitability and institutional stability, interviewees identified a persistent shortage of teacher educators with adequate profiles for teaching in IBE settings. Not all educators are bilingual or possess a critical perspective on language and cultural education. Furthermore, participants emphasized the value of interdisciplinary expertise. The inclusion of professionals from other fields, such as sociology and anthropology, was seen as an asset for providing future teachers with a more holistic understanding of community life and sociocultural context. Another primary concern was the high turnover of teacher educators. This instability was attributed mainly to low salaries, which are not competitive when compared to those offered to teachers in basic education. According to administrators, this discourages long-term commitment and continuity in program implementation.

Overall, the study identified the main structural challenges encountered during the implementation of the ITE-IBE curriculum. At the same time, it is essential to acknowledge the government's efforts to address longstanding inequities. These efforts include aligning the curriculum with broader policy frameworks, acknowledging linguistic gaps among teachers, and incorporating elders to enhance the relevance of teacher education to Indigenous communities. However, for these reforms to be effective, they must be supported by appropriate regulations and sustainable funding from an intercultural perspective. Without such structural support, efforts to make teacher education more culturally responsive risk remaining symbolic rather than transformative.

Recommendations

The findings lead to several recommendations for policy implementation. The most critical suggestion is to allocate an adequate budget for implementing key aspects of the reform, such as hiring teacher educators, community elders, and non-teaching professionals, as well as supporting the research and practice component. Without sufficient funding, the new ITE-IBE curriculum places excessive pressure on administrators and teacher educators, who are unable to provide meaningful institutional responses. This constraint ultimately undermines efforts to reduce persistent educational inequities over time.

Additionally, sharing the theoretical and conceptual foundations of the new ITE-IBE curriculum with stakeholders may improve their understanding of the model. As Spillane et al. (2002) argue, when stakeholders understand the rationale behind curricular innovations, implementation processes tend to be more effective. These foundations could be communicated through agile formats, such as interactive digital materials and short explanatory booklets. A repository of essential theoretical literature translated into Spanish could also be developed for those interested in deeper engagement.

Providing supplementary curricular tools to guide teacher educator teams in developing course and module syllabi would also be beneficial. As highlighted throughout the interviews, several administrators find it unclear how to transition from curriculum summaries to complete syllabi design. Clarifying the process of curricular diversification, including specific examples and contextualized case studies, could strengthen implementation and foster a deeper understanding of the curriculum's structure.

Likewise, curriculum implementation may be enhanced by fostering opportunities for peer learning and exchange among ITE institutions. The study documents a wide range of contexts in which the new ITE-IBE curriculum is being implemented. As such, limiting institutional learning to the opportunities provided by the central government may be insufficient. It is necessary to create spaces where institutions with similar characteristics and challenges can share experiences and learn from one another. MINEDU could support this goal by allocating resources and organizing activities—such as annual national congresses or best practice competitions—that contribute to the development of social capital within the ITE system. It could also benefit from learning from the long-standing experience of NGOs working on IBE projects for children and teacher preparation.

Limitations

This study has certain limitations. The relatively small number of participants may not fully capture the diversity of experiences and perspectives among stakeholders involved in implementing the curriculum. Furthermore, no official reports were available on the progress of implementing the new curriculum, limiting opportunities to triangulate the findings. Future research should include additional intercultural contexts and incorporate complementary methodologies, such as syllabi analysis and classroom observation, to deepen understanding of implementation dynamics.

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