

Community-Engaged Education Policies and Their Impact on Urban-Rural Educational Equity in Peru

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Abstract

Educational disparities between urban and rural areas in Peru remain a persistent challenge, limiting equitable access to quality education and reinforcing socio-economic inequalities. Rural schools face severe deficits in infrastructure, teacher availability, digital access, and curriculum relevance, particularly for indigenous students. In response, community-engaged education policies — such as the Bilingual and Intercultural Education (BIE) program, School-Based Management (SBM) models, rural teacher incentive programs, and digital learning initiatives like *Aprendo en Casa* — have been implemented to address these challenges. This paper examines the impact of these policies on urban-rural educational equity by analyzing key indicators, including literacy rates, student retention, teacher distribution, and digital inclusion. The findings indicate that while community-driven policies have narrowed the literacy gap, improved school governance, and increased student engagement, significant challenges persist, particularly in teacher retention, infrastructure investment, and digital access. The study emphasizes the need for sustained government investment, expansion of bilingual education, improvements in school facilities, and broader digital connectivity to achieve long-term educational equity. Strengthening multi-stakeholder collaborations among government agencies, local communities, private sector entities, and non-profit organizations will be crucial in closing the remaining educational gaps.

Keywords: community-engaged education, bilingual and intercultural education, school-based management, educational equity

1. Introduction

Educational equity is a critical driver of social mobility and economic development, ensuring that all individuals, regardless of geographic location or socioeconomic status, have access to quality learning opportunities. However, in Peru, a stark educational divide persists between urban and rural regions, exacerbating intergenerational poverty and limiting social advancement. According to the Peruvian Ministry of Education (MINEDU), while 83% of urban students complete secondary education on time, the figure drops to 54% for rural students. Rural schools frequently suffer from teacher shortages, poor infrastructure, and limited access to digital learning tools, creating significant learning disparities. Indigenous students, who make up a large portion of the rural population, often struggle due to a lack of bilingual education programs that accommodate their linguistic and cultural needs. To address these challenges, Peru has implemented community-engaged education policies that involve local stakeholders—such as parents, indigenous leaders, teachers, and local organizations—in education planning and delivery. Programs like Bilingual and Intercultural Education (BIE) and *Aprendo en Casa* (I Learn at Home) have been designed to improve access and learning outcomes in rural areas. This study evaluates the impact of these policies on urban-rural educational equity, exploring their successes, limitations, and potential for broader application.

2. Background: Urban-Rural Educational Disparities in Peru

Peru's education system has long been marked by deep inequalities between urban and rural schools, driven by economic, infrastructural, and sociocultural factors. Urban students generally benefit from well-funded schools with modern facilities, trained teachers, and access to digital technology, whereas rural students face a host of challenges that hinder their academic progress. These challenges include poor school infrastructure, teacher shortages, lack of bilingual education programs, limited access to digital resources, and high dropout rates, all of which contribute to the widening educational gap between urban and rural areas. One of the most critical factors shaping this disparity is the availability of qualified teachers. Rural schools struggle to attract and retain educators due to the difficulties associated with teaching in remote areas, such as poor working conditions, lower salaries, and limited professional development opportunities. The student-to-teacher ratio in urban schools averages 22:1, while in rural schools, this figure rises to 36:1, placing greater strain on educators and reducing the quality of individualized instruction. Furthermore, many rural teachers lack specialized training in bilingual and intercultural education, making it difficult for them to effectively teach students whose first language is Quechua, Aymara, or other indigenous languages.

Access to learning resources and digital technology further exacerbates the divide. In urban schools, over 85% of students have access to internet-enabled learning, allowing for greater engagement with online educational materials, virtual classrooms, and digital tools. In contrast, only 26% of rural schools have reliable internet access, severely limiting students' ability to utilize technology as part of their learning process. The lack of digital connectivity became particularly evident during the COVID-19 pandemic, when urban students could continue their education through virtual learning platforms, while rural students—many of whom lacked access to computers or even electricity—were left behind. The physical state of school infrastructure is another pressing issue in rural areas. Many schools in remote regions lack basic facilities such as electricity, safe drinking water, proper sanitation, and libraries. In contrast, urban schools, especially those in wealthier districts, have well-maintained classrooms, science labs, and recreational areas that enhance the overall learning experience. Studies indicate that poor school infrastructure negatively impacts students' motivation and academic performance, leading to lower attendance rates and higher dropout rates.

Dropout rates in rural Peru remain significantly higher than in urban areas. The school dropout rate in rural regions is estimated at 15%, compared to just 4% in urban schools. Economic hardship plays a crucial role in this trend, as many rural children, particularly in indigenous communities, are expected to contribute to family income through agricultural work or informal labor. The lack of accessible secondary education facilities also discourages students from continuing their education beyond the primary level. Girls in rural areas are particularly vulnerable to early dropout due to cultural expectations, early marriage, and lack of gender-sensitive school policies. Another fundamental issue is the mismatch between national curriculum standards and the realities of rural life. The Peruvian education system has historically been urban-centric, with textbooks, teaching methods, and national assessments primarily designed for Spanish-speaking urban students. This approach fails to address the unique needs of rural students, especially those in indigenous communities, leading to low engagement and poor academic performance. The lack of culturally relevant educational materials and bilingual instruction means that many indigenous students struggle with comprehension, leading to lower literacy rates. In 2022, the literacy rate in urban Peru was 98.5%, whereas in rural areas, it was only 91.7%, highlighting the impact of linguistic and educational barriers. Given these challenges, it is evident that a one-size-fits-all approach to education policy is insufficient to address Peru's educational disparities. Targeted interventions that involve local communities, teachers, parents, and indigenous leaders are essential to creating equitable learning environments. By adopting community-engaged education policies, Peru has taken steps toward addressing these disparities, but significant gaps remain. Understanding the successes and limitations of these initiatives is crucial in designing effective strategies that promote long-term urban-rural educational equity.

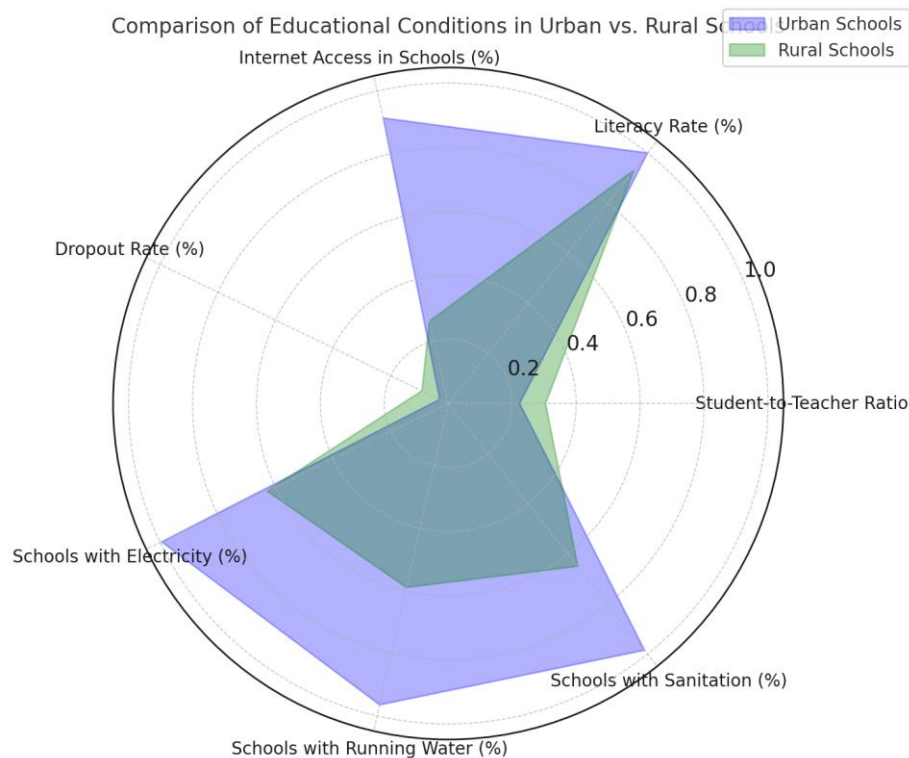


Figure 1. Comparison of Educational Conditions in Urban vs. Rural Schools in Peru

This radar chart highlights the disparities in student-teacher ratios, literacy rates, school dropout rates, and infrastructure availability in urban and rural schools. While urban schools have significantly better access to technology, trained teachers, and modern facilities, rural schools still face infrastructural deficiencies and higher dropout rates, affecting overall learning outcomes.

3. Community-Engaged Education Policies in Peru

To address the stark educational disparities between urban and rural areas, Peru has increasingly turned to community-engaged education policies—initiatives that actively involve local stakeholders such as teachers, parents, indigenous leaders, and community organizations in shaping educational programs. These policies aim to improve accessibility, quality, and cultural relevance in rural education by leveraging community resources and local knowledge to create more inclusive and context-sensitive learning environments. Unlike traditional top-down approaches that often overlook the specific needs of rural and indigenous communities, community-driven policies foster local participation and ownership, making education more responsive to students' realities.

3.1 Bilingual and Intercultural Education (BIE) Program

One of the most significant community-based educational initiatives in Peru is the Bilingual and Intercultural Education (BIE) Program, which seeks to address the challenges faced by indigenous students. Peru is home to 49 indigenous languages, and approximately 40% of the rural population speaks an indigenous language as their first language. Historically, the Peruvian education system has been heavily Spanish-centric, often disregarding linguistic and cultural diversity. This has led to low literacy rates, high dropout rates, and poor academic performance among indigenous students due to difficulties in understanding Spanish-only instruction. The BIE program introduces a dual-language model, where students first receive instruction in their native language while gradually transitioning to Spanish. This approach not only enhances comprehension and academic performance but also preserves indigenous languages and cultures, reinforcing students' sense of identity. Culturally adapted curricula have been developed to integrate indigenous knowledge, traditions, and histories, making education more relevant and engaging. Community involvement is central to the success of BIE, as local elders, indigenous scholars, and parents contribute to the development of culturally appropriate teaching materials and methodologies. Despite its benefits, the program faces significant challenges. Many rural teachers lack sufficient training in bilingual education, and there is a shortage of educational materials in indigenous languages. Political and financial constraints have limited the expansion of BIE programs to all rural schools. While the program has helped reduce illiteracy rates among indigenous children, its full impact remains constrained by logistical and

institutional barriers.

3.2 Aprendo en Casa (I Learn at Home) Initiative

The Aprendo en Casa initiative was launched as an emergency response to the COVID-19 pandemic but has since evolved into a long-term community-driven education strategy aimed at bridging the digital divide. Given that only 26% of rural schools have reliable internet access, traditional online learning platforms were not a feasible solution for rural students. To overcome this challenge, Aprendo en Casa employed a multi-platform approach, delivering lessons via radio, television, and printed materials, ensuring that students in even the most remote areas could continue their education. A key component of this initiative was the active participation of local communities. Parents, local teachers, and community leaders were mobilized to support students' home-based learning, helping to interpret lessons, provide supplementary instruction, and adapt content to local languages and cultural contexts. This community-driven learning model was particularly beneficial for indigenous students, who often required translation and cultural contextualization of educational materials. While Aprendo en Casa successfully mitigated learning losses during school closures, challenges remain in scaling and sustaining such an initiative. Many students still lack access to digital devices, and some regions have struggled with the quality and consistency of radio and television broadcasts. Parents in rural areas, many of whom have limited formal education themselves, have found it difficult to support their children's learning effectively without proper training or resources.

3.3 Rural Teacher Incentives and Training Programs

Addressing the shortage and retention of qualified teachers in rural areas has been a priority for community-engaged education policies in Peru. To encourage educators to work in remote communities, the government has introduced financial incentives, housing subsidies, and career advancement opportunities for teachers willing to relocate to rural schools. Specialized training programs have been developed to equip rural teachers with skills in bilingual education, culturally relevant pedagogy, and community engagement techniques. The effectiveness of these programs has been mixed. While financial incentives have attracted more teachers to rural schools, high turnover rates persist due to challenging working conditions, professional isolation, and lack of career progression opportunities. Many rural teachers feel disconnected from professional development networks and lack access to continuous training and mentorship. To address this, the Peruvian government has partnered with universities and NGOs to establish remote teacher training hubs, enabling educators in rural areas to participate in online professional development courses and peer-learning communities.

3.4 School-Based Management (SBM) Models

Another significant policy shift has been the adoption of School-Based Management (SBM) models, which give greater autonomy to local schools and communities in decision-making. Under this model, rural schools are empowered to manage budgets, allocate resources, and design curricula in collaboration with local community leaders, parents, and teachers. This participatory approach ensures that education strategies align with the specific needs and realities of rural students. SBM has been particularly effective in infrastructure development and resource allocation. In many rural areas, local communities have actively contributed to school construction and maintenance, ensuring that schools have adequate classrooms, sanitation facilities, and even solar-powered electricity for digital learning. Parent-teacher associations have played a crucial role in monitoring student attendance and performance, fostering a sense of shared responsibility for education. However, challenges remain in implementing SBM effectively. Many rural communities lack the technical expertise and financial resources needed to manage schools efficiently. There are concerns about corruption and mismanagement of funds, as local governance structures are sometimes weak or underdeveloped. Strengthening accountability mechanisms and providing financial training to community members involved in SBM could help enhance the program's long-term impact.

3.5 Partnerships with NGOs and Private Sector

Recognizing the limitations of government-led initiatives, Peru has increasingly relied on partnerships with NGOs and private sector organizations to enhance educational equity in rural areas. Nonprofit organizations have played a vital role in teacher training, digital education, and infrastructure development, filling gaps where government programs have fallen short. For example, initiatives led by organizations such as Fe y Alegría and Enseña Perú have provided alternative teacher training models and helped implement community-based learning projects. Private sector companies have also contributed to expanding internet access, providing educational technology, and funding school infrastructure improvements in rural regions. Some corporate social responsibility (CSR) initiatives have involved telecommunications companies providing free or low-cost internet access to rural schools, enabling students to benefit from online learning tools. While these partnerships have yielded positive results, there is an ongoing debate about the sustainability and scalability of NGO and private sector involvement in education. Many programs are dependent on short-term funding, raising concerns about

their long-term impact. There is also a need to ensure alignment between government policies and external initiatives to avoid fragmentation in the education system.

Community-engaged education policies in Peru have made significant progress in reducing the urban-rural education gap, but challenges remain in scaling, sustaining, and improving the quality of these interventions. While programs such as BIE, Aprendo en Casa, teacher incentives, SBM models, and NGO partnerships have demonstrated positive outcomes, issues such as teacher retention, digital divides, financial sustainability, and community governance capacity must be addressed. Moving forward, strengthening local participation, improving financial and technical support for rural communities, and expanding bilingual and digital education programs will be crucial in ensuring long-term educational equity across Peru.

4. Impact of Community-Engaged Policies on Educational Equity

Community-engaged education policies have contributed significantly to reducing the urban-rural educational gap in Peru by addressing critical challenges such as linguistic barriers, teacher shortages, infrastructure deficiencies, and digital access. Through programs like Bilingual and Intercultural Education (BIE), Aprendo en Casa, rural teacher incentive schemes, School-Based Management (SBM), and NGO partnerships, measurable improvements have been observed in literacy rates, school retention, teacher availability, and digital education inclusion. However, while these policies have shown promise, their effectiveness varies based on factors such as geographic reach, funding sustainability, and local community engagement levels.

4.1 Improvement in Literacy and Academic Performance

One of the most significant impacts of community-engaged policies has been the increase in literacy rates among rural students. Before the widespread adoption of Bilingual and Intercultural Education (BIE), indigenous students often struggled with Spanish-based curricula, leading to lower literacy levels and higher dropout rates. The introduction of bilingual instruction and culturally relevant teaching materials has contributed to a steady improvement in literacy rates in rural Peru.

Table 1. Literacy Rate Improvement in Urban and Rural Areas (2015-2022)

Year	Urban Literacy Rate (%)	Rural Literacy Rate (%)	Urban-Rural Gap (%)
2015	96.4	83.2	13.2
2017	97.1	86.5	10.6
2019	97.8	89.3	8.5
2022	98.5	91.7	6.8

The table highlights that the urban-rural literacy gap narrowed from 13.2% in 2015 to 6.8% in 2022, largely due to targeted language-inclusive education policies. Nevertheless, the persistence of a gap suggests that additional measures, such as expanding bilingual teacher training programs and increasing funding for indigenous education, are still needed.

4.2 Reduction in Dropout Rates and Increased Student Retention

High dropout rates in rural areas have historically been linked to economic hardship, lack of school accessibility, and disengagement from the curriculum. Community-involved interventions, particularly Aprendo en Casa and School-Based Management (SBM), have played a key role in mitigating these issues. Aprendo en Casa, by utilizing radio and television broadcasts, ensured that students in remote regions could continue their education despite infrastructure limitations. Meanwhile, SBM models empowered local communities to manage education budgets and introduce flexible schooling options that accommodated the agricultural work schedules of rural students. These policies have contributed to a decline in rural dropout rates.

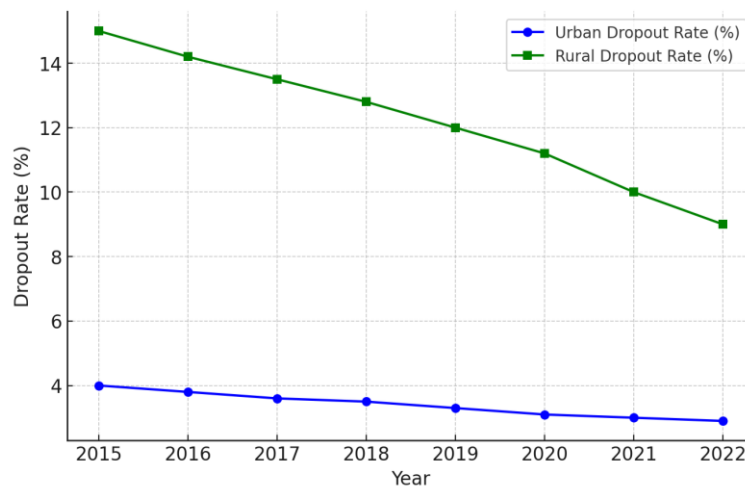


Figure 2. Dropout Rate Trends in Urban and Rural Areas (2015-2022)

Between 2015 and 2022, the rural dropout rate declined from 15% to 9%, demonstrating the effectiveness of community-supported education initiatives. However, challenges persist, as economic pressures still force many rural students to leave school prematurely. Additional measures, such as conditional cash transfer programs for rural families and school meal programs, could further support retention.

4.3 Teacher Availability and Retention in Rural Areas

A major barrier to rural education equity has been the shortage of trained educators willing to work in remote areas. The Rural Teacher Incentive Program has helped attract more teachers by offering financial incentives, housing support, and professional development opportunities. However, rural teacher retention remains an ongoing challenge. Surveys indicate that 40% of teachers assigned to rural areas leave within their first five years, citing reasons such as low salaries, professional isolation, and difficult working conditions. To address this, the government has partnered with universities and NGOs to establish teacher training hubs in rural regions, enabling educators to engage in continuous professional development and peer collaboration without needing to relocate to urban centers.

4.4 Expansion of Digital Learning Opportunities

Limited internet access in rural schools has been a persistent barrier to educational equity. While 85% of urban schools have internet, only 26% of rural schools are connected. The Aprendo en Casa initiative demonstrated that radio and television-based education can serve as a temporary solution, but long-term digital inclusion requires structural investment in connectivity. To bridge this gap, partnerships with telecommunications companies and NGOs have helped expand low-cost internet access in rural schools. Mobile learning units equipped with solar-powered digital tools have been introduced in some remote regions, allowing students to engage in technology-assisted education.

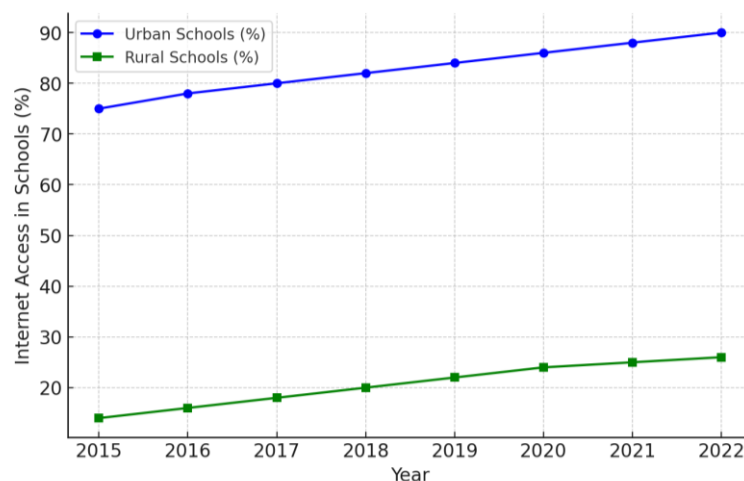


Figure 3. Growth of Internet Access in Urban and Rural Schools (2015-2022)

While connectivity rates have improved, many rural students still lack personal access to digital devices. Expanding public-private partnerships to distribute affordable laptops and tablets in rural schools could further enhance digital learning inclusion.

4.5 Community Participation and Local Governance in Education

A defining feature of community-engaged education policies is the active involvement of parents, indigenous leaders, and local organizations in shaping school management and curriculum design. The School-Based Management (SBM) model has helped decentralize decision-making, allowing local communities to tailor school programs to their specific needs. For example, in the Andean and Amazonian regions, SBM models have facilitated the construction of locally relevant curricula, incorporating agricultural education, indigenous history, and environmental conservation into formal learning. Parent-teacher associations (PTAs) have become more engaged in monitoring student attendance and performance, reinforcing accountability. However, some challenges persist. In underdeveloped areas with low literacy levels among parents, community participation in education governance remains limited. Capacity-building workshops are needed to equip local stakeholders with financial management and administrative skills to effectively manage rural schools.

4.6 Challenges and Areas for Improvement

Despite the progress achieved through community-engaged education policies, significant challenges remain that continue to hinder the full realization of urban-rural educational equity in Peru. One of the most persistent issues is the retention of qualified teachers in rural areas. While incentive programs have attracted educators to work in remote regions, many struggle with difficult working conditions, professional isolation, and limited career growth opportunities. Low salaries compared to urban teaching positions, lack of access to professional development, and inadequate infrastructure in rural schools have resulted in a high turnover rate. Many teachers assigned to rural schools leave within their first five years, creating instability in the education system and negatively impacting student learning outcomes. Addressing this issue requires not only financial incentives but also improvements in rural school conditions, stronger mentorship programs, and support networks to help teachers integrate into the community.

Another major challenge is the poor infrastructure in rural schools, which continues to impact student engagement and learning. Many rural schools lack electricity, clean water, functional sanitation facilities, and well-equipped classrooms, making it difficult for students to focus on their studies. Libraries, science laboratories, and technological resources are often nonexistent, limiting students' exposure to interactive and hands-on learning experiences. In contrast, urban schools benefit from better funding, modern facilities, and access to advanced learning tools. This infrastructural divide exacerbates educational inequalities, placing rural students at a disadvantage when it comes to academic performance and future opportunities. Efforts to bridge this gap require sustained investment in school infrastructure, particularly in areas where extreme poverty and geographic isolation make traditional educational models less effective.

The digital divide further widens the urban-rural education gap. While urban schools have rapidly integrated technology into the learning process, many rural schools still struggle with limited internet access, outdated computers, and insufficient digital literacy programs. The COVID-19 pandemic underscored the severity of this divide, as students in urban areas were able to continue learning through online platforms, while many rural students were left behind due to lack of connectivity. The government's response, through programs like *Aprendo en Casa*, attempted to mitigate this issue by broadcasting lessons via television and radio. However, this was only a temporary solution, and sustainable long-term strategies are still needed to ensure equal access to digital education. Expanding broadband coverage in rural areas, providing affordable devices to students, and incorporating digital literacy into school curricula are essential steps toward closing this gap.

Financial constraints also pose a significant obstacle to sustaining community-driven education policies. Many initiatives, including School-Based Management (SBM) models and bilingual education programs, rely heavily on external funding from international organizations, NGOs, and private sector partnerships. While these collaborations have been instrumental in advancing educational equity, they are often subject to shifting political priorities and funding limitations. Without stable government investment and financial planning, many of these programs risk becoming unsustainable in the long run. Strengthening budgetary allocations for rural education, improving financial management at the local level, and creating long-term funding frameworks are crucial for ensuring the continuity and expansion of successful community-engaged policies.

4.7 Policy Recommendations

To further strengthen urban-rural educational equity in Peru, it is necessary to build upon existing policies while addressing their limitations. One key recommendation is the expansion of conditional cash transfer programs for rural families. Economic hardship is one of the leading causes of school dropout in rural areas, as many children are expected to contribute to family income through agricultural or informal labor. Providing direct financial

support to low-income households can reduce the pressure on children to leave school early, allowing them to focus on their education. Similar models have been successfully implemented in other Latin American countries, such as Brazil's Bolsa Família, which has significantly increased school retention rates among disadvantaged students. Another critical measure is the enhancement of rural teacher training and retention programs. While financial incentives have attracted teachers to rural schools, long-term retention requires additional support. Establishing rural teacher mentorship networks, increasing access to professional development opportunities, and improving working conditions can help educators feel more supported and valued in their roles. Developing career advancement pathways for rural teachers, including opportunities for further education and leadership roles, can also incentivize long-term commitment to teaching in underserved areas. Investing in rural school infrastructure is essential for improving learning environments and student engagement. Schools must be equipped with basic necessities such as electricity, sanitation, and safe drinking water, as well as libraries, science labs, and modern classrooms. In areas where traditional infrastructure development is challenging due to geographic constraints, alternative solutions such as solar-powered classrooms and mobile learning units could provide effective educational support. Strengthening partnerships with private sector organizations and non-profits can help secure the necessary resources for these improvements.

To bridge the digital divide, expanding digital education initiatives in rural schools should be prioritized. Collaborating with telecommunications companies to provide low-cost internet access, distributing affordable laptops and tablets, and integrating digital literacy programs into school curricula can ensure that students in rural areas are not left behind in an increasingly technology-driven world. Mobile learning hubs, where students can access digital resources even in areas with limited connectivity, can serve as an interim solution while broader infrastructure projects are implemented. Strengthening community capacity-building programs is crucial to ensuring the sustainability of School-Based Management (SBM) models. Many rural communities have limited experience with budget planning, resource management, and administrative decision-making, which can hinder the effective implementation of SBM policies. Providing training programs for local education leaders, parents, and school administrators can improve governance, ensuring that education funds are used efficiently and that community-driven initiatives are successfully executed. Encouraging greater transparency and accountability in school decision-making processes can also help build trust and long-term community engagement in education.

As Peru continues to work toward achieving equitable education for all, it is essential that these policy recommendations are not just implemented on a short-term basis but integrated into a long-term national strategy. Addressing systemic barriers to education requires a multi-sectoral approach involving government agencies, local communities, non-profit organizations, and private sector partners. By strengthening rural teacher support, improving school infrastructure, expanding digital access, and enhancing financial sustainability, Peru can create an education system that provides equal opportunities for all students, regardless of their geographic location.

5. Conclusion

The implementation of community-engaged education policies in Peru has brought meaningful progress in reducing urban-rural disparities in education. By involving local stakeholders — teachers, parents, indigenous leaders, and community organizations — these policies have fostered more inclusive and contextually relevant learning environments. The expansion of bilingual and intercultural education programs has helped indigenous students overcome linguistic barriers, improving literacy rates and academic engagement. Similarly, initiatives like *Aprendo en Casa* have demonstrated how flexible, community-driven learning approaches can mitigate challenges related to infrastructure and accessibility, particularly in remote areas. School-Based Management models have increased local involvement in educational decision-making, empowering communities to take ownership of school governance and resource distribution. Financial incentives and training programs for rural teachers have also contributed to improving the availability of educators in remote areas, although retention remains an ongoing challenge. Despite these achievements, significant challenges persist. The retention of teachers in rural areas continues to be hindered by harsh working conditions, limited career growth opportunities, and professional isolation. Many rural schools still lack essential infrastructure, including electricity, running water, and adequate learning facilities, which negatively impact student engagement and overall educational outcomes. The digital divide remains a substantial barrier, as limited internet access in rural schools restricts students' ability to engage with digital learning tools. While short-term interventions such as radio and television broadcasts have helped bridge this gap, sustainable investments in digital infrastructure and affordable device distribution are necessary to ensure long-term educational equity. Many of these community-driven policies rely heavily on external funding from NGOs and private organizations, raising concerns about financial sustainability and long-term institutional commitment. Ensuring the viability of bilingual education, School-Based Management models, and rural teacher support initiatives requires stronger government investment and more comprehensive financial strategies.

The future of community-engaged education in Peru must focus on scaling and institutionalizing the successful policies implemented so far. Strengthening multi-stakeholder partnerships among government agencies, indigenous communities, educational institutions, private sector organizations, and civil society groups can help build a more resilient and inclusive education system. Expanding conditional cash transfer programs for low-income rural families could reduce dropout rates by alleviating economic pressures that force children to leave school early. Strengthening rural teacher support through better salaries, housing assistance, and career development opportunities can help improve long-term retention and ensure that students in remote areas receive high-quality instruction. Addressing infrastructure deficiencies, such as inadequate school facilities and the lack of digital connectivity, remains a crucial priority, as access to technology and learning resources is essential for ensuring educational equity. Institutionalizing bilingual and intercultural education through expanded teacher training programs and curriculum development will further reduce linguistic and cultural barriers, enhancing student engagement and learning outcomes. Peru has made significant progress in narrowing the urban-rural educational gap, but achieving true equity will require sustained efforts, increased government commitment, and continuous refinement of policies based on community needs. A successful education system must be adaptable, inclusive, and deeply connected to the realities of its learners. By strengthening community involvement, improving financial sustainability, and addressing the remaining structural deficiencies, Peru can continue its path toward a more equitable and accessible education system for all students, regardless of geographic location or socioeconomic background.

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