

Communities of Practice for transforming tacit knowledge into explicit knowledge in the context of illiteracy: a comparative study Bolivia, Brazil, Venezuela, Paraguay, Venezuela, Suriname, French Guiana, Ecuador y Perú

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Abstract: This article investigates pedagogical practices for literacy in Bolivia and Brazil and proposes the establishment of a communication network capable of enabling the effective exchange of knowledge and experiences between people who discuss this topic, through a plan of Local Culture, Knowledge Management and Organizational Intelligence, in order to transform tacit knowledge into explicit knowledge.

By analyzing educational management in the three countries, the article answers the following research question: To what extent does the transformation of tacit knowledge into explicit knowledge impact literacy?

The work concludes, after analyzing interviews carried out in Bolivia and Brazil, that Communities of Practice can help in pedagogical practices since many feel depressed and soon give up due to the fear of not understanding the content (students) and not accepting the situation. (teachers), violence, weak infrastructure and outdated teaching methods, such as the syllabic method.

The work then proposes the phonemic method in addition to a portal that integrates Knowledge Management practices (lessons learned and communities of practice) and Organizational Intelligence (expert analysis and semantic web).

Keywords: Illiteracy; Knowledge management; Organizational Intelligence; Pedagogical practices.

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1. Introduction

The main justification of the investigation is the discontent with the syllabic literacy method, the easiest and most used by the Brazilian government in all schools.

Given this, a survey was conducted in the poorest countries in South America (Bolivia, Brazil, Paraguay, Venezuela, Ecuador, Suriname, French Guiana) to understand if the method is the same, concluding that yes.

The Fonêmic method considers the syllabic method, but it is more comprehensive and intelligent because it is part of the use of phonemes for the construction of words, phrases and texts and is based on the Association of Letters of Letters with their respective spelling.

The purpose of the article is to make a detailed survey in the schools of these countries on the pedagogical practices that are being used, making constructive criticism to improve these practices.

In 1979, the Brazilian educator Paulo Freire declared: "If, on the one hand, we cannot deposit the responsibility of the desired and necessary changes, on the other, we must speculate the possibilities that it can present to the subjects of the school year. We believe in the ability to (re) invention of trajectories and the emancipation of people, groups and groups" (Freire, 2004).

This article investigates the consequences of illiteracy in Brazil for the constitution of social and environmental relations within communities and discovers the absence of basic quality education as a factor of social exclusion.

Investigators with case studies in the Sisaleira region of Bay found problems in the lack of training and updating of pedagogical practices, the disinterest of students due to the lack of the lack of consideration of local culture by some teachers and the lack of interest in the socio-political consciousness of the students, the noise in the dialogue between social and cooperative movements with public power.

According to IBGE (2020), there are about 30 million functional illiterates in Brazil and the northeastern illiteracy rate (14.2%) remains twice the national average (7.0%), and between the units of the Federation, the three largest total illiteracy rates were observed in Piauí (14.8%), in Alagoas (14.4%) and Paraíba (13.6%) federal, capital (1.9%).

This article proposes the establishment of a social communication network capable of allowing the effective exchange of knowledge and experiences between people who discuss illiteracy in Brazil and in the poorest countries in Latin America through a local culture plan, knowledge management and organizational intelligence.

Ramos et al. (2021) found that the fall in illiteracy in Brazil occurred at a slow pace since the public policies implemented with the "purpose of eradicating it" were not effective and this reveals one of the most serious social problems that has been granted four centuries ago. The illiteracy rate has been withdrawn shortly in the last 24 years and there are still 11.4 million people 15 years or more in Brazil who do not know how to read or write a simple note.

In common sense, education cannot articulate and coordinate with contemporaneity. It behaves as an antithesis against contemporaneity: school as a sterile for the political-social scenario in which it is inserted.

The posterior modernity is to go beyond modernity to see the limitation of rationality, its fragility in the era of social networks in which this rationality is based on sharing an avalanche of information, many of them false, not willing to reach knowledge and its application (intelligence). This is the reason for the socialism crisis (power of society), capitalism (power of companies) and the great advance of communism (authoritarian power of the government).

However, it is not enough to be postmodern (the birth of a civilization that contemplates the interculturality of knowledge and coexistence of several cultural nuclei. Therefore, trans modernity arises. Aliaiga-Lavrijsen (2019) presents trans modernity as a dialectical triad between modernity-postmodernity-transmission, the latter is a continuation and overcome Postmodernity

According to Santos (2022), rather than simply bringing popular education to spirituality, the idea is to think of popular education in the light of spirituality, showing how the dimensions of internal life, search, contemplation, self-care, the sense of sacred, the mativist of transcendence, the purpose of life. It connects the human being with a dimension of transcendence, transforms his entire being and guides his action and his relationship with himself and with others in order to fully realize life (Santos, 2022).

For the bosses Eme Uma Solução for this debate or trabalho faz um studio explorator through interviews and experiences between weights that discuss or illiteracy, by meio of um flat of local culture, gesta do Conhecimentimento and inteligência

organizational. Tupinambá de Olivença. Ethism of pratics that is served as a strategy for building of pedagogical pratatic novas of Redução do illiteracy not Brazil and part of the poor part of Latin America.

1- The problem of education in Latin countries The declaration of the former vice president of the Republic, Mourão, at the lunch of the Chamber of Industry and Commerce of Caxias do Sul, 08.08.2018, does not coincide with reality, but unfortunately it is the way many people think. He said exactly the following "indigenous and cheater culture in Brazil."

2- This understanding complies with Law No. 11,645 of 2008, which includes in the Official Study Plan of the Educational Network the obligation of the topic "History and Afro-Brazilian and Indigenous Culture".

3- Article 1 records the following: § 1 The curriculum mentioned in this article will include several aspects of history and culture that characterize the formation of the Brazilian population, of these two ethnic groups, such as the study of the history of Africa and the Africans, the struggle of blacks and indigenous peoples in Brazil, the black and black culture of Brazil and the Indian in the formation of National, rescued their contributions, the history of Brazil.

4- Vázquez (2024) explains that the creation of the LATAM region covers 33 countries and extends from the border between the United States to the Tierra de Fuego in Chile, including the Caribbean.

5- Gómez -mejia and his colleagues (2024) follow the designation VUCA - volatile, uncertain, complex and ambiguous.

6- Developing countries with those in Latin America often depend on informative institutions to facilitate commercial transactions (Verbeke and Kano, 2013).

7- Have a lower institutional formality weakens the monitoring and control mechanisms. The regulation is poor, but there is an application for the protection of politics and shareholders (Hoskisson et al., 2000).

8- Rathcke et al. (2024) examined the relationship between the experience of individual speakers with the sound of the symbol and phonological consciousness in the Hong Kong singer.

9- The first question of the investigation of this study questions whether the development of phonological consciousness in speakers can be influenced by individual familiarity with the writing system based on the phonetic segmentation of symbolic units according to the principle of the sound symbol (Rathcke et al., 2024).

In this direction, Storm (2004) suggests that literacy begins between words with similar sounds, that is, who knows with words in phonological neighborhoods (that is, words with many phonological neighbors) and extend throughout the lexicon later in life. It is also suggested that restructuring is applied to the early edge in languages with complex syllabic structures, such as English (face and Goswami, 2002; Storm, 2004).

However, this lexical restructuring does not explain the fact that there is a strong relationship between the development of phonological consciousness at the sub-syllable level and the acquisition of the alphabet-based alphabet that begins after children have learned a large number of words with similar sounds

(Anthony and Francis, 2005; Carroll et al., 2003; Ziegler and Goswami, 2005).

The future work that implies interdinist comparisons can help provide an empirically founded explanation of sub-syllable phonological consciousness and its determinants.

Moreira (2014) explains that for Foucault, knowledge generated and organizes to fulfill a "will to power." Seeking to elucidate how the resistance in Foucaultian's perspective should be understood, Veiga-Neto argues that power is eliminated in a network, in which there is a point of resistance, small, transitory and mobile. And "there is no power relationship without the constitution of a field of knowledge, or knowing that it does not presuppose and does not constitute power relations." Foucault, instead of considering that it is only known in the absence of power relations, considers that power produces knowledge (Moreira, 2014).

Ballestrin (2013) explains that the coloniality of power is a concept originally developed by Anibal Quijano in 1989, and widely used by the group. It expresses a simple finding, that is, that coloniality relations in the economic and political spheres have not ended with the destruction of colonialism.

The concept has a double claim. On the one hand, he denounces "The continuity of the colonial forms of domination after the end of colonial administrations, produced by colonial cultures and structures of the modern/colonial capitalist system" (Glocogueue, 2008).

Power and know, as two sides of the same process, they intersect in the subject, their specific product. There is no power relationship without the constitution of a field of knowledge, or knowing that it does not presuppose and does not constitute power relations. Foucault, instead of considering that it is only known in the absence of power relations, considers that power produces knowledge (Moreira, 2014).

Paulo Freire studied the psychology and education of the oppressed Brazilian man. Freire's great challenge was not his exile for trying to educate the Brazilian, but the difficulty of convincing the Brazilian to study since they accepted the distraction model imposed by military governments and continued for civil governments. The fact that Brazil has less libraries than only Buenos Aires shows that the Brazilian does not have reading habits and escapes books, which generates very large political instability (lack of understanding of the internal and external context), with the largest number of prisons, taxes and deaths of presidents.

According to Oliveira and Cruz (2009), it is very important to keep in mind that, in Reich's opinion, they were precisely the miserable masses that contributed to the emergence of fascism. As demonstrated when the Chinese couple, with Covid, Rome, Italians and Latinos in general, make decisions through data, not information (such as Americans), knowledge (such as English and Japanese) or intelligence (such as Germans).

"People, for the most part, have such a feminine nature and attitude that their thoughts and actions are determined much more by the emotion and feeling than for reasoning" (Mein Kampf, cited by Reich, 1982, p.183).

However, Oliveira and Cruz (2009) explain, according to Reich's point of view, that Hitler's personal history and its emotional structure are not relevant to the understanding of national socialism.

It is impossible to agree with this idea since Hitler's self-centered personality, the superiority of the Austrians and part of the Germans, was precisely what led the masses to follow him blind.

Therefore, the objective of fascist morality is the creation of submissive people who adapt to the authoritarian order, the type of passive and obedient relationship.

For Oliveira and Cruz (2009), what matters for Reich is to know why the masses are politically deceived because they become receptive to opacity.

However, this issue of the lack of knowledge and cultural intelligence of the Germans at that time in question, the War of the World II: Marions of the System and then the local culture, seems obvious. This is because most Germans (communist part) did not have access to knowledge and cultural intelligence model (to travel around the world and learning compared to other values, assumptions, beliefs and traditions) was built after the defeat in the war to rebuild the country from the maturity of living shopping centers and then the opening companies, which is recently imitated by India and China. Yes, the force of the German language prevailed at that time, which is also a type of knowledge.

In the case of the Brazilian education system, it is very clear that all the initiatives of the Brazilian federal government, particularly the right - sudden cut in the educational budget, the extinction of science and English without borders, the reform of the secondary school) were easily accepted by the population that accepted the national culture model imposed by the distraction government and very few books, most of the auto -help.

This strongly affects the pedagogical practices that are based on the syllable model, also imposed by the Government to easily manipulate people who compete for the level of intelligence, without knowledge.

2. Literacy in Brazil (Pantanal and Amazon)

2.1 literacy in the territory of Sisal in the semi -arid of Bahian.

Already in 2013, Nunes highlighted the importance of the movements of the solidarity economy, cooperativism and self - management in the territory of Sisal, in semi -arid bay backwoods. The Sisal area has 58,238 family farmers, 2,482 established families, two Quilombola communities and an indigenous land. Its average HDI is 0.60 (Beltrão, 2010).

The wing explains that when we talk about the semi -arid, we refer to a region that occupies around 12% of the national territory (1.03 million km²) and covers 1,262 Brazilian municipalities, considering the current delimitation published in 2017 (Resolution 115, of November 23, 2017, Saguene). Approximately 27 million Brazilians (12% of the Brazilian population) live in the region, according to the information published by the Ministry of National Integration. An interesting fact about the semi -arid population is that there are about 81% of the Quilombola communities throughout Brazil.

Nunes, Santos and Barreto (2015) explain that the Observatory of Youth and Adult Education of the Sisal Territory Biennale (Obeja-Tis -oneb) applied, in the territory of Sisal, in the 2013-2014 Biennial, the qualitative methodologies within the reach of EJA such as focal teaching and listening caravan and that the structure of life is better found.

(OBEJA-OTI-UNB) works from the perspective of training an articulation and information network provided by the conduct of research to reach new projects and are not incorporated into government planning or to guarantee resources to continue their studies and propositions (Nunes, Santos Enda, 2015).

According to the Focal Group, it was used by Obeja in four meetings, one of them at the João Paulo school and the others in UNEB, Campus XVI, located in the city of Conceição de Coité, Bay, with two different groups, one of the students and one of the two main topics discussed, in approximately two hours per meeting, were the following: Pedagogical praxis and the matter.

On the first topic, the covered subjects were: evasion in EJA classes; infrastructure and supplies of the school; Pedagogical practice of EJA teachers; Teacher training; The role of school in the training of the citizen/student; Sociocultural and educational profile of EJA subjects. On the second issue, the issues on the agenda were: cultural, social, economic and religious aspects of the school, the family and the community.

Throughout the meetings of the focal group, teachers were asked about the necessary infrastructure for pedagogical practice in EJA. One of the teachers complained about the lack of training of the teacher and the EJA of the students and the disinterest, said that "they have no chance of anything, most."

Others speak of the lack of training and updating of pedagogical practices, added to the difficulties of using school equipment and infrastructure, make it difficult to improve the learning and political awareness of students (Nunes, Santos and Barreto, 2015).

According to Musial and Araújo (2022), it is necessary to expand and establish a social communication network capable of allowing the effective exchange of knowledge and experiences between people who discuss education in Brazil, particularly illiteracy (added emphasis).

Therefore, although sudden are the changes in the level of the federal government, they do not prevent dialogue between social movements and public power in other spheres, which means that there will always be spaces for negotiation (Morais, 2021).

In general, dialogues are among NGOs, community organization, cooperatives, associations, foundations, schools and people interested in helping.

However, it seems that the least favored groups are increasingly excluded, and become difficult to communicate with the government to seek financial support for literate people.

Nunes, Santos and Barreto (2015) understand that, in some way, and in different perspectives, historically the lack of writing and reading brought to the dominant groups of the rural areas of the Northeast field, all the classes of the former slaves, small peasants, rural workers, who violently lead them to a forced discovery, that is, they are prevented from being prevented from the studies not only for their studies. Age and even small urban agglomerations.

The Sustainable and Solidarity-PTDSS Territorial Development Plan considered the delimitation of the territory, family settlement, Proinf infrastructure projects (2003-2014) and public policies for family agriculture, but did not consider the education of children, young people and adults.

More recently, on 16.07.2024, the movement of the Community Organization (MOC) and the Brazilian semi -arid articulation

(ASA) reported that the Naidison Theologian de Quintella was honored with the greatest honor in the state of Bay, the medal of the order of July 2 - Libertadores da Bahia, in recognition of its reward with the reward with the conviction with the conviction.

The MOC launched the Contextualized Field Education Program (Peconte) that seeks continuous and procedure training with teachers from the fields of the field in a specific methodology and the subjects of education of the contextualized field to live with the semi -arid.

The work is aimed at cultural identity, seeking to assess the culture of the field, using the methodology of knowing, analyzing and transforming (CAT) into research with the participation of educators and children.

Morais (2021) when the author states that current educational policies understand little or nothing about how important students know, marginalize and even ignore the issue of knowledge in the school study plan.

In this sense, this work relates the difficulties of basic education with social exclusion and lack of respect for human rights and proposes the establishment of a communication network capable of allowing the effective exchange of knowledge and experiences between people who discuss illiteracy in the territory of Sisalia, through a local culture plan, knowledge management and intelligence of the organization. Be resolved (1978) enters more details and establishes that the problem consists of explicit, clearly, understandable and operational, what difficulty we face and that we want to solve its characteristics. Therefore, the purpose of formulating the research problem is to take it individualized, specific, unmistakable.

Good. The problem of research is clearly understanding how schools in the poorest region in South America, compared to Brazil (the richest country on the continent), literate children and adults, and how is educational management.

To this end, the bibliographic review is not enough and then interviews were conducted in the schools of Brazil and Bolivia.

Marconi and Lakatos (2003) report that the interview requires prior knowledge of the field and carefully prepared preparation. In this regard, formal contact procedures with the interviewer and the order and formulation of the questions are steps to carefully prepare to obtain valid results, in regards to a non -bias of what scientific research intends to be. The interview has the purpose of data collection, to help in a diagnosis or treatment of a social problem according to Marconi and Lakatos (2003) the interest of field research focuses on the study of individuals, groups, communities, institutions and other fields, with the aim of understanding several aspects of society.

For Tripodi et al. (1975), field research is divided into three large groups: descriptive, exploratory and experimental quantitative, with its subdivisions.

This work is an exploratory study since it is an empirical investigation whose objective is the formulation of a problem, with a triple purpose: develop a hypothesis, increase the familiarity of the researcher with an environment, fact or phenomenon, to carry out more precise future research or modify and clarify the concepts (Marconi and Lakatos, 2003).

3. A model of knowledge management and organizational intelligence

3.1. Working hypothesis of the research question "To what extension does the transformation of tacit knowledge explicitly affect literacy?" The following hypothesis arises: the tacit knowledge of those involved with the formulation and application of pedagogical practices positively affects the education of the autistic 4.2. Analysis and discussion of results interview 4.2.1. Brazil Schools (Semiárida Bay, Santa Luz and São José Do Tarumá Municipal School, Manaus, Amazonia)

The two rural schools of Santa Luz adopt the project to know, analyze and transform (CAT) of the reality of each child. Grant in local culture and issues such as rural exodus, such as water reaches home, healthy eating, respect for the environment.

All respondents agree that the activities of the phonemic approach can facilitate literacy through the syllable method.

Everyone complains about the difficult challenge of the family to monitor children's activities, even sometimes have the doctor to come to school to serve the sick student.

The advantage is that those involved with literacy know very well the reality of the region and work with it to facilitate reading and writing. They talk about the decrease in SISAL due to the climatic effect, since there is a very large area to water. They highlight the theme of Caatina, the origin of Sisal and its importance.

Literacy teachers are apprehensive due to different learning skills and are open for learning and collective adaptation.

The exchange of knowledge and experiences, in particular, new practices for teaching and writing and, therefore, respondents say that there are options for differentiated subjects to carry out the same activity listening to students about how they believe they learn.

The transversality of environmental education helps to understand compulsory disciplines.

It is important to keep in mind that teachers understand that extracognitive factors are strong influential in student learning.

Due to the strong dialogue between teachers, with leadership and directly with students, students are a good psychogenetic evaluation of the writing levels of the children they show (pre-serum, syllables, syllabic and literacy) help build a mature culture of mutual growth.

It was clear in the interviews that there is a need to structure communication between teachers dedicated to literacy and these with leadership and students themselves, to increase the effectiveness of pedagogical practices. Practice communities: police are a good solution to structure and motivate thematic

groups, since they improve the integration between the strategy (what and why do), planning (how to do) and management (how to analyze and improve).

Brazilian students do not see many perspectives of the future because after the reform of high school in 2017, the technical courses of electronics and mechanics, with more possibilities of finding a job, were eliminated from the curriculum. The only technical course after this reform is that of Management, which seems not to be adequate for 15 and 19 years 1. The difficult work with different beliefs, assumptions, values and traditions and barriers always present during the learning process, can lead to a policeman about the logotherapy. This technique helps people appreciate their existence, free themselves from emotional suffering and find meaning and purpose in their lives. It is considered that having meaning in life is aware of the main objectives of the life of a person who adds purpose to everyday life and is a main motivational force factor (Pereira, 2025). There are four criteria within the logotherapy: Criteria 1: Purpose speech. Criteria 2: Value clarification intervention. Criteria 3: Intervention for the definition of objectives. Criteria 4: Gratitude intervention.

Logotherapy can expand the use of other knowledge management practices and organizational intelligence, based on establishing a strategy to reduce illiteracy.

The lessons learned and best practices are excellent examples of transformation of tacit (oral) knowledge (written).

3.2. The Literacy of the Rio Negro, Amazon (Community Nossa Senhora do Livramento, Sao Jose do Tarumã Municipal School)

The director of the school confirms that the Brazilian Government method of literacy, is the Silabic.

She also explains that the Science teacher makes external classrooms looking for awareness as much as an environmental preserves, com focusing lax loxing, robbing traperaballar to recyclagem. Give leiture.

There is no writing work on local problems, such as the drought of Río Negro and the tributaries, which makes classes suspend from the end of September to January.

Parents are heard under the "Family AT School" program and there is an opportunity a year to attend classes and participate in their children's activities.

There is a resource room in which a teacher with general experience in mental disabilities cares, but students with these difficulties generally attend regular classes.

The SWOT matrix, a strategic planning tool that analyzes the forces, weaknesses, school opportunities, is below.

MATRIZ SWOT

FORÇAS

1. Participação da comunidade escolar;
2. Recuperação dos estudantes;
3. Participação de pais e/ou responsáveis às reuniões;
4. Alinhamento na Equipe Escolar;

FRAQUEZAS

1. Ausência de um ambiente alfabetizador em sala de aula;

OPORTUNIDADES


1. Parceria com Posto de Saúde em palestras e ações de saúde bucal;
2. Parceria entre escola e comunidade em eventos culturais;
3. Parceria com Universidades em ações de palestras;

AMEAÇAS

1. Doenças tropicais;
2. Seca dos rios de acesso à escola;

ESTRATÉGIAS

1. Criar ambiente alfabetizador junto a Equipe Diretiva da escola, a fim de melhorar o processo de aprendizado;
2. Orientar as famílias para que, em seu ambiente doméstico, criem um ambiente alfabetizador para melhorar o processo de aprendizado dos estudantes;

 **Manaus**
Educação

As if percis for the previous figure, he is challenged to believe a surrounding Literacy of Gestión's Equipo to mejore the learning process.

La Dirección Recibe Las Padratas del Educational Process Mec that opts for El Metod de la syllable, which as we are seen, makes it difficult for them to be parasen from syllables to shackles, and different applies, especially in text scripture. This is so that it is the Fathers and universidad and fundamental to ararollar and the habit of liber and scribe. Primero con los conductors (reciprocated capacitación de universities) and luego con studious (stosy conductors y padres).

3.3 Primary School in Venezuela: Juan de Holmghist (Santa Helena)

The school has 890 students and there is a 6% of the Pocent 6% rate.

In the Exchange of the morning, 1, 2 and 3 Granges operate. And in the Tart Work 4, 5 and 6 Granges.

Students have access for experts in alphabetization, but only use e - Method Syllable.

A diagnosis is performed with students to see that who are Badly Advanced in Reading and Written Because Stressful Many are Hujos de Mines of the Region (flagship of the local economy). Those Who Coul Hang the Preschool and That already have a good Level of Lecture and Scripture help to others.

Unfortunately, there are 9 -year -old students that in have finished the first year.

Lesson are 34 students and then in the there are way that the teacher Pays attentive to the students

Then new new Stupented with Vece Dyscapacities per Week to be. There is a -expert in learning by disabled people and another Specialist in Mental Retract.

In the there are Activities of Environmental Education Debated to Lack of Calified Personal, Bell That Uses Sub Activities in the Garden.

For Approximately One Month, the school prepares the students for the competence of the stunnors of Ledishing roles of skills of reading and scripture (tournaments).

The Secondary Technique IF school calls Nicolas Meza has 830 students and offer the Technical Courses of Speciality in Social Economy, Customs, Administration, Tourism and Telematic. E - Ministry of Education has changed and computing Course for the Telematic Course That Takes Over from Social Networks management.

Debute to the proximity to Brazil, The Bad Course Sought After Customs.

He debuted to the delicities, the School there is closed and the cursoo of the agriculture and the prices of the fruits and vegetables are much higher to Brazil, and included can to reach elble of the

value, including distance Between the city of Santa Helena (Venezuela) and the Brazilian Nuzima city is only 15 km.

3.4. Schools in Paraguay (Mariscal and Valemme)

The director of the indigenous school of Santa Teresita, Maria Flores, of Guaraní origin, says that she adopts the phonic method of literacy, and only in special cases of difficulties of the syllable method. In addition to the Director of the Amame School, only for students with physical and mental disabilities, emphasizes the strength of indigenous peoples in relation to Latinos in terms of discipline and learning capacity. They are not so influenced by the American culture of social networks and YouTube videos because they live in nature without internet access and also have their own language, Plonivaclé.

The indigenous school is multicultural, but mainly serves indigenous people.

In the region there are only two universities: in Philadelphia, 85 km from Marshal (Law and Science of Education) and Neuland, 80 km (Agronomy and Business Administration). One of them is private (Unichaco in Philadelphia) and the other is a branch of the National University of Paraguay, in Neuland. Those with a better financial situation move to Asunción, where everything is very concentrated in Paraguay.

Regarding the treatment with autistic students, he says that the biggest problem is precisely the acceptance of parents who do not want to register their students in another school who also participated in the research: Amame.

He says that one cannot even mention the special word and much less poor.

He explains that during some activities, students with autism feel bad due to noise and crying when putting their hands on their heads. They receive help from Amame school psychologists.

He emphasizes the fact that there are no teachers prepared to deal with autistic students or any other disability. There is a recent law in Paraguay in this regard, but it is very difficult to apply.

He says there is a special activity during the school year called the ecological court, where students present their projects, mainly about local culture and family, and can express the best way to learn.

He says it is sad that many students come with Spanish lingua since the Paraguayan maternal lingua is Guaraní and explains that the teachers use the two lingues in the classroom.

Since the initiative to use the Fonémic method for literacy, the indigenous school of Santa Teresita has developed an oral project, writing and interpretation that requires students to express themselves after the interpretation of the texts, always combining the reading of writing.

The school has 790 students and 60% comes from vulnerable families. There are a total of 120 professionals involved with education in Valemme, and in total there are 2,000 students in 11 schools and three schools (middle level), among 18 thousand inhabitants.

The only university in the region is called María Serrana. The indigenous school is called APA.

During Holy Week, they carry out pedagogical projects that include culinary preparations such as the traditional dish of Paraguai, Chipa.

In addition to the two lingues, Guaraní and Spanish, they also speak a small Portuguese who saw the strength of the Brazilian communication channels in Paraguay.

Regarding school management, the EGIE institutional management teams that require consensus on educational issues that formalize the recognition of the MEC that end up centralizing decisions, even changing the names of schools.

The Association of the School Cooperative supports the school with respect to the costs that the Government does not help. They do this through tournaments, festivals, canteen.

The school opened with the support of the national cement industry, which the basis of the local economy of Valemme. More recently, the SEC factory emerged, which is the second cement and lime industry.

The pedagogical closure is separated by school levels and in 2024 had two issues: Paraguayan culture and natural resources. Spanish prevails in the school while in the Guaraní family, which tries to maintain the culture of the Paraguayan struggle for survival after being devastated in the Paraguayan war by Brazil, followed by the betrayal of Uruguay that joined air.

However, in Mariscal there are two schools that were built together: Spatio of Children's Kids and Amame School.

The first stimulates children with games and stories books, and Amame School is an exclusive basis for students with disabilities, not a public school that does not have this service.

The Amame Foundation even has a physiotherapist. He has an autistic son, like his son's former teacher. When she changed the teacher, she had to get her son from school because the new teacher did not want to learn to deal with the 8 -year -old boy, a little scandalous and impulsive, diagnosed with a slight autism. Then, the mother agreed with the school to take classes online, teach at home and prepare for school exams. It is sad that his son does not speak Guaraní because his friends are from Asunción, where the culture of Spanish discourse is much stronger due to competition. He criticizes the culture of discrimination that according to her is stronger in school than in society due to the low level of instruction of Paraguayans.

He says his son was educated with the syllable method, as did the other children. Only the Fonémic method used is used in the indigenous school.

School staff explains that the Ministry of Education and Culture is regulating conclusive education, but is not focusing on the training of teachers with experience in the treatment of different disabilities.

3.5 Basic School Interview Helena Creole Retto (Huaquillas, Ecuador)

In Ecuador, the literacy method is the syllabic, even if teachers try to propose some trivial text readings to students.

Regarding question 1, the literacy teacher responds positively that the child discovers the logic of writing by writing a letter for each sound emission. However, the phonemic approach, which can facilitate literacy by the syllable method, does not work.

There are no initiatives to discuss local problems with students that hinder reading and writing on issues such as agriculture (base of the Latin American economy), and problems such as water and light, very recurring in Ecuador, particularly after the inauguration of the new President Daniel Roy Gilchrist Novo Azín (American with Ecuadorian nationality), so clear in the interviews in Helena Criollo R. R.

As in the other poor countries of South America (Peru, Bolivia, Venezuela and Paraguay), without considering English, French and Suriname, there are some tournaments to motivate competition among children. In these tournaments, children present a letter from the alphabet and some words that can be formed with this letter.

Puliezi (2024) in his book "Practical Manual of phonological consciousness", says that phonological consciousness is the ability to perceive and intentionally manipulate speech sounds. It is the ability to understand that sentences are composed of different sound units, such as words, syllables, rhymes, alliterations and phonemes, which when combined in accordance with certain rules of correspondence between letter and position, form words that can be decoded (read) and encoded (written).

Fonemic awareness activities with the use of letters contribute to children applying and transferring these skills to reading and writing (Byrne and Fielding-Bronnsley, 1990; Maluf, 2017).

Therefore, phonological consciousness refers to the awareness that discourse can be segmented and the ability to manipulate such segments, and gradually develops as the child realizes the language sound system, that is, words, syllables and phonemes as identifiable units (Capovilla and Capovilla, 2004).

Lopes (2023) explains that children who participated in phonological consciousness and graphic correspondence activities presented significant profits, both in phonological consciousness and reading and writing compared to those of the control group. This confirms the importance and need to read and write teaching programs that include phonological awareness activities in relation to question 6, to agree that attitude barriers must integrate the components of teacher education, depending on their importance for inclusive pedagogical practices, this does not happen in the Helena Creole Retto school.

3.6. Interview in Bolivia (Vedruna Educational Center, Ururo).

In Bolivia there is a national literacy policy. For adults, the local government performs literacy through group formation. For children, the study has a very interesting technique: part of the reading writing.

In other words, the teacher asks the child to read what he writes, even if they are scribbles, what is called unconventional reading.

This, according to the director of the Vedruna Educational Center, motivates both the imagination and the creation of meaning.

Another type of writing is the graph that is made of the readings of figures that children find in stories, magazines and newspapers. Interpret the images by writing your scribbles of what you can see and write. Little by little, writing and reading improve.

With respect to students with disabilities, follow the R.M. 0001/2025 In addition, each child with disabilities goes through a diagnosis. In the case of autism, it is necessary before starting

classes, see the type of autism and the degree of disease. If it is serious, the school sends the student to spaces with special training.

Parents do not accept their children's disease and this somehow harms the mitigation of problems that occur in everyday life and collaboration in activities to provide the knowledge gap presented in some cases.

The school cannot reject disabled children and at the same time the government does not virtually no help, only with infrastructure in more emergency cases.

There are class assistants who support the most difficult situations when the child is missing with disabilities.

Integration between children with disabilities and is not particularly done through psychomotor work, such as manipulation of the earth. In fact, the earth is very important for Bolivians who teach environmental education in a transverse way with compulsory disciplines.

UNESCO supports school too much with courses, seminars, seminars to provide innovation of pedagogical practices.

One of the aspects that interested me most in the new and seductive thesis of Suchodolski is the confrontation it establishes, with respect to the new educational movement, between the pedagogies of the evolution of the child and the pedagogies of adaptation to the conditions of the environment: the risk of falling into utopia or the second tendent to take refuge in conformism (Ticomski, 2020).

There is also support from the Catholic Church through the agreement called Faith and Joy.

With respect to talent, an evaluation is carried out if the highest skills are found, the student refers to more advanced stages, in some cases to the university (those of secondary education).

Just as Paraguay depends a lot on the authorization of MEC, for everything.

There are sports tournaments and writing competitions, oratory in front of everyone.

Due to the lack of teachers, they finally hired Cuban teachers more difficult to integrate because they only talked about Cuban culture and economy without integrating with the values, beliefs, assumptions and traditions of Bolivians. The director of the school criticizes high school saying that the texts presented are not in tune with the reality of the country and feels that young people lost because what is taught is not what young people live.

The director thinks that education should be more critical.

Already at the university level he thinks that one should produce more serious, more determined, more globalized research with qualified professionals.

It is true that it is important to maintain local culture through traditional languages that speak Chechia, Yamau and Guaraní.

In Paraguay, the schools interviewed were the child development space for children with physical or mental disabilities.

The physiotherapist has a child with autism, light. He says his son has a selfish personality and owner of La Razón. Suddenly shouting, scandal, showing clear signs of impulsivity.

However, there was a change of teacher and the new teacher did not accept the child, which forced the physiotherapist to take a deal

with the school so that his son will do the online classes taking advantage of the fact that his father works at home. The son only goes to school to take the tests.

He explains that in public schools there is no specialized service for disabled children only in foundations such as this, the child development space. He says that teachers are not prepared to deal with motor, cognitive and neurological difficulties.

The Ministry of Education and Culture has a regulation for inclusive education, however, there is no teacher training action or program.

She admits the failure of not making a diagnosis with the neurologist to send her son to special education.

Comments on the culture of discrimination that comes from the lack of instruction.

He explains that Latin children are taught with the syllable method unlike the most disciplined and concentrated indigenous people, who soon have access to the most complex Fonêmic method.

3.7 Ludwig van Beethoven School (Lima, Peru)

The school director, Profa. Karla Avila S. clarifies that the education of the disabled can only be made by healthy and dedicated people.

He says he tries to prepare students to be independent of their families, thus contributing more to society.

However, it faces all kinds of discrimination.

He says that students with mild disabilities do not damage classes, but those who have some aggressiveness or that cannot maintain a certain balance, need specialized support, who often do not have staff, such as the lack of government support.

He says there are several opportunities for young people to demonstrate their talents, such as tournaments, tours and individual and group performances.

In case of endowed, if it is really confirmed through the tests, the student is referred to an even more specialized school.

Students have classes during the morning shift.

The literacy method used is syllabic, to the detriment of phonêmic, which can help in the Peruvian cultural model of the community (the total presentation authorities and collective imitation of the distraction model with social networks and crafts (manipulation of the phone while waiting for something). Information and money are categorical points of perversity. The information is used by some actors for their own interest Global of your interests.

3.8 Suriname

Dutch education is exceptional in the world in its teaching empowerment (Ritzen et al, 1997). Schools with public funds are practically free in the way they want the final objectives for students, established by the Government, provided they work with certified teachers, they are responsible and not fine. The salaries and payment scales of the teacher are agreed nationally between the unions and the minister or the central advice for primary, secondary and higher education. The local or national government in no way is involved with the curriculum or the organization of the learning process.

The universities have become completely autonomous with a board of directors designated by the minister and prospered with the thirteen Dutch research universities among the 100 main worlds around the world and known for the quality of their education, which makes the Netherlands the main countries do not speak English in the world in terms of attracting foreign students.

4. Research model based on the review and interviews of the previous literature

The proposed model for the effective construction of illiteracy reduction practices is present in Figure 1.

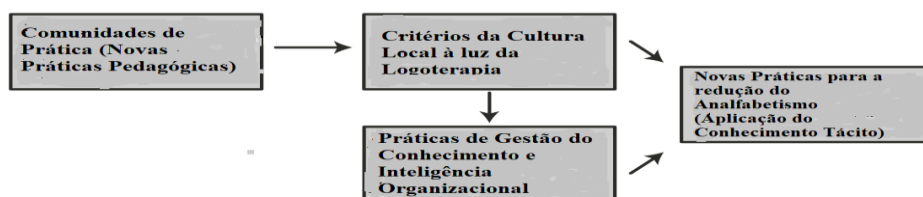


Figure 1 - Model for La Construcción of Policies for Reduction El Illiteracy (Elaboration Del Author, 2024)

The model shows that practice communities, as long as oriented, organized and facilitated by knowledge management practices and organizational intelligence, using logotherapy techniques to intermediate debates, has the potential for cultural change in the level of engagement, confidence and social identity.

Silva and Oliveira (2022) explain that mutual engagement concerns the involvement of subjects in articulated enterprises, causing members to engage in collaboration and interaction with each

other. Mutual involvement allows members to be willing to give and receive help, however competent or inexperienced.

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5. Conclusions

According to Emanuel Oliveira Medeiros in the book "Pluridimensional Training of Educators and Teachers in educational intervention dynamics" The socio -cultural crisis led the education crisis.

According to the organizer of the work we are facing a conflict society, full of conflicts of paradigms and values, a disconnected and often chaotic society with traumatic consequences for individuals, their collective projects and their freedom and, above all, to their ability to understand the world, since it has been implanting doubt and uncertainty.

Practice communities is an excellent idea for building policies to reduce illiteracy and more research need to be done to see how logotherapy can help build confidence and also engagement and social identity which improves relationships and decisions of communities that work for the common good of the population.

This work showed that knowledge management (knowledge creation) together with organizational intelligence (knowledge application) can be very useful for building illiteracy reduction policies.

Therefore, a process of cultural change is necessary in which discussions are guided by mutual intellectual growth in order to bring more technical and less political results to the then existing thematic groups to discuss literacy issues.

The results obtained in this research can help society and the academy in the construction of new pedagogical practices, in particular regarding the literacy method.

The main limitation of the research is the number of schools interviews, but as they are part of a single system (all respond to the Ministry of Education of their countries) the answers would not be very different.

As a recommendation for future work, it is suggested that the suggested practices are tested, even with a smaller group. The difficulty will be the approval of the school that responds to the Secretary of Education, as it faithfully obeys the Ministry of Education that may have no interest in new practices and methods.

The model shows that the practice communities, provided that they are oriented, organized and facilitated by the practices of knowledge management and organizational intelligence, using logotherapy techniques for intermediate debates, has the potential of a cultural change in the level of commitment, trust and social identity.

Silva and Oliveira (2022) explain that mutual commitment refers to the participation of subjects in articulated companies, which makes

the members participate in collaboration and interaction with each other. Mutual participation allows members to be willing to give and receive help, as competent or inexperienced.

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