

Transforming Tacit Knowledge into Literacy Practices: A Comparative Model of Communities of Practice, Knowledge Management and Organizational Intelligence in Latin America

Cristiano Trindade De Angelis

Independent researcher

Abstract: Illiteracy in Latin America cannot be understood exclusively as a problem of access to schools, teachers or educational materials. It is also a problem of knowledge circulation, institutional learning and the capacity of educational communities to transform local experience into reusable pedagogical knowledge. This article proposes a comparative model that connects Communities of Practice (CoP), Knowledge Management (KM) and Organizational Intelligence (OI) to the development of literacy practices in Latin American contexts. The study is based on a qualitative exploratory design combining literature review and field interviews conducted in educational institutions in Brazil and Bolivia, complemented by comparative observations concerning Venezuela, Paraguay, Ecuador and Peru. The analysis focuses on how teachers and educational managers generate, share, preserve and apply knowledge concerning literacy, inclusion, local culture and pedagogical practices. The central proposition is that tacit knowledge accumulated by teachers, students, families and community organizations frequently remains localized and is therefore unable to become an institutional resource. Communities of Practice can provide a mechanism for transforming this tacit knowledge into explicit knowledge through documentation, lessons learned, peer exchange and collaborative problem solving. Knowledge Management provides the processes for capturing and organizing such knowledge, while Organizational Intelligence supports interpretation, prioritization and application. The article consequently proposes a model in which literacy policies are treated not only as programs of educational provision but also as systems of collective learning. The comparative evidence suggests that local culture, language, teacher preparation, family participation, institutional coordination and access to specialized support substantially influence the implementation of literacy practices. The proposed model does not claim to establish causal effects; rather, it offers a conceptual and empirically informed framework for future comparative research and intervention.

Keywords: literacy; illiteracy; Communities of Practice; Knowledge Management; Organizational Intelligence; pedagogical practices; Latin America.

I. Introduction and Research Problem

Literacy remains a fundamental condition for individual participation in contemporary societies because reading and writing affect educational progression, access to information, employment opportunities, political participation and the ability to interact autonomously with institutions. Nevertheless, literacy cannot be reduced to the acquisition of technical decoding skills. It also involves social practices through which individuals interpret, produce and circulate meaning.

In Latin America, this challenge is intensified by substantial differences among countries, regions and communities. National averages can conceal significant variations between urban and rural populations, indigenous communities, economically vulnerable families and populations with limited access to specialized educational services. Consequently, policies designed at the national level may not adequately incorporate the knowledge accumulated by teachers and communities in specific territories.

The problem addressed in this article is therefore not simply whether educational institutions possess literacy programs. The central question is how knowledge about literacy practices is created, shared and transformed into institutional learning.

The research question is: To what extent can the transformation of tacit knowledge into explicit knowledge contribute to the development and coordination of literacy practices in Latin American educational contexts? This formulation shifts the focus from a conventional analysis of educational inputs toward the processes through which educational actors learn collectively.

Knowledge Management provides a particularly relevant theoretical perspective because organizations do not depend exclusively on formal documents and procedures. A substantial part of organizational knowledge is

embedded in experience, routines, relationships and individual judgment. The distinction between tacit and explicit knowledge is therefore central to understanding how practical experience can become organizational knowledge.

The concept of Communities of Practice is similarly important. Communities of Practice are groups whose members develop shared competence through sustained interaction around a common domain. Their relevance to education derives from the possibility of creating spaces in which teachers do not merely receive externally produced pedagogical instructions but collectively examine their own practices, identify difficulties and construct solutions.

Organizational Intelligence complements this perspective by emphasizing the capacity of organizations to obtain, interpret and use information and knowledge for decision-making. The combination of these three dimensions—Communities of Practice, Knowledge Management and Organizational Intelligence—constitutes the conceptual foundation of the model proposed in this article.

The study consequently treats literacy as an organizational and social learning problem as well as an educational problem.

This distinction is particularly relevant in territories in which teachers possess considerable knowledge of local conditions but have limited opportunities to document and disseminate their experiences. A teacher may know which activities motivate students, which local examples facilitate reading comprehension, how families participate in learning, or which classroom adaptations help students with different educational needs. Such knowledge can remain tacit if it is never documented, discussed or shared.

The same problem can occur at institutional level. Schools may develop successful practices without creating mechanisms for their preservation. When teachers change schools, retire or leave the profession, accumulated knowledge can disappear with them.

The proposed model addresses this problem through a cycle:

experience → reflection → documentation → knowledge sharing → collective interpretation → pedagogical adaptation → new experience.

The objective is not to replace existing literacy methods with a universal method. Rather, it is to create an institutional architecture capable of learning from educational practice.

II. Theoretical Framework: Literacy, Culture and Organizational Knowledge

2.1 Literacy as a social and pedagogical process

Literacy involves the relationship between oral language, writing, reading, phonological awareness, comprehension and social context. Research on phonological awareness has demonstrated the importance of children's ability to recognize and manipulate sound structures in the development of reading and writing (Anthony & Francis, 2005; Ziegler & Goswami, 2005).

Studies of lexical and phonological development also indicate that literacy acquisition interacts with the structure of spoken language and with children's existing linguistic knowledge (De Cara & Goswami, 2002; Storkel, 2002).

These findings do not imply that a single pedagogical method should be universally adopted. They indicate instead that literacy instruction requires attention to the relationship between linguistic structure, pedagogical practice and the characteristics of learners.

Puliezi (2024) emphasizes phonological awareness as the capacity to perceive and intentionally manipulate speech sounds. Byrne and Fielding-Barnsley (1990) similarly demonstrated the relevance of phonemic skills to early reading development.

The field evidence examined in this article indicates that several educational institutions continue to rely substantially on syllabic approaches, while some indigenous educational contexts reported greater use of phonemic approaches. The significance of this difference should not be interpreted as evidence that one method is universally superior. Rather, it indicates the importance of documenting pedagogical practices and examining their interaction with language, culture and institutional context.

2.2 Tacit and explicit knowledge

The distinction between tacit and explicit knowledge is fundamental to the proposed model. Tacit knowledge is associated with experience, intuition, practical judgment and contextual understanding. Explicit knowledge can be documented, communicated and stored in formal representations. In educational environments, tacit knowledge may include a teacher's understanding of why a particular activity works with a particular group of children, how a student reacts to a specific explanation, or which examples are culturally meaningful to families.

When such knowledge remains exclusively individual, its organizational value is limited. Knowledge Management seeks to create mechanisms through which experience can be captured, organized and reused.

The transformation is not necessarily linear. Tacit knowledge does not simply become explicit knowledge through writing. It requires reflection, interpretation and social validation. Consequently, this article proposes the following sequence: practice → dialogue → reflection → documentation → validation → dissemination → adaptation. This sequence transforms isolated experience into potentially reusable organizational knowledge.

2.3 Communities of Practice

Wenger's concept of Communities of Practice provides a mechanism through which knowledge can circulate among practitioners.

In education, a CoP may bring together teachers, school leaders, specialists and, under appropriate conditions, representatives of families and community organizations.

The purpose is not merely communication. The community must develop a shared domain of interest, sustained interaction and a repertoire of practices.

Silva and Oliveira (2022) emphasize mutual engagement as a dimension of collaborative participation. This is particularly relevant to literacy because teachers frequently face similar problems without having structured opportunities to compare solutions.

A literacy-oriented CoP can therefore maintain repositories of:

- lessons learned;- pedagogical activities;
- adaptations for different learners;
- examples of local cultural content;
- family engagement strategies;- inclusion practices; records of difficulties and unsuccessful interventions;
- evidence and observations concerning student progress.

The value of documenting unsuccessful experiences is particularly important. Knowledge Management should not preserve only what worked. Understanding why an intervention failed can prevent repetition of the same error.

2.4 Organizational Intelligence

Organizational Intelligence adds an interpretive dimension to Knowledge Management. A school may possess a large amount of information without necessarily being capable of using it strategically. Organizational Intelligence concerns the capacity to identify relevant signals, interpret them and transform them into decisions. Within the proposed model, Organizational Intelligence performs three functions. First, it helps identify relevant educational problems. Second, it supports the interpretation of accumulated knowledge. Third, it assists decision-makers in selecting practices that deserve testing or adaptation. The model therefore distinguishes: Knowledge Management = creation, capture, organization and circulation of knowledge. Organizational Intelligence = interpretation and application of knowledge in decision-making. This distinction avoids treating knowledge accumulation as an end in itself.

2.5 Culture and educational knowledge

Culture is not an external variable that can simply be added to a literacy program. It influences how students, families and teachers understand education itself. Ballestrin (2013), discussing coloniality, highlights the persistence of colonial structures in contemporary political and social relations. This perspective is relevant to educational policy because standardized models may marginalize local forms of knowledge. Foucault's analysis of the relationship between power and knowledge similarly emphasizes that knowledge is produced within relations of power (Moreira, 2014). Consequently, the proposed model does not assume that knowledge produced by national ministries or universities is necessarily more valuable than local pedagogical knowledge. Instead, it proposes mechanisms through which different forms of knowledge can be compared, documented and evaluated.

III. Methodology and Comparative Research Design

This research adopts an exploratory qualitative design. Marconi and Lakatos (2003) argue that research problems must be formulated clearly and operationally so that the object of investigation can be adequately delimited. Rudio (1978) similarly emphasizes the importance of transforming a broad theme into a specific research problem. The present research investigates how educational actors develop and exchange knowledge concerning literacy practices. The empirical component includes interviews and observations conducted in educational institutions in Brazil and Bolivia, complemented by comparative information concerning educational contexts in Venezuela, Paraguay, Ecuador and Peru. The Brazilian fieldwork focused particularly on schools in Santa Luz, in the semi-arid region of Bahia and the Territory of Sisal. Previous research concerning the region has emphasized the importance of educational networks, community organizations and the articulation of local knowledge (Nunes, Santos & Barreto, 2015). The comparative material includes educational

institutions in: - Brazil;- Bolivia;- Venezuela;- Paraguay;- Ecuador;- Peru.

The research is exploratory rather than statistically representative. This limitation is fundamental. The interviews cannot be used to establish national averages or causal relationships. Their purpose is to identify recurring themes, institutional practices and possible mechanisms that can inform future research. The analytical procedure consisted of identifying recurring themes related to:

1. literacy methods;
2. teacher collaboration;
3. local culture;
4. family participation;
5. inclusion of students with disabilities;
6. institutional support;
7. knowledge-sharing mechanisms;
8. educational decision-making.

The interviews were therefore treated as qualitative evidence concerning institutional practices rather than as measurements of national educational performance.

Research ethics and limitations

The limited number of interviews means that the findings should be interpreted cautiously. The study does not claim that the institutions investigated are representative of their countries. Nor does it establish that the phonemic approach produces superior literacy outcomes in all contexts.

The central contribution is instead conceptual: the field evidence illustrates the existence of dispersed pedagogical knowledge and the potential need for mechanisms that transform this knowledge into collective organizational learning.

The original research hypothesis is consequently reformulated as follows: H1: Educational environments that systematically facilitate the identification, documentation and exchange of tacit pedagogical knowledge have greater organizational capacity to coordinate and adapt literacy practices.

This hypothesis is appropriate for future empirical testing and is not presented as statistically demonstrated by the current exploratory study.

IV. Comparative Findings: Brazil, Bolivia, Venezuela, Paraguay, Ecuador and Peru

IV.1 Brazil: Territory of Sisal and the semi-arid region

The Territory of Sisal provides an important context for examining the relationship between local culture and educational practice.

The region contains a substantial population of family farmers and historically developed social movements connected to cooperativism, solidarity economy and community organization (Nunes, 2013).

Research conducted through OBEJA-TIS-UNEB identified difficulties involving school infrastructure, teacher preparation, student participation and the organization of educational practices (Nunes, Santos & Barreto, 2015). The field material analyzed in the present study indicates that teachers possess extensive contextual knowledge. Teachers incorporate themes such as the caatinga, water, agriculture, rural migration, food and local economic activities into educational activities.

This contextualization provides an important form of tacit knowledge. The problem is that such knowledge can remain inside individual classrooms. A Community of Practice could transform these experiences into a shared pedagogical repository. For example, teachers could document:

- which local themes generate greater student participation;
- which reading activities produce difficulties;
- which phonological exercises are successful;
- which family activities reinforce literacy;
- how environmental themes can be incorporated into reading and writing;
- how students at different levels respond to particular activities.

The resulting knowledge would be useful not only to teachers but also to school managers and policymakers.

4.2 Bolivia

The Bolivian case demonstrates the importance of writing as a starting point for reading activities. The educational institution examined reported activities in which children are encouraged to absence of resources. It is also the absence of systematic mechanisms through which existing human resources generalized without systematic comparative evidence. Nevertheless, they provide an important hypothesis for future research concerning the relationship between language, cultural identity and learning practices absence of systematic mechanisms for incorporating local problems into classroom literacy activities represents a potential knowledge-

management gap read what they themselves produce, including non-conventional writing.

The practice can be interpreted as a mechanism for connecting children's existing symbolic production with formal literacy development.

The school also reported the use of image-based activities in which children interpret visual material and represent their interpretations through writing.

These practices illustrate the importance of documenting local pedagogical knowledge rather than assuming that innovation must always originate outside the school.

The Bolivian case also highlights the role of cultural and linguistic diversity.

The integration of environmental education into different subjects illustrates how local knowledge can become a transversal educational resource. The institution reported support from UNESCO through courses, seminars and workshops, demonstrating the potential of external knowledge networks to complement local practice.

At the same time, the interview indicated tensions between centrally defined curricula and teachers' perceptions of local reality.

This tension reinforces the importance of a bidirectional knowledge model.

Knowledge should flow from institutions and experts toward schools, but also from schools toward institutions.

4.3 Venezuela

The Venezuelan schools examined demonstrated substantial differences between educational levels and student populations.

The primary school described the use of diagnostic activities to identify differences in reading and writing development.

Peer assistance was also reported, with students who demonstrated stronger literacy skills supporting classmates. This practice represents an informal form of peer knowledge transfer.

The same institution reported large classes and limited capacity to provide individualized support to students with disabilities.

From a Knowledge Management perspective, the problem is not merely the absence of resources. It is also the absence of systematic mechanisms through which existing human resources can be coordinated.

A CoP could document peer-support strategies, identify effective classroom adaptations and connect teachers with specialists.

The secondary technical school illustrates another dimension: curriculum alignment with local economic conditions.

The proximity to Brazil influences demand for customs-related training.

This suggests that educational planning cannot be separated from territorial economic knowledge.

4.4 Paraguay

The Paraguayan cases reveal the importance of linguistic and cultural diversity.

The indigenous school examined reported the use of a phonemic approach and a stronger connection between oral language, writing and interpretation.

The coexistence of Spanish and Guaraní creates a specific linguistic environment in which literacy cannot be separated from questions of identity and language policy.

The field evidence also indicates that teachers perceive differences between indigenous and non-indigenous educational environments.

Such claims should not be generalized without systematic comparative evidence. Nevertheless, they provide an important hypothesis for future research concerning the relationship between language, cultural identity and learning practices.

Paraguayan schools also reported difficulties concerning inclusive education.

The absence of specialized personnel can result in families seeking alternative educational arrangements. The existence of foundations and specialized organizations demonstrates the importance of inter-organizational networks.

Rather than expecting every school to possess every specialization, a territorial Knowledge Management system could connect schools with organizations possessing specific competencies.

4.5 Ecuador

The Ecuadorian case illustrates the persistence of syllabic literacy practices alongside attempts to incorporate broader reading activities.

The interviews suggested that teachers recognize children's capacity to associate sounds with written symbols but do not necessarily employ systematic phonemic approaches.

The case also indicates the importance of connecting literacy activities with local issues.

Agriculture, water and electricity can provide meaningful content through which students practice reading and writing.

The absence of systematic mechanisms for incorporating local problems into classroom literacy activities represents a potential knowledge-management gap.

A Community of Practice could create repositories of locally relevant texts and activities.

4.6 Peru

The Peruvian school examined uses a syllabic approach and provides opportunities for students to participate in competitions, presentations and other activities. The case also highlights difficulties involving inclusion and specialized support. Students with more complex support needs may require specialized assistance that ordinary schools cannot always provide.

Again, this demonstrates the potential importance of inter-organizational networks. A school does not necessarily need to possess all knowledge internally if it can reliably access external expertise.

4.7 Comparative interpretation

The six-country comparison reveals recurring themes.

First, teachers possess significant contextual knowledge.

Second, this knowledge is not always systematically documented.

Third, educational institutions face difficulties related to inclusion and specialized support.

Fourth, local language and culture influence pedagogical practice.

Fifth, educational systems often operate through centralized decision-making structures that can limit bottom-up knowledge circulation.

These findings support the conceptual proposition that literacy policies can benefit from an organizational architecture designed around knowledge circulation.

V. Proposed Model: Communities of Practice, Knowledge Management and Organizational Intelligence

The central contribution of this article is the proposal of a model for the construction and coordination of literacy practices. The model consists of five interconnected layers.

Layer 1: Local experience

The process begins with the knowledge already present in schools and communities.

This includes teachers' experiences, students' reactions, family practices, local languages, cultural traditions and community organizations.

Layer 2: Communities of Practice

The second layer establishes structured communities in which practitioners exchange experiences.

Participation should include teachers, school managers and, where appropriate, specialists and community representatives.

The objective is not simply to hold meetings but to develop a continuous learning process.

Layer 3: Knowledge Management

The third layer transforms experience into organizational memory.

The main instruments include:

- lessons learned;
- documented good practices;
- pedagogical activity repositories;
- case studies;
- protocols;
- teacher reflections;
- records of unsuccessful interventions;
- databases of local educational resources.

The distinction between successful and unsuccessful practices is important because organizational learning requires both.

Layer 4: Organizational Intelligence

The fourth layer analyzes accumulated knowledge.

Expert analysis, semantic organization of documents and comparative indicators can help identify patterns.

The objective is to answer questions such as:

Which practices appear repeatedly successful?
Which difficulties occur across several schools?
Which problems are specific to a territory?

Which interventions require specialized support?
Which practices should be tested experimentally?

Layer 5: Policy and pedagogical adaptation

The final layer transforms knowledge into action.

The process returns to the classroom.

A policy is therefore not treated as the endpoint of knowledge production but as a new experiment that generates additional knowledge.

The complete cycle can be represented as:

Local experience → Community of Practice → Knowledge Management → Organizational Intelligence → Pedagogical/Policy Action → Evaluation → New Local Experience.

This circular structure is the main innovation of the proposed model.

5.1 Why the model differs from conventional literacy programs

Traditional policy models often follow a linear sequence:

policy → implementation → evaluation.

The proposed model instead follows:

experience → collective learning → knowledge organization → intelligence → intervention → evaluation → learning.

The difference is significant.

In the first model, schools are primarily implementers.

In the second, schools are also producers of knowledge.

This transformation changes the institutional role of teachers.

Teachers become not merely recipients of educational policy but participants in an education a knowledge system.

5.2 Logotherapy as an optional facilitation mechanism

The original manuscript proposed logotherapy as a mechanism for strengthening motivation and meaning. This element should be treated cautiously.

Frankl's work emphasizes meaning and purpose in human existence (Frankl, 1988). However, the current research does not provide sufficient evidence to claim that logotherapy reduces illiteracy.

Therefore, the revised model treats meaning-oriented practices only as an optional facilitation mechanism for community dialogue, not as a demonstrated literacy intervention.

This distinction improves the scientific validity of the article.

5.3 Digital knowledge infrastructure

The model can be operationalized through a digital platform. The platform could include: Knowledge repository: documents lessons learned and pedagogical practices. Community space: allows teachers to discuss cases. Expert analysis: connects practitioners with specialists.

Semantic search: identifies related practices across schools and countries. Local knowledge database: preserves culturally relevant educational materials. Evaluation dashboard: records implementation and learning indicators.

Such a system would permit horizontal knowledge exchange while preserving territorial differences. The objective is not to impose uniformity. It is to make knowledge transferable while allowing adaptation.

VI. Discussion, Implications and Conclusions

The comparative evidence indicates that literacy is simultaneously a pedagogical, organizational and cultural problem. Educational institutions possess substantial knowledge that frequently remains dispersed. Teachers know their students, families understand local circumstances and communities possess cultural resources. Nevertheless, these forms of knowledge are not always incorporated into formal educational planning. The proposed model addresses this gap through the integration of Communities of Practice, Knowledge Management and Organizational Intelligence. The central theoretical proposition is that literacy policies should be understood as learning systems. A policy that does not learn from implementation risks reproducing the same

limitations across different territories. Conversely, a policy capable of capturing local experience can continuously adapt. The study also demonstrates the importance of avoiding simplistic comparisons among countries. The six countries examined differ substantially in language, institutional organization, economic conditions and educational systems. Consequently, the model does not recommend the direct transfer of one country's practices to another. Instead, it recommends the transfer of knowledge about practices, followed by local adaptation. This distinction is crucial. The same pedagogical activity can produce different results under different cultural, linguistic and institutional conditions. The model therefore adopts the principle: transfer knowledge, not necessarily practices. The research also has implications for teacher development. Professional development should not be limited to courses delivered by external experts. Teachers can also learn from one another through structured Communities of Practice.

Universities, ministries, NGOs and international organizations can participate as knowledge partners rather than exclusively as knowledge providers.

The approach also has implications for educational inclusion.

The comparative cases demonstrate that schools frequently lack specialized resources for students with disabilities.

A territorial network can partially address this problem by connecting schools with specialists, foundations, universities and community organizations.

This does not eliminate the need for public investment.

Rather, it makes existing knowledge and resources more visible and potentially more accessible.

The study's principal limitation is the small qualitative sample.

The evidence cannot establish causal relationships between Communities of Practice and literacy outcomes.

Nor can it demonstrate that the proposed model is superior to existing literacy programs.

Future research should therefore test the model through longitudinal and mixed-method designs.

Possible indicators include:

- literacy progression;
- teacher collaboration;
- number of documented practices;
- reuse of documented practices;
- student participation;
- family engagement;
- teacher retention;
- access to specialized support;
- institutional learning capacity.

A future experimental or quasi-experimental study could compare schools implementing a structured Knowledge Management system with schools following conventional professional-development models. The proposed model can consequently be regarded as a research agenda as much as a policy framework.

VII. Conclusion

The transformation of tacit pedagogical knowledge into explicit organizational knowledge offers a promising conceptual pathway for strengthening literacy policies in Latin America. The comparative evidence from Brazil, Bolivia, Venezuela, Paraguay, Ecuador and Peru demonstrates that educational actors possess diverse experiences concerning literacy, culture, inclusion and community participation. The principal challenge is not merely producing more knowledge. It is creating mechanisms through which knowledge can circulate. Communities of Practice provide the social structure. Knowledge Management provides the mechanisms for capturing and organizing knowledge. Organizational Intelligence provides the capacity to interpret and apply it. Together, these elements can transform educational policy from a predominantly linear implementation process into a continuous learning system. The proposed model therefore does not claim to provide a universal literacy method. Its contribution is organizational: to create the conditions under which teachers, schools, communities, specialists and policymakers can collectively learn from literacy practice. Future research should test whether such a system improves literacy outcomes and whether its effects differ according to linguistic, cultural and institutional contexts. The central proposition remains that educational knowledge should not disappear when an individual teacher leaves a classroom. It should become part of the collective memory of the educational system.

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