# Communities of Practice for Transforming Tacit Knowledge into Explicit Knowledge in Autism Literacy: A Comparative Study of Bolivia, Brazil, Ecuador, and Paraguay

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## Abstract

This study examines pedagogical practices for autism literacy across four countries and explores the potential of establishing a communication network to facilitate the effective exchange of knowledge and experiences. By leveraging local cultural strategies, knowledge management, and organizational intelligence, the research aims to transform tacit knowledge—common in languages with phonetic simplicity, such as Latin-based languages—into explicit knowledge, particularly in countries with law-based educational frameworks.

The study addresses key challenges in autism learning, including inattention, hyperactivity, impulsivity, anxiety, irritability, tantrums, defiance, and aggression. These difficulties are compounded by the widespread lack of recognition of the heterogeneity within the autism spectrum.

Through interviews conducted in the selected countries, this research seeks to answer the following question: To what extent does the transformation of tacit knowledge into explicit knowledge impact autism literacy? The findings suggest that communities of practice play a crucial role in supporting pedagogical approaches, as many educators and caregivers feel overwhelmed and discouraged, often abandoning efforts due to a lack of understanding of literacy concepts, such as writing.

Based on these insights, the study proposes the implementation of the phonemic method for literacy, along with a knowledge management portal that integrates learning resources, communities of practice, expert analyses, and semantic web technologies to enhance organizational intelligence in autism education.

**Keywords:** illiteracy, autism, knowledge management, organizational intelligence, pedagogical practices

## 1. Introduction

*1.1 The Phonemic Method and Its Role in Autism Literacy: A Socio-Educational Perspective.*

The phonemic method builds upon the syllabic method but is more comprehensive and cognitively engaging. It emphasizes the use of phonemes as fundamental units for constructing words, phrases, and texts, associating letters with their corresponding sounds to enhance literacy development. This method prioritizes writing over speech, which can sometimes be emotionally charged and lead to behavioral challenges such as aggression or non-cooperation in autistic learners.

This study conducts a detailed survey of schools across Bolivia, Brazil, Ecuador, and Paraguay to assess current pedagogical practices for autism literacy. The objective is to offer a constructive critique and propose improvements tailored to the unique learning needs of autistic individuals. Since autistic individuals often express intelligence in atypical ways, integrating the phonemic method into literacy instruction can complement the syllabic approach, making it more effective and accessible.

In 1979, the Brazilian educator Paulo Freire argued that while individuals cannot bear sole responsibility for systemic educational change, schools must still provide opportunities for personal and social transformation. He emphasized the importance of reinventing educational trajectories to promote emancipation and self-determination (FREIRE, 2004).

This article also examines the consequences of illiteracy in Brazil, particularly its impact on social and environmental relationships within communities. The research identifies poor-quality education as a primary factor in social exclusion. Studies conducted in the Sisaleira region of Bahia reveal key issues such as a lack of teacher training and pedagogical updates, student disinterest due to the disregard for local culture, a lack of socio-political awareness, and Poor communication between social movements and public authorities.

According to the IBGE (2020), Brazil has approximately 30 million functional illiterates, with illiteracy rates in the Northeast (14.2%) being twice the national average (7.0%). The highest illiteracy rates are found in Piauí (14.8%), Alagoas (14.4%), and Paraíba (13.6%), while the Federal District has the lowest (1.9%).

Proposed Solutions: A Social Communication Network for Literacy.

Given these challenges, this article proposes establishing a social communication network to facilitate the exchange of knowledge and experiences related to illiteracy in Brazil and other underprivileged Latin American countries. This initiative would integrate:

A Local Culture Plan – Incorporating community-specific educational practices, Knowledge Management – Using best practices and lessons learned, Organizational Intelligence – Leveraging expert analysis and semantic web technologies.

Research by Ramos et al. (2021) shows that the decline in illiteracy in Brazil has been slow, as public policies aimed at eradicating it have proven ineffective. Illiteracy remains one of Brazil's most persistent social problems, with over 11.4 million individuals aged 15 or older still unable to read or write.

Beyond Modernity: A Transmodern Perspective on Education.

Traditional education often fails to adapt to contemporary realities, behaving as an antithesis to modern socio-political dynamics. Postmodernity attempts to transcend the limitations of rationalist thinking, but it also struggles in an age of information overload and misinformation. This has contributed to crises in socialism (societal power), capitalism (corporate power), and the rise of authoritarian governance (state power).

However, merely adopting a postmodern approach is insufficient. Instead, transmodernity—which integrates modernity's rationalism, postmodernity's critical perspective, and a transcendent ethical-political framework—offers a more holistic solution. As Magda and Aliaiga-Lavrijsen (2019) suggest, transmodernity serves as a dialectical triad that overcomes the limitations of both modernity and postmodernity. Enrique Dussel further conceptualizes transmodernity as a utopian project that amplifies non-Western cultural voices and challenges Eurocentric educational models.

According to Santos (2022), popular education must not only incorporate spirituality but also frame education within a broader existential and ethical context. This perspective emphasizes: Inner life and personal meaning,

Self-awareness and social responsibility, Openness to transcendence, and a holistic vision of education as a transformative force.

*1.2 Research Methodology and Structure*

To explore and address these issues, this study conducts exploratory research through interviews in Brazil and other economically challenged South American nations. The goal is to propose the creation of a social communication network that fosters knowledge sharing and collaborative problem-solving through culturally responsive education, knowledge management, and organizational intelligence.

The article is structured as follows:

Section 1: A synthesis of practices to reduce illiteracy.

Section 2: An exploration of logotherapy as a tool to improve literacy rates.

Section 3: The role of tacit knowledge sharing in developing new pedagogical strategies.

Section 4: The research methodology employed.

Section 5: Introduction of the Culture-Knowledge-Intelligence Model.

Section 6: A proposed Knowledge Management and Organizational Intelligence Model, based on communities of practice, to foster pedagogical innovation in Brazil and Latin America.

*1.3 A literature Review on Autism*

McMahon (2024) found that university students often confuse autism with other disabilities, which may have significant implications in real-world contexts. Additionally, individuals with low metacognitive awareness of

their autism-related knowledge may not recognize these misconceptions, preventing them from seeking corrective information.

McMahon et al. (2024) evaluated the accuracy and ambiguity of autism knowledge. They found that 34% of the assessed questions were flagged as "potentially problematic" for accuracy, while 17% were identified as "potentially problematic" for ambiguity. The most significant challenge was the insufficient recognition of the heterogeneity within the autism spectrum.

Stransky et al. (2025) highlighted the National Mental Health Institute's creation of the Autism National Database (NDAR) to accelerate autism research through data sharing and collaboration. However, challenges related to data submission, selection, downloading, and management have posed limitations on data accessibility and analysis.

This research is particularly relevant as it not only proposes a knowledge management tool to facilitate collective learning and the transformation of tacit knowledge into explicit knowledge but also explores the application of semantic web technologies and ontologies in handling big data.

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition that manifests in early childhood, characterized by deficits in social interaction and communication, as well as restricted interests and repetitive behaviors (Aydın & Özgen, 2018; Centers for Disease Control and Prevention [CDC], 2017; Hyman et al., 2020).

Although disruptive behaviors are not a core feature of ASD, autistic children often exhibit challenges such as inattention, hyperactivity, impulsivity, anxiety, irritability, tantrums, defiance, refusal behaviors, and aggression.Treatment Recommendations:

> Consultation with Specialists – A developmental pediatrician, in collaboration with school services, can provide support for reading comprehension and other learning needs.
> Social Skills Development – Encouraging participation in structured social skill programs.
> Engagement in Shared Interests – Facilitating peer interactions through activities aligned with the autistic child's interests. Constructive Feedback – Providing specific, positive reinforcement on achievements while offering guidance for improvement. Extracurricular Activities – Encouraging continued involvement in hobbies and structured activities outside of school.
>
> Occupational Therapy & Psychological Support – Working with specialists to enhance organizational skills,
>
> planning, and prioritization (e.g., setting up a quiet homework space, using task lists, applying a structured study routine with scheduled breaks).
>
> Cognitive Strategies for Emotional Regulation – Helping autistic individuals identify and manage emotions through structured techniques (e.g., taking a break to play with Legos).

Applied Behavior Analysis (ABA), a behavioral intervention based on learning theory principles, has been criticized for promoting neurotypical behaviors in neurodivergent individuals. While ABA remains a widely used intervention in many countries, some autistic individuals describe it as distressing and harmful (Chapman & Bovell, 2022; McGill & Robinson, 2020). Similar concerns arise with social skills training, particularly when autistic children are encouraged to increase eye contact. To reduce anxiety, activities should be clearly outlined and explained in detail before they take place.

## 2. The Problem of Education in Latin Countries

The statement of former Vice-President of the Republic, Mourão, at the lunch of the Caxias do Sul Chamber of Industry and Commerce, on 08.08.2018, does not match reality, but unfortunately is the way many people think. He stated exactly the following "Brazil inherited indigenous culture and trickster of the African."

This understanding meets Law No. 11,645 of 2008, which includes in the official curriculum of the education network the obligation of the theme "History and Culture Afro-Brazilian and Indigenous".

Article 1 rules the following:

> *Paragraph 1. The syllabus referred to in this article will include various aspects of history and culture that characterize the formation of the Brazilian population, from these two ethnic groups, such as the study of the history of Africa and Africans, the struggle of blacks and indigenous peoples in Brazil, Brazilian black and indigenous culture and the black and the Indian in the formation of national society, rescuing their contributions in the social, economic and political areas, pertinent to the history of Brazil.*

> *Vazquez (2024) explains the creation of the Latam region covers 33 countries and extends from the US-Mixic border to the land of fire in Chile, including the Caribbean.*

Gomez -Mejiia and colleagues (2024) follow the VUCA - volatile, uncertain, complex and ambiguous designation.

Developing countries with those in Latin America often depend on informational institutions to facilitate business transactions (VERBEKE & KANO, 2013).

Having lower institutional formality weakens monitoring and control mechanisms. Regulation is poor, but there is a policy and shareholder protection application (Hoskisson et al., 2000).

Rathcke et al. (2024) examined the relationship between individual speakers' experience with symbol sound and phonological awareness in Hong Kong singer.

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

In this direction, Storkel (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 be applied to the early border in languages with complex syllabic structures, such as English (from the face and goswami, 2002; Storkel, 2004).

This lexical restructuring, however, 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 alphabet-based literacy 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).

Future work involving interdingistic comparisons can help provide an empirically grounded explanation of sub-syllable phonological consciousness and their determinants.

Moreira (2014) explains that for Foucault, knowledge engender and organized so that it meets a "will to power." Seeking to elucidate how resistance should be understood in the Foucaultian perspective, Veiga-Neto maintains that power is disposed in a network, in which there is resistance point, tiny, transients and mobile. And it continues "there is no power relationship without the constitution of a field of knowledge, nor to know that it does not presuppose and does not constitute power relations." Foucault, instead of considering that there is only knowing 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 Aníbal Quijano in 1989, and widely used by the group. It expresses a simple finding, that is, that the relations of coloniality in the economic and political spheres have not ended with the destruction of colonialism.

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

Power and know, like two sides of the same process, intersect in the subject, its concrete product. There is no power relationship without the constitution of a field of knowledge, nor knowing that it does not presuppose and does not constitute power relations. Foucault, instead of considering that there is only knowing 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 very difficulty of convincing the Brazilian of studying since they accepted the distraction model imposed by military governments and continued by civil governments. The fact that Brazil has fewer bookstores than only Buenos Aires shows that the Brazilian has no reading habit and escapes books, which generates very large political instability (lack of understanding of the internal and external context), with the largest number of arrests , impeachments and deaths of presidents.

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

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

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

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

Thus, the goal of fascist morality is the creation of submissive individuals who adapt to the authoritarian order, type of passive and obedient relationship.

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

However, this issue of the lack of knowledge and cultural intelligence of the Germans at the time in question, pre-World War II: Mariones of the System and then local culture, seems obvious. This is because most of the Germans (communist part) did not have access to knowledge and the cultural intelligence model (of traveling the world and learning by comparison with other values, assumptions, beliefs and traditions) was only built after defeat in war in order To rebuild the country from the maturity of living Shopping Cultural and then opening companies, a model most recently imitated by India and China. Yes, it prevailed at the time the force of the German language, which is also a kind of knowledge.

In the case of Brazil's educational system, it is very clear that all initiatives of the Brazilian Federal Government, in particular of the right - sudden cut in the education budget, extinction of science and English without borders, high school reform - were easily accepted by the population which accepted the national culture model imposed by the government of distraction and very few books, mostly self -help.

This strongly impacts 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 cleverness, without knowledge.

## 3. Literacy in Brazil (Bahia and Amazon)

Literacy in the territory of Sisal in the Bahian semiarid.

Already in 2013 Nunes highlighted the importance of the movements of the solidarity economy, cooperativism and self -management in the territory of Sisal, in the semi -arid backwoods of Bahia.  The Sisal area has 58,238 family farmers, 2,482 settled 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 semiarid, we are referring to a region that occupies about 12% of the national territory (1.03 million km²) and covers 1,262 Brazilian municipalities, considering the current delimitation released in 2017 (Resolution 115, of 23 November 2017, from Sudene). Approximately 27 million Brazilians (12% of the Brazilian population) live in the region, according to information released by the Ministry of National Integration. An interesting fact regarding the semiarid population is that there are about 81% of quilombola communities from all over Brazil.

Nunes, Santos and Barreto (2015) explain that the Observatory of Youth and Adult Education of the Sisal Territory (Obeja-Tis-Uneb) applied, in the Sisal territory, in the 2013-2014 biennium, qualitative methodologies within the scope of EJA As the focal and caravan group of listening and found that it is necessary to better structure the pedagogical experiences carried out among their teaching and student subjects in the network.

(Obeja-ot-unneb) works from the perspective of training a network of articulation and information provided by conducting research to reach new projects and not being incorporated into government planning or ensure resources to continue their studies and In the propositions (Nunes, Santos and Barreto, 2015).

According to the focal group was used by Obeja in four meetings, one of them at the João Paulo School and the others at UNEB, Campus XVI, located in the city of Conceição de Coité, Bahia, with two distinct groups, one of students and one of teachers. The two major topics discussed, in approximately two hours by meeting, were as follows: pedagogical praxis and subjects of EJA and school/community and family relationship.

In the first theme, the subjects covered were: Evasion in the EJA classes; infrastructure and inputs of the school; Pedagogical practice of EJA teachers; Teacher Training; The role of the school in the formation of the citizen/student; Sociocultural and educational profile of EJA subjects. In the second theme, the topics on the agenda were: cultural, social, economic and religious aspects of the school, family and community.

Throughout the Focal Group meetings, the teachers were asked about the necessary infrastructure for the pedagogical practice in EJA. One of the teachers complained about the teacher's lack of training and students' EJA and disinterest, he said that "they are out of no prospect of anything, most."

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

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

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).

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

However, it seems that less favored groups are increasingly excluded, becoming difficult to communicate with the government to seek financial support to literate people.

Nunes, Santos and Barreto (2015) understand that, in some way, and from different perspectives, historically the lack of writing and reading brought tied to the dominant groups of the rural areas of the northeastern field all classes of ex-slaves, small peasants, Rural workers, leading them violently to forced descolary, that is, they were prevented from studying not only by legal way, but by the facts, that is, not forming their teachers, not building school buildings or building them in a precarious way , especially in rural areas, small villages and even small urban agglomerations.

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

More recently, on 16.07.2024, the Community Organization Movement (MOC) and the Brazilian Semi -Arid Articulation (ASA) reported that the theologian Naidison de Quintella was honored with the highest honor in the state of Bahia, the July 2 medal - Libertadores da Bahia, in recognition of its remarkable contribution in defense for living with the semiarid.

The MOC launched the Contextualized Field Education Program (Peconte) that seeks continuing and procedural training with teachers of the fields of the countryside in specific methodology and the themes of education of the contextualized field to live with the semiarid.

The work is directed to cultural identity, seeking to value the culture of the field, using the methodology of knowing, analyzing and transforming (CAT) in conducting research with the participation of educators and children.

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

In this sense, this work relates the difficulties of basic education to social exclusion and disrespect for human rights and proposes the establishment of a communication network capable of enabling the effective exchange of knowledge and experiences between people who discuss illiteracy in the sisalian territory, for means of a local culture plan, knowledge management and organizational intelligence. "

## 4. Methodology

Marconi and Lakatos (2003) explain that determining accurately means to state a problem, that is, to determine the central objective of the question. Thus, while the theme of a research is a proposition to some extent comprehensive, the formulation of the problem is more specific: it indicates exactly which difficulty is intended to resolve.

Ruudio (1978) enters more detail and states that to combine the problem is to say, explicitly, clearly, understandable and operational, what difficulty we face and that we intend to solve, limiting its field and presenting its characteristics. Thus, the purpose of formulating the research problem is to take it individualized, specific, unmistakable.

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

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) state that the interview requires knowledge

Preview of the field and a carefully elaborated preparation. In this respect the formal procedures of contact with the interviewer and the order and formulation of the questions are steps to prepare carefully to obtain valid results,

as regards a non -bias of what scientific investigation intends to be. The interview has the end 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 is focused on the study of individuals, groups, communities, institutions and other fields, aiming at understanding various aspects of society.

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

The present work is an exploratory study since it is an empirical research whose objective is the formulation of a problem, with triple purpose: to develop a hypothesis, increase the familiarity of the researcher with an environment, fact or phenomenon, for the realization of Future research more accurate or modify and clarify concepts (Marconi and Lakatos, 2003).

**5. The most important practice of organizational intelligence: semantic web and ontologies**

Artificial intelligence has gone through several phases.

The symbolic AI (50-70) was the first wave, where AI was expressed through symbols.

Machine learning, with the first neural networks (80-90) is the second wave.

Learning and personalization (2000-2010), known as deep learning wave.

AI Generative (4.The wave): Platform the structure of government during and postcovid, with cost reduction, task automation and cognition models, as well as advances in processing and storage technologies, industry 4.0, big data.

Intense support of distributed trade methodologies (smartphones and social networks) to produce reactions and decisions equivalent to the human being. In fact, in 2024, the number of interactions between robots was higher than human beings on the internet.

Stair (1998) says AI is a vast field that contains several important components such as intelligent systems, specialized systems, robotics, vision systems, natural language processing, learning systems and neural networks.

Currently, it is common knowledge to use the ChatgPT tool (https://chatgpt.com/) and other platforms such as Deep Seek, Gemini, Le Chat Mystal. Alpha Fold. However, to turn Big Data into relevant information and then knowledge, to finally come into intelligence (applied knowledge), the semantic web seems to be a much more structured and advanced tool for this important process.

Stojanovic and Handschuh (2002) explains that the semantic web is the new generation of the World Wide Web, based on the network's semantic representation formalism, which allows you to represent information in the form of value-to-object statements called trigemines. Assuming that the terms used in these statements are based on formally specified meaning (for the community of interest), ie ontologies, these triplets can be processed semantically by machine agents (Stojanovic & Handschuh, 2002).

As all data scientists know, the quality of data analysis and data -oriented decision making depends a lot on the quality of data that are fed on the discovery process, and this, in turn, depends on the process used to gather, Structure and give meaning to available data.

During this modeling process, data from relevant sources should be collected, classified, interpreted and their semantics should be characterized to integrate them with data from other sources, clean, formatted and categorized using a precise specification language.

Ontology -Based Data Management (OBDM) is a paradigm introduced in order to deal with the problem above (Krygiel and NIES, 2008)

OBDM's main idea is to apply appropriate techniques in the area of knowledge representation and reasoning to a new way of conducting data management and governance, based on the principle of managing heterogeneous data through the lens of an ontology. OBDM uses a three -layer architecture, consisting of ontology, data layer and mapping between the two. The data layer consists of existing data sources relevant to mastery of interest. Ontology is a declarative and explicit representation of such a domain, given in formal and high level terms, that is, in terms of object classes, called concepts and relationships between objects, called papers. Mapping is a set of statements that specify how the sources available in the data layer relate to the concepts and papers in ontology.

Theoretical research in the domain of ontologies is mainly concentrated in the classification of concepts (Tripathi and Babaie, 2008).

Ontologies serve, in practice, as a powerful tool for the representation of knowledge, finding use in various domains, such as construction and application of ontologies in electrical networks (Lumb et al., 2009; ZHONG et al., 2020) and development of Land sliding ontology of geological risk domain (Pollock, 2008).

The Pros (https://protege.stanford.edu/) is a tool developed by Stanford University, written in Java to edit and develop ontologies and can therefore be called the Knowledge Editor. The software is open source and can be used to build ontologies on the semantic web, supporting the conversion of many forms of text representation formats such as XML, RDF, OWL, DAML and other system languages, and uses a readable representation by machine language humans that can be used directly by computers for storage, processing, use and interaction.

The purpose of the structure of this article is to illustrate how the semantic web can be used as an organizational intelligence tool to link different sources of knowledge. It is crucial to understand that this research is not an attempt to propose new methods or develop new ontologies.

Jin et al. (2023) make a direct relationship between knowledge (more linked to the rational area) and wisdom (more linked to the spiritual area) and say that more education employees can improve organizational wisdom in decision making.

Educated employees are quick apprentices to deal with complexity, making significant differences in the overall efficiency of substantive business operations (Che and Zhang, 2018).

Unfortunately, the authors do not make a difference between the standard problems that required standard knowledge to be solved with complex or perverse problems that depend on intelligence (relevant practical knowledge) and wisdom (spiritual qualities such as patience, discernment, and humility).

On the other hand, the findings of Yang, Shih-Ying., Kuo, B.C.H., Lin, Song-PE. (2022) Although a study with a Taiwan sample not only suggests that culture can shape wisdom, but it is commonly believed, but also that wisdom itself can act to affect society and culture through a synergy of lessons learned from various cultures (cultural intelligence). This reciprocal interaction between culture and wisdom maintains important implications not only for all societies around the world:

Dynamic relations between wisdom, cultural synergy (that is, decisions or actions that incorporate lessons learned from different cultures, cultural intelligence) and social change (ie positive changes that increase the good -of the public).

Wisdom refers to the pursuit of the common good and serves to promote a better life for all (BALTES et al., 1995; MICKLER & STAUDINGER, 2008; YANG, 2013).

Sternberg (1998) defined wisdom as the application of intelligence, creativity and tacit knowledge to achieve the common good for humanity, balancing multiple personal attributes (Ardelt, 2003; Webster, 2003), practical knowledge of life (Baltes et al ., 1995),

JESTE et al. (2021) found that there is controversy over whether spirituality is a marker of wisdom and identified six most commonly included components of wisdom: (1) pro -social behaviors - for example, empathy, compassion, altruism and sense of justice (2) Regulation Emotional, (3) self-reflection or insight, (4) relativism of value or acceptance of divergent perspectives, (5) decisiveness or ability to make timely and effective decisions and (6) general knowledge of life and social decision making.

The Semantic Web is a current web extension to promote common data formats so that data can be read directly by computers. On the semantic web, the information is accessed based on meaning rather than syntax, allowing computers to read the data and get knowledge, according to SOBHKHIZ et al. (2021). The correct "would get information".

The main idea is that the use of the semantic web will allow machines to analyze their own data, but sometimes with humans (Berners-Lee, Hendler & Lassila, 2001).

The semantic web is purposely designed to deal with large -scale data problems. Specifications such as RDF, OWL and SparqL define consistent information models, allowing declarative interaction with data (Pollock, 2008).

The semantic web uses ontologies to define concepts and relationships between these concepts. Therefore, the first step in adopting this technology in any sector is the development of ontologies, which would supposedly put these ontologies in use in real -life organizational practices (Uschold & Gruninger, 1996).

However, despite significant progress in recent years, there are still knowledge gaps in the current body of knowledge about the practical applications of web semantic technologies in sustainable development. More specifically, governments do not know how to interpret society's contribution to public policies.

On the semantic web, ontologies are used to provide a reference for computers to understand the meaning of things (ie concepts). According to Gruber (1993), an ontology is a formal specification of a shared conceptualization. In other words, an ontology defines the concepts and relationships between them in a hierarchical structure. There are numerous studies on how to develop an ontology, and several methods have been proposed (USCHOLD & GRUNINGER, 1996).

The language used for the development of ontologies is called web ontology language, abbreviated as OWL. In addition to ontologies, the semantic web uses the resource description structure (RDF) for data modeling.

The Semantic web has two advantages (Niknam, 2015). The first is that by providing a unique way of representing information, computers can understand the information and access knowledge in it, according to Rohkhiz et al. (2021). However, as commented above, knowledge can be obtained only with the help of humans.

Second, the RDF data is easy to integrate and combine. Since data is finally modeled in a graphic-based structure, the integration of two different data sources is simply to find common nodes between them and then link them.

SOBKHIZ et al. (2021) maintain that there is a lack of comprehensive and systematic understanding of how ontologies influence and support the interesting of the data, particularly the representation of interesting rules in a specific domain. Therefore, Abhilash and Maiiesh (2023) maintain, without a precise demonstration, that the integration of data ontology and mining techniques has a great potential to derive interesting data patterns and insights.

However, the differences between ontology and data mining should be clear. The semantic web mining covers the classification, regression, grouping and association analysis. It is quite simple to transform the algorithms so that they can deal with data described in semantic web standards - RDF or ontologies. Dickerson (2022) defines data mining as a computational process of identifying and extraction of standards in large data sets.

Cerubu (2008) presented two new and rapid development domains: semantic mining of the web and data. Cerubu (2008) explains how these areas can be combined and present three different approaches to semantic web mining: an approach to recurring patterns mining, a text classification algorithm called Adaboost and a structure to generate better personalized content on the web using Web mining combined with incorporated ontologies.

According to IBM Data Warehouse or Enterprise Data Warehouse (EDW), it is a system that adds data from different sources in a single, central and consistent data storage to support data analysis, data mining, artificial intelligence (IA ) and machine learning. A Data Warehouse system allows an organization to perform a powerful data analysis in large volumes (Petabytes and Petabytes) of historical data in ways a standard database cannot.

Data Warehousing systems are part of Business Intelligence (BI) solutions for over three decades.

In another direction, El-Diraby et al. (2001) proposed an ontology, classifying construction concepts in seven major process domains, product, project, actor, resources, technical topics and systems. This project was used to support the e-Kognos project, providing GC optimization in ontology in electronic construction.

Similarly, this work proposes an ontology, classifying concepts of social participation in five main domains: process, project, people, system, technical topics.

Farghaly et al. (2023) found that researchers have developed a variety of ontology -based solutions to improve one or more of the following: interoperability, logical inference and information linking between domains. These solutions mainly include other digital technologies such as BIM, 4D, GIS and sensors.

This section categorizes solutions based on your used applications. Ten main applications were identified: process, cost, operation and maintenance, health and safety, sustainability, monitoring and control, intelligent cities, equity construction information modeling (HBIM), compliance and, finally, diverse. Among these ontology -based solutions, some solutions cover more than one application. For example, the ontology of the Infrastructure and Construction Process (IC-PRO-OTO) proposed by El-Gohary and El-Diraby (2010) covers process applications and smart cities. For the needs of adaptive environmental planning, ontology can be used to make plans to adapt, learn and change to environmental problems, such as deforestation in the Amazon and the murder of Indians in Brazil and environmental dynamics. Thus, ontologies that allow designers to check various design scenarios before making more detailed decisions. Poppink, Frascar and Robal (2023) point out that another approach would be to resort to recommended systems and semantic technologies, which were proven to be useful and often used to improve research (Janev and Vranes, 2011; Kouki et al., 2019; tells the past behavior of a user to determine the context in which the user is looking for information.

For supply chain level, it is increasingly important to use ontologies to solve interoperability problems of the information system to link human knowledge from supply chains to realities (Beetz, Van Leeuwen and Vries, 2009).

## 6. A Model of Knowledge Management and Organizational Intelligence

*6.1 Hypothesis of Work*

From the research question "to what extent does the transformation of tacit knowledge explicit impact literacy?" The following hypothesis arises:

The tacit knowledge of those involved with the formulation and application of pedagogical practices positively impacts autistic education

*6.2 Analysis and Discussion of Results*

Interview Results

6.2.1 Schools of Brazil (Semi-Arid Bahia, Santa Luz and São José do Tarumã Municipal School, Manaus, Amazonia)

The two rural schools of Santa Luz adopt the project to know, analyze and transform (CAT) from the reality of each child. Focus on local culture and topics such as rural exodus, such as water comes to your home, healthy eating, respect for the environment.

All respondents agree that the activities of the Fonemic Approach can facilitate literacy by the syllable method.

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

The advantage is that those involved with literacy know the reality of the region very well and work with it to facilitate reading and writing. They speak of the decrease in sisal due to the climate effect, as there is a very large area to irrigate. They highlight the issue of Caatinga, origin of Sisal and its importance.

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

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

The transversality of environmental education helps in understanding compulsory disciplines.

It is important to note that teachers understand extracognitive factors as strong influential in student learning.

Due to the strong dialogue between teachers, with leadership and directly with students students there is a good psychogenetic evaluation of children's writing levels showing (pre-syllable, syllable, syllabic and alphabetic) help build a mature culture of growth mutual.

It was clear in the interviews that there is a need to structure communication between teachers dedicated to literacy and these with the leadership and the students themselves, in order to increase the effectiveness of pedagogical practices. Practice communities - COPs are a good solution to structure and motivate thematic groups, as they improve integration between strategy (what and why to do), planning (how to do) and management (how to analyze and improve).

Brazilian students do not see much prospect of the future because after the reform of high school in 2017 the technical courses of electronic and mechanics, with more chance of finding a job, were removed from the curriculum. The only technical course after this reform is management, which seems not to be suitable for age between 15 and 19 years 1.

The difficult work with different beliefs, assumptions, values and traditions, and barriers always present during the learning process, can give rise to a COP about logotherapy. This technique helps people appreciate their existence, free themselves from emotional suffering and find meaning and purpose in their lives. Having meaning in life is considered to be aware of the primary objectives of the life of a person who add purpose to everyday life and are a primary factor of motivational force (PEREIRA, 2025). There are four criteria within logotherapy: Criterion 1: Speech of purpose. Criterion 2: Value clarification intervention. Criteria 3: Intervention for goal definition. Criterion 4: Gratitude Intervention.

Logotherapy can expand the use of other knowledge management and organizational intelligence practices, based on establishing a strategy for reducing illiteracy. Lessons learned and best practices are great examples of transforming tacit (oral) knowledge into explicit (written).

6.2.2 The Literacy of the Rio Negro, Amazon (Our Lady of Livramento Community, São José do Tarumã Municipal School

The director of the school explains in relation to the pedagogical activities of literacy that each teacher has their teaching methodology, but revolves around the method imposed by the Brazilian government: the syllable.

There are no environmental education practices related to mathematics (how many leaflets in the garden - flat geometry, for example), Portuguese (nature -related essays), biology (photosynthesis process), chemistry (soil composition), literature (poetry ), etc.

The science teacher takes some external classes seeking awareness of environmental preservation, focusing on the waste with workshops teaching how to work recycling.

There is a week of Amazonian literature and also the day of reading motivation. There are also indigenous handcrafted work, since most students have parents who are Indians. They bring the Artesan to sell in the school.
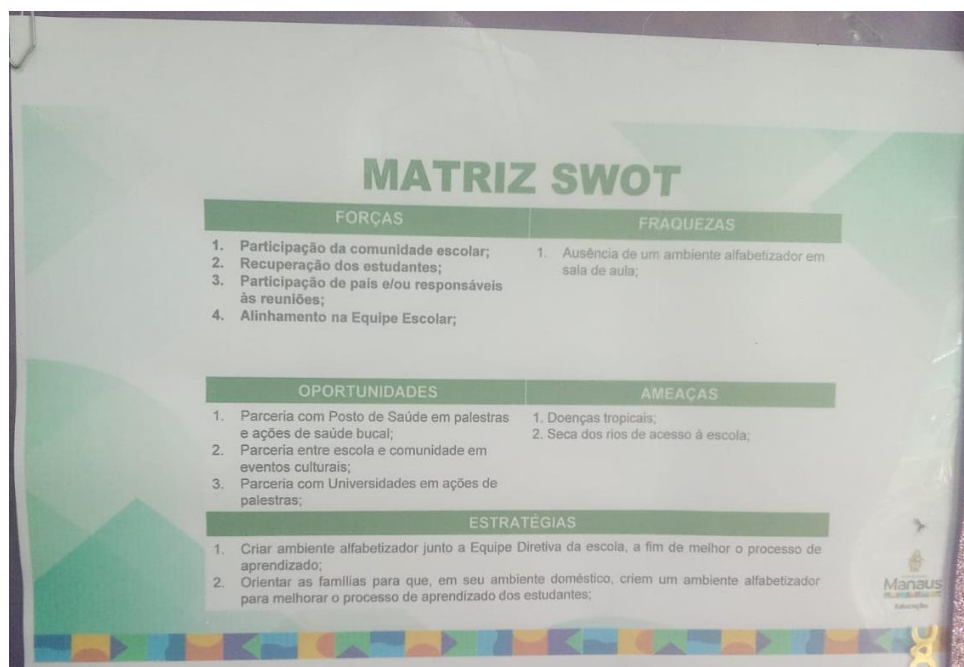


Figure 1. Describes the Planning of the School.

As is perceived in the figure above the big challenge is to create a literacy environment along with the management team to improve the learning process.

The direction receives the guidelines of the MEC educational process that opted for the syllable metod, which as we have seen, makes it difficult for students to pass from syllables to words, their various applications, especially in text writing. This is why partnership with parents and university is critical to helping to develop the habit of reading and writing. First with teachers (training received from universities) and then with students (these teachers and parents).

*6.4 Schools in Paraguay (Mariscal and Valemmi)*

The director of the Santa Teresita Indigenous School, Maria Flores, from Origen Guarani, says she adopts the phonêmic method for literacy, and only in special cases of difficulty the syllable method. As well as the director of the Amame School, only for students with physical and mental disabilities, emphasizes the strength of indigenous people in relation to Latinos in terms of discipline and learning capacity. They are not so influenced by the American culture of social networks and videos YouTube because they live in nature without internet access and also has a language of their own, Plonivaclé. The indigenous school is multicultural, but mainly serves indigenous people. In the region there are only two universities: in Philadelphia, 85k m from Mariscal (Derecho and Science of La Educación), and Neuland, 80km (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 Asuncion where everything is very concentrated in Paraguay.

Regarding treatment with autistic students says that the biggest problem is precisely the acceptance of parents who do not want to enroll 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. Explains that during some activities students with autism feel bad due to the noise and cry by putting their hands on their heads. They receive help from Amame School psychologists. It 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 Cancha where students present their projects, mostly about local culture and family, and can express the best way to learn. It says that it is sad that many students come with Spanish Linguá since the Paraguayan maternal linguá is Guarani and explains that teachers use the two linguás in the classroom. Since the initiative to use the phonêmic method for literacy The Santa Teresita Indigenous School has developed an oral project, deed and interpretation that demands from students their ability to express itself after the interpretation of texts, always combining reading the writing.

The 274 Augusto Barboza Elementary School in Valemmi (Concepción) follows the Neeny National Program (Word in Guarani) that causes children to read what they write. The school has 790 students and 60% come from vulnerable families. There are a total of 120 professionals involved with education in Valemmi, 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 Maria Serrana. The indigenous school is called APA.

During Holy Week they make pedagogical projects that include culinary preparations such as the traditional PARAGUAI dish, chipa. In addition to the two Linguás, Guarani and Spanish, they also speak a little Portuguese seen the strength of Brazilian communication channels in Paraguay. Regarding school management follows the EGIE - educational institutional gestión equipment that demands consensus on educational topics that formalize the recognition of the MEC that ends up centralizing decisions, even changing school names.

The ACE- Association of School Cooperative Supports the school regarding the costs that the government does not help. They do this through tournaments, festivals, canteen. The school was opened with the support of the National Cement Industry, which the base of Valemmi's local economy. More recently, the Secon factory came up, which is the second cement and lime industry.

The pedagogical Cierre is separated by school levels and in 2024 had two themes: Paraguayan culture and natural resources. At school the Spanish prevails while in the family Guarani, who tries to maintain the Paraguayan culture of struggle for survival after being devastated in the Paraguayan War by Brazil followed by the betrayal of Uruguay that joined Argentina, forming the triple alliance.

The Valemmi School, like the Mariscal School, does not have what exists in Brazil: Specialized Educational Service -AEE. However, in Mariscal there are two schools that were built together: Spatio of Children's Kids Y Escuela Amame. The first stimulates children with games and stories books. Amame School is an exclusive foundation for students with disabilities, not a public school that does not have this service.

The Amame Foundation even has a physical therapist. He has an autistic son, as is the former teacher of his son. When she changed the teacher she had to take her son out of school because the new teacher did not want to learn how to deal with the 8 -year -old boy, a little scandalous and impulsive, diagnosed with mild autism. The mother then agreed with the school to take online classes, teach at home and prepare for school exams. It is sad that your child does not speak Guarani because his friends are from Asuncion, where the culture of Spanish speech is much stronger due to competition. It criticizes the culture of discrimination that according to her is stronger at 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 in indigenous school is the phonêmic method used.

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

*6.5 Interview Unidad Basic School Helena Criollo Retto (Huaquillas, Ecuador)*

In ecurator the literacy method is 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 when writing a letter for each sound emission. However, the phonemic approach, which can facilitate literacy by the syllable method, is not worked.

There are no initiatives to discuss local problems with students, which makes reading and writing difficult on topics such as agriculture (base of the Latin American economy), and problems such as lack of water and light, very recurrent in Ecuador, in particular after possession From the new President Daniel Roy Gilchrist Noboa Azín (American with Ecuadorian nationality), as it was clear from the interviews at Helena Criollo Retto School.

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

Puliezi (2024) in his book "Practical Manual of Phonological Consciousness", points out that phonological consciousness is the ability to intentionally perceive and manipulate the sounds of speech. It is the ability to understand that the sentences are composed of distinct sound units, such as words, syllables, rhymes, alliterations and phonemes, which when combined according to certain rules of correspondence between letter and position, form words that can be decoded ( reading) and coded (written).

Fonemic awareness activities with the use of letters contribute to children to apply and transfer these skills to reading and writing (Byrne & Fielding-Barnsley, 1990; Maluf, 2017).

Thus, phonological consciousness refers to the awareness that speech can be segmented and the ability to manipulate such segments, and gradually develops as the child becomes aware of the sound system of the language, that is, words, words, syllables and phonemes as identifiable units (Capovilla & Capovilla, 2004).

Lopes (2023) explains that the children who participated in phonological awareness and graphical correspondence activities presented significant gains, both in phonological and reading and writing consciousness compared to those of the control group. This confirms the importance and the need for reading and writing teaching programs that include phonological awareness activities

Regarding question 6, to cling to agree that attitudinal barriers should integrate the components of teacher education, due to the importance they have for inclusive pedagogical practices, this does not occur at the Helena Criollo retto school.

*6.6 Interview in Bolivia (Vedruna Educational Center, Ururo)*

In Bolivia there is a national literacy policy. For adults literacy is done by the local government through group formation. For children the study has a very interesting technique: part of 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 imagination and meaning creation. Another type of writing is the graphic that is made from the readings of figures that children find in tales, magazines and newspapers. Interpret the images by writing their scribbles of what they can see and write. Gradually they improve writing and reading. Regarding students with disabilities follow the normative R.M. 0001/2025. In addition, every child with a disability goes through a diagnosis. In the case of autism it is necessary before starting classes see the type of autism and the degree of the disease. If serious the school sends the student to spaces with special training.

Parents do not accept their children's illness and this somehow impairs the mitigation of the problems that occur on a daily basis and collaboration in extra -care activities to supply the knowledge gap presented in some cases.

The school cannot refuse disabled children and at the same time the government does not do virtually any assistance, only with infrastructure in more emergency cases.

There are class assistants who support the most difficult situations when there is a lack of control by the child with a disability. Integration among children with disabilities and is not particularly done through psychomotor work, such as the manipulation of the land. In fact, the land is very important for Bolivians who teach environmental education in a transversal way with the compulsory disciplines.

UNESCO supports the school too much with courses, seminars, seminars to provide innovation of pedagogical practices. One of the most interested in the new and seductive thesis of Suchodolski is the confrontation that establishes, regarding the new education movement, between the pedagogies of the child's evolution and the pedagogies of adaptation to the conditions of the middle: or the first run the Risk of falling into utopia, or the second tend to take refuge in conformism (Suchodolski, 2020).

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

Regarding the talents, an evaluation is made if the higher skills are found the student is referred to more advanced stages, in some cases to university (those of secondary education).

Just as Paraguay are very dependent on MEC authorization, for everything.

There are sports tournaments and also writing contests - oratory in front of all.

Due to lack of teachers, they eventually hired Cuban teachers more was very difficult to integrate because they only talked about Cuban culture and economy without integrating with the values, beliefs, assumptions and traditions of Bolivians. The school principal criticizes the secondary school saying that the texts presented are not in tune with the reality of the country and feels the 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 thinks that one should produce more serious investigations, more purposeful, more globalized and with qualified professionals. It is certain that it is important to maintain the local culture through the traditional languages that speak Chechia, Yamau and Guarani. In Paraguay the interviewed schools were the child development space for children with a physical or mental disability. The physiotherapist has a child with autism, light. He says his son has a selfish personality and owner of reason. Suddenly screaming, scandal, showing clear signs of impulsiveness.

However, there was a change of teacher and the new teacher did not accept the child what forced the physiotherapist to make a deal with the school for her child to do the online classes by taking advantage that her father works at home. The son only goes to school to take the tests.

Explains that in public schools there is no specialized service for disabled children only in foundations like this, the child development space. He says 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 action or teacher training program. She admits the failure of not making a diagnosis with the neurologist to refer her child to special education. Comments on the culture of discrimination that comes from the lack of instruction.

Explains that Latin children are taught with the syllable method unlike the most disciplined and concentrated indigenous people, which has soon access to the most complex, phonêmic method.

## 7. Logotherapy as an Alternative to Conventional Treatments in an Increasingly Virtual World

The search for meaning in Victor Frankl's reference logotherapy belongs to the third school of Viennense Psychology (GOULD, 1993); The Second Viennese Psychology School lies in the search for Adler's power; The first is the search for pleasure from Freud.

Meaning in Life - SNV refers to the concerns of people with the central meaning and the objective of their personal existence (Tenutter et al., 2014). Previous SNV research in the context of COVID-19 pandemic has identified a relationship between a strong SNV sense and a predisposition to the effective confrontation with the burden of stressors and trauma. SNV was associated with lower anxiety levels (Trzebi´nski et al., 2020) and better mental and physical health results (Eisenbeck et al., 2022; Schnell and Krampe, 2020; Toussaint et al., 2021). A thousand was also associated with basic hope (Trzebi´nski et al., 2020), in partnership with marital status (Nowicki et al., 2020), and also with female and advanced age (Eisenbeck et al., 2022; Schne and Krampe, 2020). More evidence is needed to examine the mediating effect of SNV in the relationship between a variety of pandemic -related stressors and a complete range of physical, cognitive and mental health results at all ages. Originally described by Victor Frankl in 1959, Snvfoi widely studied and became an important concept in research (Frankl, 2006).

Without the meaning of a significant existence, individuals can be vulnerable to depression, addiction or violence (FRANKL, 2006; Marco et al., 2016, Sun et al., 2022).

According to Kero, Podlesk and Kavcic (2023) reflection on SNV is often triggered by challenging times of negative life experiences and suffering (FRANKL, 2006; Skaggs and Barron, 2006).

According to Frankl, the fundamental motivation of human behavior is the urge to create significant existence through a combination of actions, the values of experience (such as love or appreciation of art or beauty) and suffering (1986). With these existential foundations, logotherapy was developed as a technique for translating the innate human need for practical tools to improve the good -estar (Frankl, 1988).

Logotherapy helps people appreciate their existence, free themselves from emotional suffering and find meaning and purpose in their lives. Having meaning in life is considered to be aware of the primary goals of the life of a person who add purpose to everyday life and are a primary factor of motivational force (Frankl 1988).

Luedi and Anaesthesiologist (2002) point out that while the first pioneers recognized the psychological impact of the search for people's pleasure (Sigmund Freud) and Power (Alfred Adler), the Viktor Frankl Holocaust

psychiatrist and survivor taught that "focusing on the purpose to create one positive future "is an effective way to develop sustainable personal and professional resilience [Luedi, 2022; Frankl, 2014].
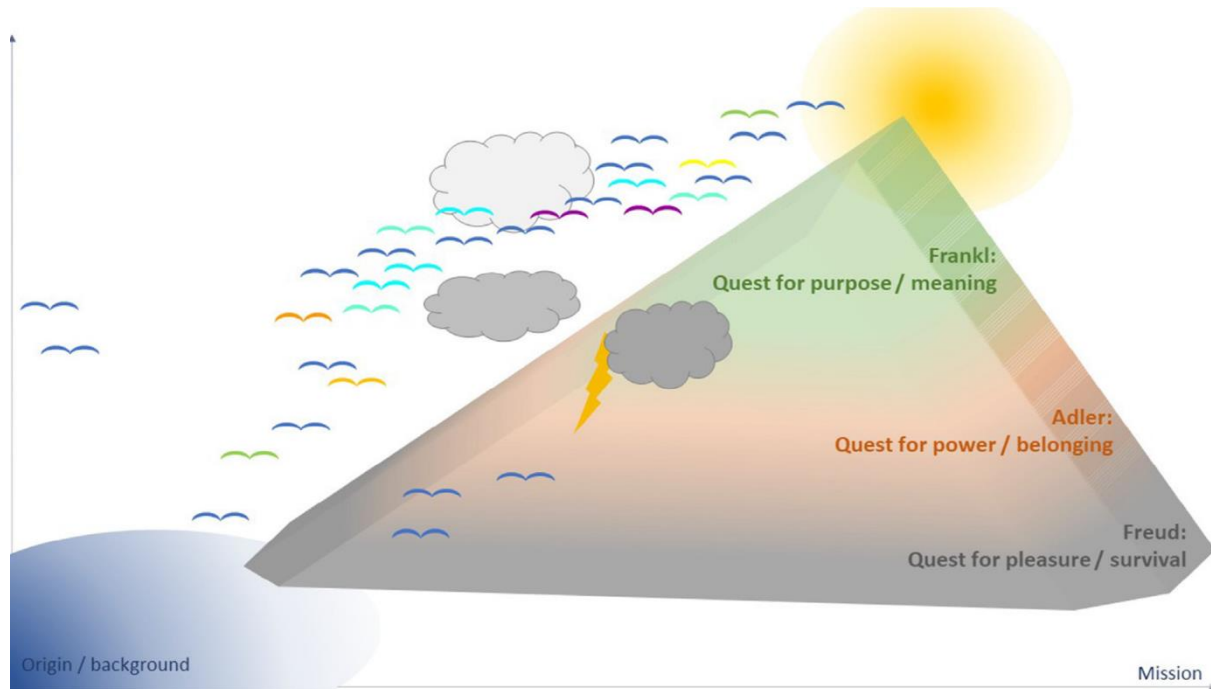


Figure 2. Expresses well the application of logotherapy in the lead

Figure 2. The leadership displayed the journey of birds of its initial origin towards the sun. Leadership is much more than complanted to a mission (x -axes of the figure). It is about defining reality. As transforming power (axes y of the figure), moving toward a shared view, illustrated by the sun. Thus art is to balancing with compassion the interests of individuals (birds) and the collective. Transforming leadership invites individuals to improve their pursuit of pleasure and power to search for purpose and meaning.

Logotherapy deserves more research, but rather as a structured and effective growth-based therapy-mutual confidence between therapist and patient, to treat lack of meaning and depression.

Patients with depression have a negative self -structure, which makes them easier to absorb negative and undesirable information when dealing with things related to them (Beck, 1967, 1976; Beck et al., 1979).

Frankl (1946) argued that there were three unique sources where people discover the meanings of life. (1) The value of creativity (the meaning of work), through which individuals are encouraged to invest in a new goal of life. When individuals are dedicated to work or creation, they experience the meaning of life and feel the value of self-existence. (2) The value of experience (the meaning of love), including with oneself, family, friendship, community, with God, and for all humanity around the world, as well as for planet Earth itself. (3) The value of attitudes (the meaning of suffering), in which human beings are bound to suffer inevitable pain in their lives. However, Frankl states that as they feel pain, individuals can maintain the freedom to choose how to face it, to change their attitudes toward suffering, to treat suffering as a lived experience and to understand the meaning of suffering as cast with life itself. If individuals believe that suffering has meaning, they may choose to bear it and overcome it (GLAW et al., 2020; RESTAURI et al., 2019).

The vast majority of logotherapy articles are published in Ukrainia and Taiwan, given the domain of Russia and China. Pedagogical logotherapy aims to provide the individual with the meaning of life, redirecting his attention to the moral and cultural values of personality (FEDII, 2012).

An empirical review of 109 world studies involving more than 45,000 individuals shows that individuals significantly distinguish six different types of meanings that the world has in their flow of experience: materialistic, hedonistic, self-oriented, social, wider and philosophical meanings- existential (Vos, 2022b). Thus, these generic forms seem to emerge in our individual flow of experience, but the accurate content of these experiences is unique to each individual.

For example, like cognitive behavioral therapists, existential therapists help individuals to make sense of their situation and their lives and examine how their primary evaluation can be limited, useless, irrational or unrealistic. Subsequently, they can help customers develop resources to give an authentic and very deliberate response to their situation and life in general (for example, well-being and satisfaction improve when individuals make decisions they consider authentic; Schlegel et al ., 2016).

Metacommunication includes adapting the objectives and methods of therapy to the patient's needs, skills and desires. This also contains therapeutic flexibility, which means the ability to respond to a patient's individual needs at one point, such as dealing with changes.

Existential therapists use metacommunication and shared decision making to work in conjunction with patients to formulate therapeutic objectives that are significant for such patient and methods adjusting to their skills and preferences (CAMPBELL et al., 2013; Mearns & Cooper, 2016). Existential therapists can ask customers explicit feedback on therapy and use this to improve their practices.

Depression can have several distinct causes such as interpersonal problems and intrapersonal difficulties, environmental pressures and lack of meaning in life and many therapists think to solve the problem based on the thesis of chemical imbalance (Allen-Meares 1995), which tends to be the easiest (The power of the pen, the prescription).

Hielscher et al. (2023) highlight some important criteria for the application of logotherapy in treatments:

Criteria 1: Speech of purpose - SOP

Incorporates various components of PCOS in an intervention (ie values, goals, gratitude) or It presents an intervention in a way that widely aims at the SOP.

Example of intervention: The purpose challenge or tool kit to foster purpose (Bronk and Mangan, 2016; Bronk et al., 2019).

Criterion 2: Value clarification intervention

The sense of purpose is deeply personal. Having a purpose is not possible without being aligned with our fundamental values and the things that are important to us as individuals.

Example of Intervention: Inventory of Values in Action (Peterson and Seligman, 2004)

Criteria 3: Intervention for Definition of Goals

The setting of goals is an important element of purpose, given the long -term and distant horizon objectives that often develop by establishing a sense of purpose;

Example of intervention: Best Possible Selves Intervention (King et al., 2001).

Criteria 4: Gratitude Intervention

People who actively practice gratitude are more likely to develop an altruistic vision of life, which can lead to a commitment to help others and therefore a sense of purpose. Encourages self -transcendent thinking actions.

Example of Intervention: Gratitude Diary (Froh et al., 2008)

## 8. Research Model

Based on the above literature review and the interviews the proposed model for effective construction of illiteracy reduction practices is present in Figure 3.
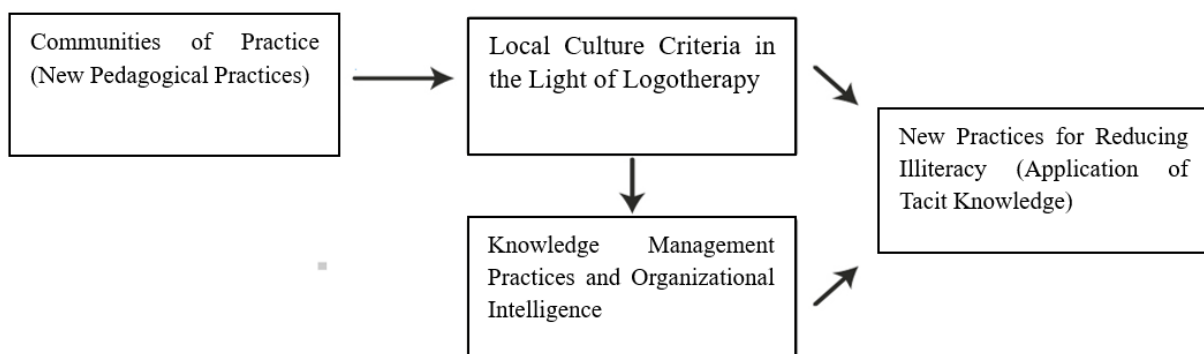


Figure 3. Model for the Construction of Polies for Reduction The Illiteracy (Elaboration of Author, 2024)

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 identity social.

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.

Dutch education is exceptional in the world in their teacher empowerment (Ritzen et al, 1997). Publicly funded schools are practically free in the way they want the final goals for students, set by the government, provided they work with certified teachers, are responsible and non -profit. The teacher's salaries and payment scales are nationally agreed between unions and the minister or the central councils to

Primary, secondary and higher education. The local or national government is by no means involved with the curriculum or the organization of the learning process.

Universities became completely autonomous with a board of directors appointed by the minister and thrived with all thirteen Dutch research universities among the 100 main worlds worldwide and known for the quality of their education, making the Netherlands the main country that does not He speaks English at The Ingles in the World in terms of attraction by foreign students.

## 9. Conclusions

According to Emanuel Oliveira Medeiros in Pluridimensional Training of Educators and Teachers in Educational Intervention Dynamics, the socio-cultural crisis has led to a crisis in education.

The book's organizer argues that we are living in a society marked by conflict—one that is riddled with paradigm shifts, value clashes, and increasing disconnection. This chaotic environment has had traumatic consequences for individuals, their collective goals, and their sense of freedom. More importantly, it has weakened society's ability to comprehend the world by fostering doubt and uncertainty.

One promising approach to addressing these challenges is the implementation of communities of practice, which can play a crucial role in shaping policies aimed at reducing illiteracy. Additionally, further research is needed to explore how logotherapy can enhance confidence, engagement, and social identity—factors that strengthen community relationships and decision-making for the common good.

This study highlights that the integration of knowledge management (knowledge creation) with organizational intelligence (knowledge application) can be highly effective in formulating policies to combat illiteracy. Therefore, a cultural shift is necessary—one in which discussions focus on intellectual and technical growth rather than political interests, ensuring that literacy debates yield more effective and pragmatic outcomes.

The research findings offer valuable insights for both academia and society, particularly in the development of innovative pedagogical practices and literacy methods. However, a key limitation of the study is the number of schools surveyed. Nevertheless, since all the schools operate under the authority of their respective Ministries of Education, significant variations in responses are unlikely.

For future research, it is recommended that the proposed practices be tested, even within a smaller group. The main challenge, however, lies in obtaining approval from schools, as they are directly governed by the Ministry of Education, which may resist adopting new methods or practices.

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