ARTICLE

Governmental policies and organizational changes in community Education: Current and future directions

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Abstract

Community Education institutions face numerous challenges, including fluctuating resources and evolving educational policies, which necessitate strong organizational adaptation capacity. This systematic literature review examines how organizational learning processes support organizational adaptation in community Education institutions, identifies the challenges faced, and explores strategies to enhance adaptability. Using the PRISMA framework, searches were conducted in Scopus and ERIC databases, focusing on peer-reviewed articles published between 2020 and 2024. A total of 7 studies from Scopus and 25 from ERIC were analyzed. Data were extracted, and a thematic analysis was conducted to identify recurring themes related to organizational learning and adaptation. Results show leadership support, knowledge sharing, and a strong learning culture as key adaptive mechanisms. This study fills a gap in the literature by exploring organizational learning in community Education settings and offers both theoretical contributions and practical implications for institutional leaders and policymakers. The study highlights the importance of fostering a learning culture and leadership engagement to drive institutional adaptability. Policymakers should consider providing targeted support for professional development in community Education, recognizing its critical role in sustaining organizational

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adaptability. The review further emphasizes the need for educational policies that are not only regulatory but also capacity-building, enabling institutions to develop internal learning mechanisms that enhance resilience and responsiveness to societal changes.

Keywords: Organizational Learning. Community Education Institutions. Organizational Adaptation. Leadership. Professional Development.

1 Introduction

Organizational learning plays a crucial role in enabling institutions to adapt effectively to dynamic environments (Yedigöz-Kara; Bümen, 2022). This is vital for community Education institutions tasked with responding to societal needs and external pressures, such as policy changes and resource constraints (Degtyarev; Zavhorodnia; Polyakova, 2021). While research exists on organizational learning in business and formal education, its role in community Education remains sparse (Cox; Quinn, 2021), creating the gap this review addresses. This review fills that gap by exploring how organizational learning supports adaptation in community Education institutions (López; González, 2022). Given the ongoing shifts in educational demands, especially post-COVID-19, understanding these processes is imperative for ensuring the sustainability and relevance of community Education institutions (AlShehhi; Alzouebi, 2020; Degtyarev; Zavhorodnia; Polyakova, 2021; Franza; Pizzo; Williams, 2023; Gangahagedara *et al.,* 2021).

Organizational learning theory (Argyris; Schön, 1978) emphasizes knowledge development, retention, and transfer for improved performance. Recent work (e.g., Senge, 2020) shows that a continuous learning culture better equips organizations for adaptation. This theoretical framework provides a robust lens for examining the mechanisms through which community Education institutions evolve (Torres, 2022). Moreover, Nonaka's (1994) knowledge creation theory suggests that dynamic knowledge-sharing processes within organizations enhance their capacity to innovate and adapt to new challenges, a particularly relevant concept for community Education institutions facing constant shifts in educational priorities and resource availability (Helbig; Sendzik, 2022; Nam, 2023).

Despite its recognized importance, literature lacks focused studies on organizational learning in community Education institutions. These institutions face unique challenges, such as fluctuating funding, policy changes, and diverse learner needs, all of which necessitate robust adaptive strategies (Claro; Jara, 2020). However, no comprehensive review has systematically examined how organizational learning processes contribute to organizational adaptation within this specific

sector (Cox; Quinn, 2021). This represents a significant gap in the literature that this study aims to address.

Furthermore, this review is situated within the broader discourse on educational public policy, which often focuses on formal schooling while neglecting the non-formal and community-based sectors. In many countries, including Brazil, community Education plays a vital role in addressing educational inequities, promoting social inclusion, and responding to local needs. Yet, these institutions frequently operate under precarious conditions, with limited institutional support and recognition within national policy frameworks. By examining how organizational learning enables adaptation in such settings, this review contributes to a more nuanced understanding of how policy can better support these essential yet often marginalized educational spaces.

The significance of understanding organizational learning for organizational adaptation in community Education institutions extends beyond theoretical interest (Franza; Pizzo; Williams, 2023). As these institutions often serve marginalized and underserved populations, their ability to adapt and remain functional amidst external changes has far-reaching social implications (Pešikan; Ivic, 2021). Their agility directly impacts their success in serving vulnerable communities in a complex, interconnected society. Thus, exploring the mechanisms of organizational learning in these settings is not only academically pertinent but also socially critical.

To address this gap and contribute to the growing body of knowledge on organizational learning and adaptation, this systematic literature review is guided by the following research questions:

1. How do organizational learning processes support organizational adaptation in community Education institutions?

2. What challenges do community Education institutions face in fostering organizational learning for adaptation?

3. What strategies can be derived from existing research to enhance the adaptability of community Education institutions through organizational learning?

This review offers theoretical insights and practical recommendations to help policymakers and practitioners enhance the adaptability and sustainability of community Education institutions.

2 Methods

This systematic literature review (SLR) follows the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Page *et al.,* 2021). The review explores how organizational learning supports organizational adaptation in community Education institutions. The databases Scopus and ERIC were utilized to ensure the inclusion of high-quality, peer-reviewed literature, focusing on studies published between 2020 and 2024. The 2020–2024 timeframe captures recent developments, especially post-pandemic shifts affecting community education. While this period may limit historical comparison, it ensures the review reflects contemporary challenges and adaptive strategies in a rapidly changing educational landscape. The methods cover the entire process, from database search to study selection, data extraction, quality assessment, and data synthesis.

2.1 Search Strategy

The search was conducted across two databases: Scopus and ERIC, both of which provide comprehensive coverage of educational research and organizational studies. The search process began by selecting keywords relevant to the study's focus on organizational learning and adaptation in community Education institutions. For Scopus, the following keywords were used:

TITLE-ABS-KEY ("Organizational change" OR "Institutional change") AND TITLE-ABS-KEY ("Government policy" OR "Educational policy") AND TITLE-ABS-KEY ("Community education" OR "Non-formal education").

This search returned 38 results. After refining the results to include studies published between 2020 and 2024, 19 articles remained. The search was further limited to peer-reviewed journal articles, reducing the total to 12. Applying language filters to English reduced the final list to 10 articles. After reading abstracts and full texts, seven articles were selected for final inclusion.

For ERIC, the search used the keywords:

"Organizational change" AND "Institutional change" AND "Government policy" AND "Educational policy" AND "Community education" OR "Non-formal education."

Initially 12,815 documents were found. Successive filters (full-text peer-reviewed, 2020–2024, journal articles, educational policy/change) narrowed these to 286

articles to 760, and applying filters for educational policy and change brought the number down to 286. Narrowing the scope to elementary and secondary Education reduced the total to 25 documents. These were screened for relevance, resulting in the selection of 25 articles.

2.2 Inclusion and Exclusion Criteria

To ensure the relevance and quality of the articles, a set of inclusion and exclusion criteria was developed. Studies were included if they:

- They were peer-reviewed and published between 2020 and 2024.
- Focused on organizational learning and adaptation in non-formal or community Education institutions.
- Provided empirical data on how learning processes influenced institutional adaptation.

Exclusion criteria removed:

- Studies unrelated to educational institutions.
- Articles that focused solely on business or corporate organizational learning without educational applications.
- Theoretical papers without empirical evidence.

2.3 Study Selection

In total, 32 articles were identified from both Scopus and ERIC. These articles underwent a screening process where titles, abstracts, and full texts were reviewed. During this phase, articles that did not meet the inclusion criteria were excluded, leaving seven articles from Scopus and 25 from ERIC. Each selected article was read in its entirety to ensure relevance to the research questions. Although the final sample consists of 32 articles, this reflects the specificity of the topic, organizational learning in non-formal community Education, which remains an emerging niche in the literature compared to formal educational or corporate settings. The PRISMA flow diagram in Figure 1 summarizes the selection process.

Figure 1 – PRISMA flow diagram



Source: The authors (2024)

2.4 Data Extraction and Quality Assessment

A structured form captured each study's objectives, methods, learning processes, adaptation outcomes, and policy implications. Quality was assessed using the CASP checklist, focusing on methodological rigor. Articles that scored lower than 70% on the checklist were excluded to maintain high-quality standards (Smith, 2021). The extracted data were systematically organized to identify recurring themes and trends in how organizational learning processes facilitated institutional adaptation. The variables extracted included institutional type, sample size, participants' demographic details, and the specific organizational learning processes implemented.

2.5 Data Synthesis

Thematic analysis was employed to synthesize the data. To ensure consistency in theme identification, two researchers independently coded a subset of articles (20%). Inter-rater reliability was calculated using Cohen's kappa, yielding a score of 0.82, indicating substantial agreement. Discrepancies were resolved through discussion until consensus was reached. This method, as outlined by Thomas and Harden (2008), involves coding qualitative data from the studies into themes that align with the research questions. Themes identified included mechanisms of organizational learning, barriers to institutional adaptation, and strategies for overcoming those barriers. Each study was analyzed for evidence of knowledge-sharing practices, leadership involvement, and adaptability strategies.

Through this process, recurring themes emerged, revealing how community Education institutions implemented organizational learning practices to foster adaptation. These themes were further categorized to provide deeper insights into the role of leadership and organizational culture in facilitating learning processes.

2.6 PRISMA Flow Diagram

The PRISMA flow diagram (Figure 1) visually represents the process of selecting studies for inclusion in this review. It outlines the number of records identified, screened, assessed for eligibility, and ultimately included in the systematic review.

Limitations include excluding non-English literature, potentially omitting relevant research. Furthermore, the relatively small number of studies focusing specifically on community Education institutions may limit the generalizability of the findings. Additionally, the focus on two databases (Scopus and ERIC) may have excluded relevant studies indexed in other databases such as Web of Science or regional repositories. The timeframe, while expanded to 2020–2024, still may not capture longer-term historical trends in organizational learning and policy adaptation. Despite these limitations, this review provides valuable insights into how organizational learning contributes to institutional adaptation in community Education settings and highlights areas for future research to expand on these findings. By adhering to the PRISMA guidelines and conducting a thorough, systematic search, this review provides a robust, reliable synthesis of current research on organizational learning and adaptation in community Education institutions.

3 Results

Findings are structured around the three research questions (RQ). Data are analyzed quantitatively and qualitatively to explore of organizational learning in supporting organizational adaptation in community Education institutions. The findings are interpreted critically, drawing connections between quantitative data (e.g., prevalence of specific themes) and qualitative insights from the studies reviewed.

RQ1: How Do Organizational Learning Processes Support Organizational Adaptation in Community Education Institutions?

The quantitative analysis reveals that organizational learning processes are integral to the adaptation of community Education institutions. Table 1 shows the frequency with which various organizational learning mechanisms were identified across the selected studies. These mechanisms include knowledge sharing, collaborative learning, leadership support for learning, and continuous professional development (CPD).

Table 1 – Key mechanisms supporting professional learning in educational settings: A quantitative overview

Mechanism	The number of studies identifying the mechanism	Percentage of studies (%)
Knowledge sharing	22	68
Collaborative learning	18	56
Leadership support for learning	25	78
Continuous professional development (CPD)	20	62

Source: The authors (2024)

Leadership support was the most cited mechanism (78% of studies). For example, in the study by Sianes-Bautista, Rosado-Castellano and Flores-Rodríguez (2022), leadership was seen as a driving force behind successful organizational adaptation in community Education institutions in Spain. The authors argue that "leaders who prioritize learning foster a culture of adaptability, where staff feel empowered to innovate" (Sianes-Bautista; Rosado-Castellano; Flores-Rodríguez, 2022, p. 45).

Qualitative data reinforce this. An administrator noted leaders' encouragement to share knowledge and learn from mistakes helps the institution adapt without feeling threatened. This aligns with the quantitative data, which show that leadership support was the most prevalent mechanism for adaptation (Karatas *et al.,* 2024).

Knowledge sharing and collaborative learning were also frequent themes, each appearing in more than half of the studies. For instance, in the work of Sancho-Gil, Rivera-Vargas, and Miño-Puigcercós (2020), knowledge-sharing practices were essential for adapting to rapid technological changes in community Education settings. One participant stated, "When we share what we've learned from challenges, it creates a ripple effect that helps the entire organization evolve" (Sancho-Gil; Rivera-Vargas; Miño-Puigcercós*,* 2020, p. 65).

Thus, leadership support, knowledge sharing, and collaborative learning are fundamental to adaptation (Kos, 2021). The consistency between quantitative and qualitative data underscores the significance of these mechanisms in driving institutional change.

RQ2: What Challenges Do Community Education Institutions Face in Fostering Organizational Learning for Adaptation?

The quantitative analysis indicates that challenges in fostering organizational learning are present in 62% of the studies, with the most common obstacles being limited resources, resistance to change, and inadequate support for professional development.

Table 2 – Key challenges in implementing professional learning initiatives: A quantitative summary

Challenge	Number of studies identifying the challenge	Percentage of studies (%)
Limited resources	20	62
Resistance to change	16	50
Lack of support for professional development (CPD)	15	47

Source: The authors (2024)

One prominent challenge identified is limited resources, which was noted in 62% of the studies. In a study by López and González (2022), administrators of a community Education institution in Spain reported that "we are struggling to maintain ongoing professional development programs due to budget cuts" (López; González, 2022, p. 75). This sentiment is echoed in other studies, which found that resource limitations were a key barrier to implementing organizational learning processes.

Resistance to change, cited in 50% of the studies, was another significant barrier. For example, Karatas *et al.* (2024) found that "even though we encourage innovation, many staff members feel uncomfortable with the idea of changing long-established practices" (Karatas *et al.,* 2024, p. 35). This challenge was particularly evident in older institutions where traditions and routines were deeply embedded (Sava; Fartusnic; Iacobescu*,* 2022).

Qualitative data both support and complicate the quantitative findings. While resources were a frequent challenge, participants also highlighted innovative overcoming strategies. In Miller's (2023) study, for instance, one leader remarked: "Despite limited funds, we've found creative ways to foster professional development, such as peer-to-peer mentoring, which doesn't require external resources" (Miller, 2023, p. 40). This quote suggests that while resource constraints are real, they can be mitigated through internal innovation and collaboration. This contrast shows that while challenges persist, some institutions demonstrate resilience (Nam, 2023; Sánchez-Agustí; Miguel-Revilla, 2020). This resilience is often tied to the organization's leadership and collaborative culture (Torres, 2022).

RQ3: What Strategies Can Be Derived from Existing Research to Enhance the Adaptability of Community Education Institutions Through Organizational Learning?

Building on the key mechanisms identified in RQ1 (leadership, knowledge sharing, and learning culture), the literature suggests several actionable strategies to enhance adaptability. Quantitative analysis reveals that fostering a strong learning culture, investing in professional development, and encouraging leadership engagement are the most frequently recommended approaches.

Table 3 – Effective strategies for enhancing professional learning: A quantitative analysis

Strategy	Number of studies recommending the strategy	Percentage of studies (%)
Fostering a strong learning culture	25	78
Investing in professional development (CPD)	22	68
Leadership engagement	21	65

Source: The authors (2024)

A strong learning culture was the most recommended strategy, appearing in 78% of the studies. In the study by Batista and Helal (2023), the authors note that "institutions with a deeply ingrained culture of learning are more agile and better equipped to handle external pressures" (Batista; Helal, 2023, p. 412). This finding is reinforced by qualitative data from López and González (2022), where an educator remarked: "Our ability to adapt to policy changes is directly linked to the learning culture fostered by our leadership. When learning is prioritized, adaptation becomes a natural process" (López; González, 2022, p. 79).

Professional development was another commonly recommended strategy. In the study by Sianes-Bautista, Rosado-Castellano and Flores-Rodríguez (2022), the authors highlight the importance of CPD for fostering adaptability. One participant stated: "Professional development is the cornerstone of our adaptive capacity. Without it, we would struggle to keep up with the rapid changes in our field" (Sianes-Bautista; Rosado-Castellano; Flores-Rodríguez, 2022, p. 49).

Leadership engagement was cited in 65% of the studies, with the qualitative data offering deeper insights into the role of leaders. Karatas *et al.* (2024) emphasize that "leaders who actively participate in learning initiatives inspire their teams to do the same" (Karatas *et al.,* 2024, p. 37). This direct involvement of leadership in learning processes fosters a sense of shared responsibility for adaptation across the institution.

Strategies emphasize fostering a learning culture, investing in professional development, and ensuring leadership engagement. These strategies are well-supported by both quantitative and qualitative data, highlighting their critical role in enhancing institutional adaptability.

4 Discussion

Organizational learning plays a critical role in fostering adaptation in community Education institutions. This discussion synthesizes these findings with the broader literature, highlighting alignment and divergence, and connects the results with theoretical frameworks while exploring unique contributions, implications for stakeholders, and pathways for future research.

The findings reveal a dynamic interplay among three core mechanisms—leadership support, knowledge sharing, and learning culture—that collectively enable organizational adaptation in community Education settings. Rather than operating in isolation, these elements form a reinforcing cycle: leadership that prioritizes learning fosters a culture of openness and experimentation, which in turn encourages knowledge sharing and collaborative problem-solving. This shared learning then strengthens leadership's capacity to guide adaptation. This cycle extends Senge's learning organization concept, showing how institutions leverage internal social capital to remain agile despite constraints. The predominance of leadership support suggests it may be the critical catalyst in this cycle, initiating and sustaining the conditions necessary for institutional learning and change. This connection underscores Senge's argument that leaders must not only endorse learning but also embody it to foster an adaptive culture within their institutions. The qualitative data further support this, showing how leaders who encourage knowledge sharing create environments where innovation can thrive even under external pressure.

This cycle aligns with Nonaka's knowledge creation theory, which dynamic sharing fuels innovation. Evidence shows sharing, facilitated by leadership and culture, enables collective problem-solving. For example, knowledge-sharing practices were pivotal in helping organizations adapt to technological changes, reflecting Nonaka's view that sharing both tacit and explicit knowledge fosters organizational learning, which in turn enhances adaptability. When educators and administrators share their learning experiences, they collectively develop solutions to institutional challenges, reinforcing the idea that organizational learning processes are essential for effective adaptation.

The findings also invite a reexamination of organizational learning theory through the lens of community-specific educational paradigms. While foundational frameworks provide a structural understanding, community Education operates within a distinct ethos often centered on critical consciousness and community empowerment. Organizational learning here is not just technical but a socio-political practice entwined with local identity, trust, and agency. Knowledge

sharing in community contexts often occurs through informal networks and communal dialogues rather than structured corporate protocols, aligning with the concept of communities of practice where learning is embedded in shared histories and mutual engagement. Future models must integrate both managerial and emancipatory dimensions, recognizing adaptation serves both institutional survival and community Education's transformative mission.

This review also underscores the interplay between organizational learning and educational policy implementation. Community Education institutions often serve as policy enactors, translating governmental directives into local practice. The findings suggest that policies aiming to enhance institutional adaptability should not only mandate structural changes but also incentivize the development of learning-oriented leadership and knowledge-sharing infrastructures. For instance, professional development funding policies that encourage peer mentoring and collaborative inquiry rather than only top-down training can foster the very learning culture that drives adaptation. Future policy evaluations could measure not only compliance or outcomes but also the growth of organizational learning capacities as an intermediate indicator of institutional resilience.

These mechanisms translate to concrete policy levers. For instance, leadership development policies could fund adaptive leadership training. Knowledge-sharing infrastructures could be supported through policies that promote professional learning communities, inter-institutional networks, and digital platforms for resource exchange. Grant criteria could reward collaborative innovation and reflective practice over mere compliance. Flexible funding models that provide core support for organizational learning—rather than only project-based or outcome-tied funding—would move beyond generic support toward targeted capacity-building aligned with the learning-adaptation cycle.

However, while many findings align with the literature, there are also divergences. One key difference lies in the challenges associated with fostering organizational learning, particularly resource limitations. Although prior literature acknowledges that a lack of resources can impede learning processes, this study found a more complex dynamic. While limited resources were frequently cited as a challenge, qualitative data revealed that some institutions had found creative ways to overcome these barriers through internal collaboration and peer-to-peer mentoring. This suggests that while resource constraints pose a challenge, institutions with strong leadership and a collaborative learning culture can mitigate their impact. This extends prior research by showing how internal resilience compensates for external challenges, offering a nuanced view of adaptation under constraints.

The findings also highlight a gap in the literature concerning the specific application of organizational learning in non-formal and community Education settings. Much of the existing research has focused on formal Education or business environments, leaving the unique challenges of community Education institutions underexplored. This study contributes to filling this gap by offering empirical evidence on how organizational learning processes operate in community educational settings. It demonstrates that community Education institutions, which often face fluctuating funding and policy changes, can leverage organizational learning to remain adaptable and responsive to external pressures. This expands the current understanding of organizational learning beyond traditional educational and corporate environments, offering new insights into its application in more flexible, community-based settings.

Post-2020, digital transformation emerges as both a catalyst and barrier to organizational learning. Digital tools enable new knowledge sharing and access to resources, enhancing adaptive capacity. Conversely, the digital divide exacerbates inequalities, with resource-poor institutions struggling to implement solutions. Institutions that successfully integrated digital tools into their learning culture did so through a phased, participatory approach, often leveraging low-cost or open-source platforms and prioritizing digital literacy as part of professional development. Thus, digital-age learning requires both technological infrastructure and a culture encouraging experimentation and peer learning. Policymakers must therefore design digital inclusion policies that go beyond hardware provision to include capacity-building for digital pedagogy and community-centric technology design.

Moreover, this study addresses a gap in research on how these institutions overcome resistance to change. Resistance to change was identified as a barrier in half of the studies, a finding that aligns with the concept of single-loop learning, where individuals or organizations are reluctant to challenge deeply held beliefs. However, the qualitative data suggest that institutions with strong leadership and a culture of continuous learning can overcome this resistance. Leaders in these institutions actively encouraged staff to embrace change by fostering open communication and modeling adaptive behaviors. This finding offers a practical contribution by illustrating how leadership engagement can shift an organization from single-loop to double-loop learning, where deeper, more systemic change occurs.

While this review focuses on organizational-level processes, the findings hint at a broader implication: organizational learning in community Education can serve as a microcosm of systemic educational change. Institutions that develop robust learning cultures often become innovation hubs, influencing local policy

networks and advocating for more responsive governance. Community Education centers that adapted to COVID-19 through peer-learning later became models for municipal departments. Fostering organizational learning may thus have a multiplier effect, contributing to more agile, inclusive educational ecosystems. Future research should explore how learning-oriented community institutions can act as policy entrepreneurs, translating grassroots innovations into policy proposals and fostering cross-sectoral collaboration.

An underexplored dimension in the literature is the ethical and equity implications of organizational learning processes in community education. While learning cultures are generally seen as positive, they can inadvertently perpetuate exclusion if not intentionally designed. For instance, knowledge-sharing practices may privilege dominant voices or formal credentials, marginalizing community members or staff with non-traditional expertise. Similarly, leadership development programs may overlook women, indigenous leaders, or youth who play critical roles in community Education but lack formal authority. This review underscores the need for inclusive learning architectures that intentionally create space for diverse forms of knowledge and leadership. Policies supporting organizational learning should therefore include equity criteria, such as participatory decision-making structures, mentorship programs for underrepresented leaders, and mechanisms to recognize and validate community-based knowledge.

A recurring challenge identified in the literature is the fragility of learning cultures in the face of funding cycles and leadership turnover. Many community Education institutions depend on short-term grants that prioritize measurable outcomes over process-oriented capacity-building. This can lead to projectified learning—temporary initiatives that dissolve once funding ends, leaving little institutional memory or sustained adaptive capacity. The review suggests that sustainable learning cultures require institutionalization through formal structures, as well as resource diversification to reduce dependency on volatile funding streams. Policymakers can support sustainability by offering multi-year core funding for organizational development and incentivizing partnerships with universities or civil society organizations that provide stable learning alliances.

Finally, this review highlights the tension between global policy trends and local contextual realities in shaping organizational learning. Community Education institutions are often expected to adopt internationally promoted best practices that may not align with local needs or pedagogical traditions. The literature shows that successful adaptation occurs not through passive adoption but through critical appropriation—where institutions selectively integrate external

ideas while preserving their community-rooted identity. This requires critical organizational learning to interrogate, adapt, or resist top-down mandates. Future policy frameworks should therefore create hybrid spaces where global knowledge and local wisdom can interact dialogically, fostering adaptive learning without imposing homogenizing models.

These implications are particularly relevant for countries like Brazil, where community Education operates under significant constraints and shifting policies. Programs such as *Educação de Jovens e Adultos,* community-based early childhood Education centers, and popular Education movements face chronic underfunding, policy instability, and limited institutional support. The mechanisms identified here offer a framework for strengthening these institutions amid national debates on educational equity and decentralization. Brazilian policies could benefit from incorporating organizational learning principles into community Education programs, supporting the development of learning communities among educators, fostering adaptive leadership at the local level, and creating spaces for knowledge exchange between formal and non-formal educational sectors.

Practically, leaders should prioritize fostering a learning culture through knowledge sharing and collaborative problem-solving. Institutions should invest in professional development even in resource-constrained environments, as innovative approaches such as peer-to-peer mentoring have proven effective in maintaining organizational adaptability. Policymakers and educational funders should consider the unique challenges faced by community Education institutions and provide more targeted support for professional development and organizational learning initiatives, recognizing that these processes are critical to institutional survival and adaptation.

The sample size, while adequate, reflects the emerging nature of research in this sector. Future research should include non-English literature from regions like Latin America, Africa, and Asia. Longitudinal studies are needed to examine how organizational learning impacts long-term institutional resilience. Additionally, research should explore the role of digital tools and platforms in facilitating knowledge sharing and learning culture in community Education settings, especially in a post-pandemic landscape. Finally, more policy-focused studies are needed to evaluate how different policy designs impact organizational learning and adaptation in community Education contexts.

In conclusion, this study bridges the gap in the literature by offering empirical evidence on how organizational learning supports adaptation in community

Education institutions. The findings align with key theories while also revealing unique insights into the specific challenges and strategies within community Education settings. The study not only expands the theoretical understanding of organizational learning but also provides practical recommendations for stakeholders to foster resilience and adaptability in community Education institutions, contributing to a more equitable and responsive educational ecosystem.

5 Conclusion

This review establishes organizational learning as pivotal for adaptation in community education. At its core is a reinforcing cycle initiated by leadership, sustained through a learning culture, and operationalized via knowledge sharing that enables institutions to navigate external pressures such as policy shifts and resource constraints. Leadership emerged as the most prominent catalyst, underscoring the importance of leaders who model learning, empower staff, and foster collaborative environments. Limitations include the English-language focus and narrow timeframe (2020–2024), constraining generalizability.

The sample size, while sufficient, reflects the nascent research state in this sector. Despite these constraints, the review offers clear practical implications: leaders should prioritize learning-oriented leadership and peer-driven development, even with constraints. Policymakers, in turn, can design targeted supports such as funding for collaborative professional learning and leadership development programs that build adaptive capacity rather than merely mandating compliance. Future research should extend this work in several directions. First, studies from Global South contexts like Brazil would enrich understanding of organizational learning across different policy environments. Second, longitudinal research should examine how learning strategies impact long-term resilience. Finally, nuanced investigation into digital tools' role in facilitating knowledge sharing and learning culture is needed, especially post-pandemic.

Políticas governamentais e mudanças organizacionais na Educação comunitária: Direções atuais e futuras

Resumo

As instituições de Educação comunitária enfrentam inúmeros desafios, incluindo recursos flutuantes e políticas educacionais em evolução, exigindo uma forte capacidade de adaptação organizacional. Esta revisão sistemática da literatura examina como os processos de aprendizagem organizacional apoiam a adaptação organizacional em instituições de Educação comunitária, identifica os desafios enfrentados e explora estratégias para aumentar a adaptabilidade. Utilizando o framework PRISMA, foram realizadas buscas nas bases de dados Scopus e ERIC, com foco em artigos revisados por pares publicados entre 2020 e 2024. Foram analisados 7 estudos da Scopus e 25 da ERIC. Os dados foram extraídos e uma análise temática foi conduzida para identificar temas recorrentes relacionados à aprendizagem e adaptação organizacional. Os resultados indicam que o apoio da liderança, o compartilhamento de conhecimento e o fomento de uma forte cultura de aprendizagem são mecanismos-chave que impulsionam a adaptação nas instituições de Educação comunitária. Este estudo preenche uma lacuna na literatura ao explorar a aprendizagem organizacional em contextos de Educação comunitária, oferecendo contribuições teóricas e implicações práticas para líderes institucionais e formuladores de políticas. O estudo destaca a importância de promover uma cultura de aprendizagem e o envolvimento da liderança para impulsionar a adaptabilidade institucional. Os formuladores de políticas devem considerar o fornecimento de apoio direcionado para o desenvolvimento profissional na Educação comunitária, reconhecendo seu papel crítico na sustentação da adaptabilidade organizacional. A revisão ainda enfatiza a necessidade de políticas educacionais que não sejam apenas regulatórias, mas também de capacitação, permitindo que as instituições desenvolvam mecanismos internos de aprendizagem que fortaleçam sua resiliência e capacidade de resposta às mudanças sociais.

Palavras-chave: *Aprendizagem Organizacional. Instituições de Educação Comunitária. Adaptação Organizacional. Liderança. Desenvolvimento Profissional.*

Políticas gubernamentales y cambios organizacionales en la Educación comunitaria: Direcciones actuales y futuras

Resumen

Las instituciones de Educación comunitaria enfrentan numerosos desafíos, incluidos recursos fluctuantes y políticas educativas en evolución, lo que exige una fuerte capacidad de adaptación organizacional. Esta revisión sistemática de la literatura examina cómo los procesos de aprendizaje organizacional apoyan la adaptación organizacional en instituciones de Educación comunitaria, identifica los desafíos enfrentados y explora estrategias para mejorar la adaptabilidad. Utilizando el marco PRISMA, se realizaron búsquedas en las bases de datos Scopus y ERIC, centrándose en artículos revisados por

pares publicados entre 2020 y 2024. Se analizaron un total de 7 estudios de Scopus y 25 de ERIC. Los datos fueron extraídos y se realizó un análisis temático para identificar temas recurrentes relacionados con el aprendizaje y la adaptación organizacional. Los resultados indican que el apoyo del liderazgo, el intercambio de conocimientos y el fomento de una sólida cultura de aprendizaje son mecanismos clave que impulsan la adaptación en las instituciones de Educación comunitaria. Este estudio llena un vacío en la literatura al explorar el aprendizaje organizacional en entornos de Educación comunitaria, ofreciendo tanto contribuciones teóricas como implicaciones prácticas para líderes institucionales y formuladores de políticas. El estudio destaca la importancia de fomentar una cultura de aprendizaje y la participación del liderazgo para impulsar la adaptabilidad institucional. Los formuladores de políticas deberían considerar brindar apoyo específico para el desarrollo profesional en la Educación comunitaria, reconociendo su papel crítico en el mantenimiento de la adaptabilidad organizacional. La revisión enfatiza además la necesidad de políticas educativas que no sean meramente regulatorias, sino también de desarrollo de capacidades, permitiendo que las instituciones desarrollen mecanismos internos de aprendizaje que mejoren su resiliencia y capacidad de respuesta a los cambios sociales.

Palabras clave: *Aprendizaje Organizacional. Instituciones de Educación Comunitaria. Adaptación Organizacional. Liderazgo. Desarrollo Professional.*

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