

HISTORY OF WOMEN'S EDUCATION IN BRAZIL AND PARÁ: A BRIEF STATE OF KNOWLEDGE (2019 – 2023)

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ABSTRACT

The research integrates the studies of the Laboratory of Interdisciplinary Studies and Research in the History of Education and Teacher Training (LABINVE) and investigates the history of women's education between 2019 and 2023, based on dissertations and scientific initiations surveyed in three databases: BDTD, CAPES and graduate programs of public universities in Pará. The analysis highlights the absence of a consolidated subfield of the History of Women's Education, with studies often subsumed into broad categories such as gender, institutions or social movements. Based on the methodology of the state of knowledge, the study seeks to map gaps and achievements in academic production, highlighting the need for greater recognition of this subfield. Through a careful analysis, the research contributes to broadening the understanding of the historical role of women in education, proposing advances in the organization and categorization of studies in the area.

Keywords: History of Women's Education. Gender and Education. State of Knowledge.

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INTRODUCTION

This research is part of studies by the research group – Laboratory of Interdisciplinary Studies and Research in the History of Education and Teacher Training (LABINVE),⁵ based on the partial survey of dissertations⁶ and scientific initiation, carried out on the assumption of works from the last five (5) years (2019-2023) on the History of Women's Education. The searches were conducted in three (3) databases - Theses and Dissertations Bank - BDTD; the CAPES theses and dissertations database⁷; and the Graduate Programs in Education of public universities in the state of Pará: UFPA – Federal University of Pará; UEPA – University of the State of Pará; UFRA – Federal Rural University of the Amazon; UFOPA – Federal University of Western Pará); and UNIFESSPA - Federal University of the South and Southeast of Pará, which are justified by providing us with a comprehensive, national and local view of the North/State Region of Pará.

We also consider other balance initiatives, which serve as a reference framework, in an attempt to "recognize the historicity of production in the scientific field", as proposed by Morosini and Fernandes (2014, p. 159), whether at the national, regional and local levels. Only then, we proceed to our attempt to produce a state of knowledge of studies on the history of women's education, and thus, propose this nomenclature as a subfield of the History of Education. We make it clear that we do not consider literature review initiatives, which we believe to be something other than the state of knowledge, nor other thematic states of knowledge, that is, other themes that were not the history of women's education.

With regard to previous works presenting a state of knowledge specifically on the History of Women's Education, we did not find it. The study by Krause and Krause (2016) is what comes close when carrying out a literature review to understand the process of feminization of teaching and how it does not realize a state of knowledge in yes discusses the theme from authors such as "Hamilton (2001), Paiva (2011), Rosa Fátima de Souza (1998), Nóvoa (1986), Ribeiro (2011), Stamatto (2002), Algranti (1996), Souza (2013), Vianna (2001), Cramer; Grandson; Andrade, (2002), Ferreira (2008)". Of these, only Leila Algranti (1996) with the text "*Female education: dissonant voices in the eighteenth century and colonial practice*"; Cramer; Grandson; Andrade, (2002) with "*The insertion of the*

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⁶ Survey from the dissertation: "History of Education by Women: the protagonism of women educators in the city of Belém-Pa in the first half of the twentieth century"; and the dissertation: "The professional trajectory of black teachers in basic education in Altamira-PA in the period from 2003 to 2023" – funding CAPES (Coordination Foundation for the Improvement of Higher Education Personnel); and the scientific initiation work plan: The importance of women for Education in the twentieth century in Belém/Pará: the story they didn't tell you – funded by FAPESPA (FAPESPA - Amazon Foundation for the Support of Studies and Research).

⁷ Coordination Foundation for the Improvement of Higher Education Personnel.



feminine in the masculine universe: representations of higher education"; Arilda Ribeiro with the text *"Women educated in the colony"*; Stamatto, *"A look at History: the woman at school (Brazil: 1549-1910)"*; Vianna (2001; 2013) *"Sex and gender in teaching"*; *"The Feminization of teaching in basic education and the challenges for teacher practice and collective identity"*; they are really texts about women's education. The others discuss teaching work, primary education and Jesuit education.

On the other hand, we have other studies that deal with the History of Education in general. At the national level, we have the works of Alexandra Ribeiro, Alboni Vieira and Adriana Alflen (2021) who analyzed 367 works approved for communication, in the thematic axis History of Education, of Educere – National Congress of Education, between the years 2008 and 2017. Of the total number of works, only (10) were identified under the nickname "Education and gender in the History of Education". It is difficult to measure since other works on women may have appeared under the nickname of Intellectuals, Institutions gestated by women, but it is not specified in the text.

Damasceno, Pantoja, and Dourado (2023) investigate works that have carried out the state of knowledge about the History of Education in the Amazon, from initiatives at the National and Regional levels, since the 1980s. The works and articles highlighted are: Vidal and Faria Filho from 2003, *"History of education in Brazil: the historical constitution of the field (1880-1970)"*; the creation of the GT-02 (History of Education) of the National Association of Graduate Studies and Research (ANPEd) in 1984; in 1986 the creation of the Study and Research Group "History, Society and Education in Brazil" (HISTEDBR); and the creation of two important scientific associations - in 1996 the Association of Researchers in Education. History of Education (ASPHE); and in 1999 the Brazilian Society of the History of Education (SBHE). As well as the "I Seminar on the History of Education: Teaching and Research" held in October 1996. In addition to these, he indicates: Almeida – *"The Initiation to Research in Education at UFPA (1980 - 2000) - Drawing the Profile of the Production of the Bachelor's and Licentiate Course in History"*; Alves, Nery, Silva – *"Cartography of productions in the history of education in the Graduate Programs in Education in Pará (2005-2018)"*; Necklaces with two texts – *"History of education in the Amazon: critical methodological theoretical issues and propositions"* and *"Educational historiography of the Amazon: an introduction"*; Corrêa, *"History and educational historiography in the Amazon: An X-ray of knowledge production in the Graduate Programs in Education in the Northern region of Brazil"*; Costa and Moraes – *"History of education in the Brazilian Amazon: a recent historiographical balance"*; Costa and Rosário – *"HISTEDBR AND GEPHE: a decade of history of education in the Amazon"*; Damasceno et



al. - *The history of education in graduate programs in education in the Amazon: the state of knowledge of production in the field*"; Maia, Damasceno and Tomé – *History of education in the TCCs of Pedagogy at UFPA (1983-2018)*; Saviani, D. Preface in Estácio e Nicida - *História e educação na Amazônia*"; Schueler, Preface in France, Lobato and Nery, V. (ed.). *History of education in the Amazon: multiple subjects and educational practices*"; and Vieira and Cury – *The writing of the history of education in Brazil: experiences and perspectives*".

Regionally, we have the study by Corrêa (2013) who conducts a survey in research groups in the North region, in those held in the field of History of Education, from 1993 to 2010. And, it observes a growth in the number of GPs in the country in general, and in the North – from 77 (1993) to 1433 (2010). And, in Pará, from 20 (1993) to 582 (2010). Of these, only 18 are in the history of education, or that have a line of action in this area. 11 of these, in Pará. As this study is more than ten years old, it needs to be updated.

Costa and Moraes (2018, p. 211), deal with the "academic production on the History of Education in the Brazilian Amazon, based on the theses and dissertations defended in the Graduate Programs in Education and History of the region, from their foundations until 2014". With a focus on the North Region, whose territories are in the Amazon area. In this sense, they elected thirteen (13) PPG'S – 10 of them in Education and 3 in History – according to the last CAPES evaluation of 2013. According to the authors, there is a concentration of works in the History of Education in only two states, Pará and Amazonas⁸: Of the survey of 50 dissertations and 47 defended in Education programs (94%) and only 3 in History (6%), none was indicated as history of women's education and/or gender.

The text by Damasceno *et al.* (2021), addresses the production in eleven (11) graduate programs in education in the Legal Amazon, namely: Graduate Program in Education (PPGED/Federal University of Pará), Graduate Program in Education and Culture (PPGEDUC/UFPA), Graduate Program in Curriculum and Management of Basic School (PPEB/UFPA), Graduate Program in Education (PPGED/UEPA), Graduate Program in Education (PPGE/UFAM)

Graduate Program in Education (PPGE/UFOPA), Graduate Program in Education (PPGED/UNIFAP), Graduate Program in Education (PPGE/UERR), Graduate Program in

⁸ the Graduate Program in Education and the Graduate Program in History at the Federal University of Amazonas (UFAM); the Graduate Program in Education at the State University of Pará (UEPA); the Graduate Program in Social History of the Amazon, the Graduate Program in Science and Mathematics Education, and the Graduate Program in Education, at the Federal University of Pará (UFPA) (Costa and Moraes, 2018, p.213).



Education (PPGE/UFAC); Graduate Program in Education (PPGE/UNIR); Graduate Program in Education (PPGE/UFT).

According to this study (Damasceno *et al.*, 2021), the PPEB is the first program to make official a line of History of Education, since until 2018, the year of analysis of the work, the programs analyzed had their lines focused on the following axes: public policies in education and educational management, curriculum, knowledge, culture and diversity, teacher training and pedagogical work, and education and development in the Amazonian context. This does not mean that there was no production in the field of the history of education in these programs, but that these productions were due to biases of lines of research other than the History of Education, inaugurated at the PPEB in 2021 (UFPA| PPEB, 2024).

Also according to Damasceno *et al.* (2021) of 1886 works, including theses and dissertations, only 114 are in the History of Education. The PPGED of UFPA as the largest number (48), followed by the PPGED of UEPA (20), PPGE of UFAM (16) and PPGE of UFAC (16). There is an indication of five works on the nickname of Education, Social movements, ethnicities and gender. It is another work that does not highlight the history of women's education as a subfield.

At the local level, we have the publications of Karla Almeida who aimed at a survey of TCC's – Course Completion Work, in the history course at UFPA, on the production of knowledge about Basic School/Elementary Education, in universities, in the State of Pará, in the 80s and 90s of the twentieth century? When identifying the works that referred to the History of Education, he observed that from 1982 to 2000 there were 57 works, of which three (3) referred to gender – "which were concerned with female education in the late ninth and early twentieth centuries, rescuing the histories of girls' schools of the period and the Normal School" (2004, p.6).

Alves, Nery and Silva (2019) carry out a survey in the PPG's of UFPA (PPGED) and UEPA (PPGED), from 2005 to 2018, when considering the creation of both programs to start the survey. In PPGED|UFPA 444 works in total, 325 dissertations and 119 theses defended in all. Of these, only 53 dissertations and 19 theses were considered to be in the field of History of Education, being organized according to the axes established by the SBHE. Under the nickname "Education, Social Movements, Ethnicities and Gender" only four (4) dissertations and one (1) thesis. Other works deal with underprivileged girls and education, but are characterized in the "Educational Politics and Institutions" axis. At UEPA, from 2007 to 2016, there are a total of 215 dissertations defended, of these, only 35 are characterized by the authors as being from History of Education; and there was still no



thesis defended. Only four (4) works under the nickname "Education, Social Movements, Ethnicities and Gender"; In the same way, it assumes the history of women's education not as a study of gender, but of school institutions. One way or another, there is no established subfield such as History of Women's Education.

Maia, Damasceno and Tomé (2020) provides an overview of the productions in History of Education in the Teaching Degree Course in Pedagogy at the Federal University of Pará – UFPA| Belém Campus. To this end, they survey Course Completion Papers - TCC from 1983 to 2018. It was discovered that of the total in 1965, only 65 were in the area of History of Education. The axes adopted are that of SBHE, and therefore, works on women will appear under the nickname of gender or institutions. The "Education, Social Movements, Ethnicities and Genders" axis add up to only seven (7).

Socorro França (2018) initially points out other historiographical studies of Brazilian education, among these, almost all of these indicated productions are not included in the references to be consulted, but can be consulted on page 23. As it is a work that deals with the "*History of Education in the Graduate Program in Education of the State University of Pará (2007-2017)*". These are results that, in this ten-year interstice, forty-three (43) dissertations were defended, none of which are related to gender, or may be subsumed to the axes created. The organizational axes are: public instruction, youth and adult education (EJA), intellectual production, educational policy, intellectual and education, school discipline, teacher training, educational institution and non-school educational process and practice.

When analyzing the data collected on the History of Women's Education, a significant gap in the academic production specifically dedicated to this subfield is observed. Although there are studies and literature reviews that touch tangentially on the issue of gender and women's education, such as the works of Krause and Krause, which explore the feminization of teaching, most research is still focused on broader or different themes within the history of education. This lack is evidenced by the lack of studies explicitly categorized under the nickname of History of Women's Education in surveys carried out at various universities and graduate programs, both nationally and regionally.

The studies carried out show a tendency to frame research on women and education under broader categories, such as "Education and Gender", "Social Movements", or "Educational Institutions", which can dilute the specificity necessary to establish the History of Women's Education as a distinct subfield. The analysis by Damasceno *et al.* (2021), for example, reveals that of the 1886 works between theses and dissertations in graduate



programs in the Legal Amazon, only 114 are in the History of Education, and a minimal fraction addresses the education of women or gender directly.

Therefore, it is evident that there is a need for greater recognition and a clearer categorization of studies on the History of Women's Education in order to consolidate this subfield within the History of Education. This differentiation is crucial to promote a deeper and more specific understanding of the contributions and challenges faced by women in education throughout history. The creation of dedicated lines of research and the systematic inclusion of this theme in research groups are fundamental steps to fill this gap and advance knowledge in this area.

For the organization of the work, we followed the methodology of the State of Knowledge, which as a bibliographic study, consists of the systematization of scientific production in a certain area of knowledge. However, as stated by Joana Romanowski and Romilda Ens (2006), it is not restricted to the identification of production, but plays a fundamental role in the appreciation of knowledge already elaborated, in the sense of pointing out the most researched themes, the approaches, and, mainly, existing gaps.

The concept of "state of knowledge", as presented in the text by Silva, Souza, and Vasconcellos (2020), refers to an approach that seeks to map, analyze, and synthesize accumulated knowledge, highlighting the main advances, gaps, and trends in academic production. The main objective is to provide a panoramic and integrated view of the development of the field, allowing a deeper and contextualized understanding of the studies carried out.

According to Morosini and Fernandes (2014), in order to make a state of knowledge, it is necessary to follow a series of methodological steps that involve the collection, analysis and synthesis of information about a given field of study. The main steps for the construction of a state of knowledge according to the authors are described below: clearly determine the theme or area of research that will be investigated; explain the relevance and importance of the chosen theme; identify and select relevant bibliographic sources, such as scientific articles, theses, dissertations, books, among others; establish criteria for the selection of studies that will be included in the analysis; organize the selected references according to thematic, chronological, methodological or other pertinent categories; use bibliographic management software to assist in the organization and cataloging of references. These are survey stages, regarding reading and Critical Analysis, they suggest carrying out an initial reading to obtain an overview of the selected works; then an Analytical reading, a more detailed and critical reading of the studies, identifying the main findings, methodologies, gaps and trends.

Also according to Morosini and Fernandes (2014), it is important to carry out a Synthesis of Knowledge - Synthesize the information collected, highlighting the main contributions, convergences and divergences between the studies and contextualization, by situating the findings in the broader context of the field of study, identifying advances, gaps and possible future directions.

Thus, the descriptor: *"history of women's education"* was used, always with the following. And, in the reading of the abstracts, we sought to highlight the themes/objects, objective, methodology and main contributions of these works, now inventoried.

In order to investigate the evolution and current state of intellectual production, in the area of education, on the history of women's education in Brazil and Pará between the years 2019 and 2023, identifying the constitution of the field, the changes that have occurred, the gaps and the achievements achieved; that this State of Knowledge was carried out.

Such an analysis will also contribute to broadening the understanding of the role played by women in education over time, highlighting their relevance and impact in the educational sphere.

OVERVIEW OF THE STATE OF KNOWLEDGE

This section presents an overview of the state of knowledge on the History of Women's Education. In order to provide a comprehensive and critical overview, we reviewed the existing literature, identifying the main contributions, gaps and trends in the area. This survey allows not only an understanding of the historical and current development of the field, but also highlights future directions and emerging issues that need further investigation. By contextualizing the research carried out, we seek to offer a solid basis for new studies and practices, promoting significant advances in the understanding and application of knowledge on the subject.

Table 1 – Total Findings in the databases, CAPES Journals, BDTD and Graduate Programs of UFPA

	Articles	Kind				Total
		Theses		Dissertations		
		HE	HIM	HE	HIM	
CAPES Periodicals	18	-	-	-	-	
BDTD ⁹ CAPES	-	-	4	-	11	
PPGED UFPA	-	10	4	2	1	190
PPGEDUC UFPA	-	-	-	11	2	146
PPEB UFPA	-	-	-	10	3	131

⁹ In the BDTD, given the volume of studies, the studies were selected under the principle of using the descriptor HEM. Therefore, there is no differentiation between HE and HEM.



PPGED UEPA	-	-	-	9	4	144
PPGE UFOPA	-			4	-	94

- HE: History of Education

- HEM: History of Women's Education

Source: The Authors, based on the findings of BDTD, Capes and Graduate Journals of the universities of Pará (UFPA, UEPA, UFRA, UFOPA, UNIFEESPA).

Chart 2 presents a selection of publications made between 2019 and 2023, available in CAPES Journals, which explore the history of women's education in Brazil. The articles address several themes, such as the contributions of female figures to education, the autobiographical narratives of teachers, and the analysis of the role of women in educational and social contexts. In addition to examining the trajectories of educators throughout history, the publications reflect on the social and cultural changes that have impacted teacher training and female participation in education. These researches, based on renowned academic institutions, contribute significantly to the understanding of the role of women in Brazilian education and their struggles for recognition and equality.

The Graduate Program Education – PPGED| UFPA| Belém began in 2003. And, in our interstice from 2019 to 2023, it has a total of (190), of which (92) dissertations and theses (98) defended. In 2019 (59) in total, Dissertations (35), none are by HE or HEM, and Theses (24) – (5) by HE and none by HEM; 2020 has (33) works defended in total, Dissertations (17) – (1) HE/HEM and Theses (16) – without HE or HEM works; 2021 has (22) works defended in total, Dissertations (8) and Theses (14) – three (3) of these theses are by HE; 2022 (27) studies, in total, were defended, Dissertations (12) and Theses (15) – among the theses four (4) are by HE and none by HEM; and in 2023, Dissertations (20)- (1) HE, and Theses (29) – (3) HE, two of them by HEM.

The Graduate Program in Education and Culture – PPGEDUC| UFPA began in 2014 and has a total of (146) works defended, all dissertations. In 2019 (28) dissertations, HE (5). HEM (1); in 2020 (27) dissertations, HE (1). HEM (0); in 2021 (33) dissertations, HE (2). HEM (0); in 2022 (27), HE (1), HEM (0); and in 2023 (31), HE (2), among these two (1) is HEM.

The PPEB - Graduate Program in Curriculum and Management of Basic School was created in 2015, and makes available the dissertations defended from 2017 to 2022. We are interested in the period 2019-2023, where a total of (131) dissertations were found¹⁰, of these, only ten (10) from HE and three (3) that can be considered from HEM. In 2019, thirty-one (31) dissertations were defended, three (3) by HE, and none by HEM; in 2020, (28) dissertations defended, (3) HE and (2) HEM; in 2021, twenty-one (21) dissertations were

¹⁰ The PPEB approved the doctorate in 2024 and therefore does not yet have a thesis defended.



defended, only two (2) are from HE and none from HEM; in 2022, twenty-two (19) dissertations were defended, two only in the History of Education, only one (1) in the History of Women's Education (HEM) subfield; and in 2023, (32) dissertations defended, (1) HE, none HEM.

The PPGED - Graduate Program in Education | UEPA was created in 2005 and has been making its defenses available since 2013. We are interested in the last five years, so in 2019 (30), only Dissertations; (3) HE, no HEM; in 2020 (21), HE (3), no HEM; in 2021 (30), HE (1), none of HEM; in 2022 (21) Dissertations; HE (1) HME (1); and in 2023 (42) defended works, (31) dissertations and (11) theses. Of these, only three (3) are HE and they are HEM. In total, he has (144) defended in the period from 2019 to 2023, (133) dissertations and (11) theses, of which (9) are from HE and (4) from HEM.

The Graduate Program in Education – PPGE| UFOPA, started its activities since 2014. And, when considering our interstitial, in 2019 (27), HE (2), HME (0); 2020 (18), HE (0), HME (0); 2021 (19), HE (0), HME (0); 2022 (16), HE (1), HME (0); 2023 (14), HE (1), HME (0). Only considering dissertations, as there were no theses available.

Chart 2 - Publications from 2019 to 2023 of CAPES Periodicals, on the History of Women's Education

TITLE	AUTHOR	NEWSPAPER	YEAR	KIND
Spaces to educate: female biographies and teaching the history of education.	VALDEZ, Diane; ALVES, Miriam, Fábía.	State University of Maringá – UEM	2019	Article
Power games and teacher professionalization: discussing the subjectivities of the feminine in the classroom.	SANTOS, Welson B. et al.	São Paulo State University – UNESP	2019	Article
History and memory of teacher training at the Institute of Education of Pará, (1964-1985).	ROSÁRIO, Maria José Aviz do; CUNHA, Célio.	State University of Maringá – UEM	2019	Article
Autobiographical Narratives of the Black Teacher Maria Helena Vargas da Silveira: training and teaching practice in the book "É Fogo!".	ZUBARAN, Maria Angélica. et al.	Universidade La Salle	2019	Article
Maria Junqueira Schmidt: a Catholic intellectual in dialogue with the New School.	ORLANDO, Evelyn de Almeida.	Catholic University of Paraná - PUC PARANÁ	2020	Article
Pioneers of Education in Brazil: Women, teachers and intellectuals.	MACHADO, Rita de Cássia Fraga; PAULO, Fernanda Santos.	Federal University of Rio Grande do Norte – UFRN	2020	Article
Intellectual women, culture and education in Brazil: presentation notes on a theme.	ORLANDO, Evelyn de Almeida	Catholic University of Paraná - PUC PARANÁ	2020	Dossier
Between Memories and Stories: the trajectory of training and professional performance of a teacher from Acre.	CARVALHO, Mark Clarkassen de. et al.	Federal University of Piauí – UFPI	2020	Article



Elisa Scheid: a teacher in the workers' movements of the central railroad of Brazil (Engenho de Dentro, Rio De Janeiro, 1890 to 1910).	RIZZINI, Irma. et al.	State University of Campinas – UNICAMP	2020	Article
"Feminism Overflows": Teaching, Written Production and Political Action by Aurea Corrêa in the city of Rio De Janeiro.	RIZZINI, Irma; SCHUELER, Alessandra Frota Martinez de.	State University of Southwest Bahia – UESB	2020	Article
Control and resistance of the capixaba teaching profession (1908-1909): "the drama of teacher Joanna Passos".	BEZERRA, Ariadny; SIMÕES, Regina Helena Silva.	Federal University of Espírito Santo – UFES	2020	Article
Training of rural teachers in the distant corners of the federal territory of Guaporé, in the north of Brazil, in Porto Velho/RO (1947 -1951).	SOUZA, Cleicinéia Oliveira de; FERREIRA, Nilce Vieira Campos.	São Paulo State University – UNESP	2020	Article
Professional training of educator Maria Lília Imbiriba Sousa Colares.	FIALHO, Lia Machado Fiuza. et al.	State University of Southwest Bahia – UESB	2021	Article
Unveiling the subjective constitution of a teacher: Sofia's story.	BAUM, Virginia Dornelles.	Pontifical Catholic University of Rio Grande do Sul – PUCRS	2021	Thesis
Brazilian women and the covid-19 pandemic: reflections on the consequences for teaching work.	SOUZA, Ana Laura Bonini Rodrigues de; CASTRO, Rosane Michelli de.	São Paulo State University – UNESP	2022	Article
The presence of women in the history of education in Brazil.	GUEDES, Rayane Silva; PASSOS, Daniela Oliveira Ramos dos.	State University of Rio de Janeiro – UERJ	2022	Article
Ester Troian Benvenuto: for education and culture in the rural areas of Caxias do Sul-RS (1940-1950).	DEWES, Elisângela. et al.	State University of Maringá – UEM	2023	Article
Trajectories of principals of school groups in Maranhão.	FRAZÃO, Maria das Dores Cardoso.	Federal University of Maranhão – UFMA	2023	Article

Source: The Authors, based on information from the Capes Journals database.

In the CAPES Periodicals, eighteen (18) publications were found, originating from universities such as the State University of Maringá (UEM), São Paulo State University (UNESP), La Salle University (UNILASALLE), Pontifical Catholic University of Paraná (PUC PARANÁ), Federal University of Rio Grande do Norte (UFRN), Federal University of Piauí (UFPI), State University of Campinas (UNICAMP), State University of Southwest Bahia (UESB), Federal University of Espírito Santo (UFES), São Paulo State University



(UNESP), Pontifical Catholic University of Rio Grande do Sul (PUC RS), State University of Rio de Janeiro (UERJ) and Federal University of Maranhão (UFMA).

Regarding Chart 2, when considering the searches carried out on the CAPES Periodicals platform, I found works that address several issues related to education and the role of women in the educational context. They explore topics such as valuing the biographies of educators; female subjectivity in education; the training of teachers and principals; the influence of gender and race on teacher identity; the trajectories of educators and intellectuals in the history of education; and the resistance of teachers in the face of educational challenges and reforms. Each work offers a unique perspective on the impact of women in the field of education, highlighting their contributions and challenges faced over time. Let us see these works below.

The article by Valdez and Alves (2019) discusses the sharing of an experience involving the use of biographies of educators in the context of teaching the history of education in a Graduate Program in Education, problematizing the excessive male use in classic works of the history of education and in dictionaries published in the twentieth and twenty-first centuries. It also shows us the idea that by granting students the opportunity to explore a variety of accounts, it also reveals the journeys of women in the history of education. This, in turn, leads to the investigation of the ideological, political and social conflicts faced by teachers, encouraging the formulation of new perspectives on the role of teaching in the history of Brazilian education.

The article by Santos, et al (2019) addresses the issues of female subjectivity in education, seeking to deconstruct the idea that teaching is a profession for women, focusing on the conditions in which women/teachers were/are submitted, from the salary issue to motherhood, presenting some historical aspects in which women were subjected to some practices that devalued them as women and professionals.

The article by Rosário and Cunha (2019) portrays the course of teacher training at the IEP (Institute of Education of Pará) in the years 1964 to 1985, the authors through documents and interviews present us with how the training of these teachers took place at the same time as the military dictatorship occurred. The authors also reveal the few studies on this period in Pará.

The article by Zubaran, et al (2019) examines the autobiographical narratives of a black teacher and writer, named Maria Helena Vargas da Silveira. The central objective is to analyze how the representations of gender and race influence their identity and teaching practice. Such research is a way of emphasizing the lives of black teachers who were

hidden in the History of Education, expanding the visibility in the formation of teachers' identity.

Orlando's article (2020) portrays the life of educator Maria Junqueira Schmidt, an active Catholic figure and a fervent supporter of modern pedagogy. She applied concepts from the New School, which she acquired during her training in Europe and the United States, to the teaching of living languages, especially French, in the Brazilian context. The research was based on information from newspapers and travel reports published in the periodical press, revealing how the educator assimilated and incorporated these ideas.

The article by Machado and Paulo (2020) addresses how intellectuals Nísia Floresta, Ana Maria Saul and Maria Lacerda de Moura have influenced Education in various dimensions throughout history. Their trajectories help to rethink the university from a perspective of liberating education. As women intellectuals and educational activists, they went through political training, contributing to understanding Education as part of a project for society in dispute. The research highlights the impact of these pioneers of Brazilian Education on educational research and studies on education and women.

The Orlando dossier (2020) deals with the need to fill a gap observed in the academic literature; after analyzing four journals of the History of Education in Brazil and the Annals of the main congress in the area, the author noted the scarcity of works that addressed women as historical subjects, although there are studies on their experiences, training and contributions to culture and education, they are rarely recognized as intellectuals. Similarly, studies on intellectuals rarely address women. This dossier addresses this gap and highlights the role of women as intellectuals in the history of education.

The article by Carvalho, et al (2020) is based on an autobiographical narrative, exploring the professional development of a teacher from Acre who made significant contributions to public education in Xapuri. The objective is to analyze her life, education and career, as well as conversations with the teacher, personal and official documents.

The article by Rizzini, et al (2020) explores the life of Elisa Scheid, a teacher from Rio de Janeiro active in the labor movement. The research reveals that she built a solid social network based on her educational background, teaching practice, and political involvement. Elisa played a leading role in advocating for workers' rights by challenging the gender norms of the time.

The article by Rizzini and Schueler (2020) analyzes the perspectives of a professor from Rio de Janeiro, named Aurea Corrêa, based on her productions written in newspapers, especially Gazeta de Notícias. This study is part of a broader research on the



trajectory of female teachers and their involvement in the civil, political, and labor rights movements. Aurea Corrêa built a social network based on her experience in teaching and political activity, defending teachers' rights, the improvement of schools, socialism and rational teaching for women.

The article by Bezerra and Simões (2020) explores the resistance of teacher Joanna Passos in the face of her dismissal during the Educational Reform in Espírito Santo. The authors analyze their opposition strategies, considering personal and contextual elements, based on documentary and journalistic sources; the teacher challenged the authoritarianism and coronelist practices of the Public Power, questioning the provision of educational services.

The article by Souza and Ferreira (2020) investigates the training of rural teachers in the Carmela Dutra-CNRCD Regional Normal Course, between 1947 and 1951, based on official documents. The focus is on preparing women for rural teaching in the North region, specifically in Porto Velho, which is currently the capital of Rondônia. The text is divided into two parts: an analysis of training for rural education and an exploration of the details of training at the CNRCD in Porto Velho, at the time part of the Federal Territory of Guaporé.

The article by Fialho, et al (2021) analyzes the educational trajectory of teacher Maria Lília Colares, which demonstrates the difficulties faced by many women in the search for higher education; this professor contributed to the expansion of the Graduate Program in Education in western Pará. Using Cultural History, the research interviewed Maria Lília Colares and found that, despite economic challenges and family instability, she obtained a master's and doctorate, allowing her contribution to the educational system of Santarém.

Baum's thesis (2021) is a case study that examines how a pedagogue named Sofia shapes her view of teaching throughout her life. The research suggests that educators like her, who value dialogue, attribute importance to their practice and learning, influencing new perspectives. The author demonstrates how Sofia's teaching is based on essential values, such as affection, empathy, honesty and respect, which guide her practice and how her affective memories play an important role in promoting dialogic education as an agent of social mobility.

The article by Souza and Castro (2022) portrays the negative impact of the COVID-19 pandemic on the work of women who are teachers in Basic Education in Brazil; Using a bibliographic approach, it examines gender and race relations, highlighting the influence of whiteness since the nineteenth century.

The article by Guedes and Passos (2022) presents us with the construction of the field of the history of education in Brazil and how women educators are recognized in this



context; revealing a lack of recognition of influencers in history of education books, but highlighting the existence of research and projects that seek to value the trajectories of women as protagonists in Brazilian education.

The article by Frazão (2023) explores the training and practices of principals of school groups in Maranhão, focusing on their memories and professional trajectories, using the methodology of Oral History, the author interviewed principals who worked both in the capital and in the interior of the state, this work highlights the relevance of understanding the experiences, knowledge and practices of principals.

The article by Dewes, et al (2023) investigates the trajectory of teacher Ester Troian Benvenuti in rural communities in Caxias do Sul, RS, between 1940 and 1960, based on cultural history and historical documentary analysis, the work analyzes how her representations influenced other women in the area of education in the region and how her proposals contributed to the transformation of local school culture, mediating relations between different social groups.

It is possible to note that there is an initial scarcity from the realization of this State of Knowledge, but the works comprehensively address the presence and contributions of women in Brazilian education. Figures such as Eudésia Vieira, Ana de Castro Osório, Francisca Clotilde, Heleieth Saffioti, Maria Lindomar Martins Vale, Maria Helena Vargas da Silveira, Maria Junqueira Schmidt, Nísia Floresta, Ana Maria Saul, Maria Lacerda de Moura, Elisa Scheid, Aurea Corrêa, Joanna Passos, Maria Lília Colares, Sofia and Ester Troian Benvenuti stand out. The research explores intellectual trajectories, resistance to social and political challenges, pedagogical practices, and the influence on educational history, offering contemporary perspectives, including topics such as female subjectivity, teacher training, and coping with the COVID-19 pandemic.

One can immediately observe the small number of productions found in five years. Let us see how it happens in the survey carried out in the BDTD and in the CAPES database, detailed in Chart 1.

Chart 1 - BDTD and CAPES Publications on the History of Women's Education in Brazil (2019 to 2023)

TITLE	AUTHOR	UNIVERSITY	YEAR	KIND	LOCAL
The intellectual trajectory of Eudésia Vieira: ...	GALVÍNCIO, Amanda Sousa	Federal University of Paraíba – UFPB	2019	Thesis	BDTD
Ana de Castro Osório, a transnational intellectual: ...	MACHADO, Juliana Goulart	University of Caxias do Sul – UCS	2019	Dissertation	BDTD
The pedagogical practice of Francisca Clotilde	FARIAS, Vanessa Pinto Rodrigues	Federal University of Ceará – UFC	2019	Dissertation	CAPES



in education in Aracati					
The history of the education of poor women in primary night school institutions in Uberlândia/MG (1933-1959): a space of struggle and resistance for schooling	SILVA, Carla Cristina Jacinto from	Federal University of Uberlândia Faculty of Education (FACED)	2019	Thesis	BDTD
Maria Auxiliadora Domestic School of Cuiabá: schooling women to sew, embroider and sew (1951-1965)	BARBOSA, Jane Cassia	Federal University of Mato Grosso Brazil Institute of Education (IE) UFMT CUC - Cuiabá Graduate Program in Education	2019	Dissertation	BDTD
Pedagogy of beauty in advertising speeches in the magazine A Vida Moderna: São Paulo (1907-1926)	SOUZA, Gabriel Monteiro de	Federal University of Uberlândia	2019	Dissertation	BDTD
The history of the education of poor women in primary night school institutions in Uberlândia/MG (1933-1959): a space of struggle and resistance for schooling	SILVA Carla Cristina Jacinto from	Federal University of Uberlândia	2019	Dissertation	CAPES
"Grateful mister that, whether you like it or not, is to be a housewife": women's education at the Dona Júlia Domestic School – Cuiabá-MT (1946-1949)	SILVA, Gabriella Moura da	Federal University of Mato Grosso Brazil Institute of Education (IE) UFMT CUC - Cuiabá Graduate Program in Education	2021	Dissertation	BDTD
Education and female participation in the Vargas era	FERREIRA, Marcélia Gomes	Pontifical Catholic University of Goiás – PUC Goiás	2021	Dissertation	BDTD
Unsilenced stories of teachers: ...	ROCHA, Naiara Clerics from	São Paulo State University – UNESP	2021	Thesis	BDTD
Education and representations of women through domestic life: the magazine of the home and the woman, which from hand to hand, travels through	SPINDULA, Alice Lopes	Federal University of Ouro Preto	2021	Dissertation	CAPES

Brazil from end to end (1930 to 1945)					
The Intellectual Trajectory of Heleieth Saffioti ...	SOUSA, Nilvan Lau2	State University of Ponta Grossa – UEPG	2022	Thesis	BDTD
Maria Lindomar Martins Vale: ...	MOURA, Meire Quinta de Almeida	Catholic University of Santos – UNISANTOS	2022	Dissertation	BDTD
"My times as a normalist": memories of students about the School of Family Education of Londrina in the 1960s and 1970s	BARROS, Lucila Monteiro da Silva	State University of Londrina	2022	Dissertation	BDTD
The right to school education for black women (Rio Grande do Norte, 1931-1964)	ALCÂNTARA, Paulo Basílio de	Federal University of Rio Grande do Norte	2022	Dissertation	BDTD

Source: The Authors, based on information from BDTD and CAPES (2019-2023).

The two platforms were searched for so that they could be complementary. We ignored duplicate works, and those that were not in the history of education. In total we found sixteen (16) works – four (4) theses and twelve (12) dissertations. Seven of these studies are concentrated in 2019; four in 2021; and four in 2022. No finds in 2020 or 2023. As previously discussed, there are few works that are demarcated as being in the History of Women's Education, and when considering our descriptor to be quite restricted, it is probably due to this the reduced number of finds.

The concentration in the Southeast regions (6); Midwest (4); Northeast (3); South (2), also draws attention. As well as the lack of finds in the North Region. Socorro França in 2018 draws attention to at least thirteen PPG'S and Damasceno *et al.* (2021) for eleven PPG'S in the North Region, at least thirteen graduate programs in education.

In this sense, we can observe the works individually, as is the case of the thesis by Amanda Galvêncio (2019) addresses the intellectual trajectory of Eudésia Vieira, a professor, doctor, historian and poet in Paraíba. The study argues that Eudésia Vieira played an important role as a cultural mediator of feminine and feminist causes, reconciling traditional and progressive models of women. The research is based on the works and texts of Eudésia Vieira, in addition to investigating biographies, biographical entries and academic research on her intellectual contribution, using a methodology inspired by Historical Hermeneutics.

Juliana Machado (2019) focuses on the analysis of Ana de Castro Osório's role as a cultural mediator in feminist movements, considering the international circulation of her



ideas. Ana de Castro Osório was a Portuguese intellectual, writer, journalist and feminist leader, little recognized in contemporary Brazil. The study seeks to understand how Ana de Castro Osório's contribution to feminist movements can enrich the teaching of History, especially in the context of gender. The study is based on a documentary and historical analysis.

Vanessa Farias (2019) has as its main objective to resignify the pedagogical practice of Francisca Clotilde (1862-1935), focusing on the Externato Santa Clotilde (1891-1935), a school she founded. It is important to highlight that the research uses theoretical categories such as Education, Women and Discourse, anchored in authors such as Foucault, Bakhtin and references in the History of Education. The author uses a theoretical-methodological approach, based on hemerographic and documentary sources.

Carla Silva, in her thesis, seeks to make the history of the school institutions that offered night education to women in the municipality of Uberlândia in the period from 1933 to 1959; starting from the theoretical-methodological assumptions of the New Cultural History, as its theme is the history of the education of poor women in primary night school institutions in Uberlândia/MG. The time frame begins in 1933, the year in which the first night school for girls was located in the municipality, and ends in 1959, the year of the last record of a primary night school found in the documents researched in the public archive of Uberlândia. The conclusions of the study are that these working women were made invisible in their needs as workers and not recognized as women of the house, always being mentioned in a pejorative way.

Jane Barbosa (2019) writes a dissertation on female education, offered by the Maria Auxiliadora Domestic School of Cuiabá, EDMA, between the years 1951 and 1965. It relies on lots of new cultural history such as Marc Bloch, Carlo Ginzburg and Michelle Perrot. And, it takes as conclusions that the education offered at the Maria Auxiliadora Domestic School of Cuiabá was systematized and influenced by conservative religious principles and EDMA, and that it offered training for women focused on the care of the home and family.

Souza (2019), in turn, studied advertising aimed at the female audience, which had been published in the São Paulo magazine *A Vida Moderna* between 1907 and 1926. It is substantiated by the contributions of Cultural History and Bakhtinian analysis. And, he came to the conclusion that advertising functioned as one of the educational instruments responsible for a "pedagogy of beauty", at two levels: body aesthetics and behavioral aesthetics. Regarding the body, beauty was characterized by white and delicate skin and youth, which was shown mainly on the face, décolleté and shoulders; In the realm of



behavior, the concept of beauty demanded from women a competitive spirit and self-determination regarding the duty to be beautiful.

The study by Carla Silva (2019) addresses the history of the education of poor women in primary night schools in Uberlândia/MG between 1933 and 1959. Using the New Cultural History, the research maps and analyzes seven institutions, the profile of the students, and the working conditions of the teachers. It is concluded that, despite social barriers and prejudices, these women resisted and transformed the school space into a common environment for both sexes, challenging the invisibility and lack of recognition of their educational needs and rights.

In Gabriela Silva's dissertation (2021), the same theme as Jane, but in another institution, addressing the female education offered at the Dona Júlia Domestic School - EDDJ, in Cuiabá, between the years 1946 and 1949, the methodology based on the analytical premises of Michel de Certeau (1982) and Paul Ricoeur (2007) was used, from which they came to the conclusion that the training offered to women at EDDJ, point out that the foundation and creation of the EDDJ came from the ideas coming from women from traditional Cuiabá families, for whom domestic knowledge was the basis of learning at the institution, according to conservative religious principles, with the main purpose of training cheap and specialized female labor to work in the homes of families.

Marcélia Ferreira (2021) addresses the theme of education and female participation during the first government of Getúlio Vargas, the study focuses on the ideas of intellectuals in the 1930s, the New School Movement and the structuring of the Brazilian educational system. She investigates how education developed during the Vargas Era (1930-1945), what parameters were established for the professionalization of teachers and how the "Manifesto of the Pioneers of the New School" contributed to this, it also analyzes historically the representation and professionalization of women in education in this period, based on bibliographic and documentary research.

Naiara Rocha (2021) addresses the relationship of women and teachers with knowledge and how this relationship influences their identities and pedagogical practices. The research is based on the narratives of four teachers and explores how their relationships with knowledge shape their mobilizations to promote inclusive education. Using Bernard Charlot's theory of the relationship with knowledge, the author starts from the (auto)biographical method, making use of the narrative interview as an autobiographical narrative device; The thesis highlights the importance of teaching work in building the relationship with knowledge and in the search for an inclusive school.



Alice Spindula (2021) investigated the educational messages of the magazine "Vida Doméstica" between 1930 and 1945, focusing on morals, formal and scientific schooling. Using a methodology of documentary analysis, the research explores how the magazine, by reaching a wide audience in Brazil and internationally, propagated the idea that only well-educated women in various areas could form healthy and moral future citizens. It is concluded that "Domestic Life" played a significant role in shaping social, school, and political practices and strategies, influencing the position of women in society during the Vargas Era and World War II.

Sousa (2022) examines the intellectual trajectory of Heleieth Saffioti and her work "A Mulher na Sociedade de Classes" (1969), which represents a counter-ideology to the dominant patriarchy. Saffioti was a pioneer in the study of women and the capitalist system from a Marxist perspective. Her work analyzes women's education from the Colony to the Republic, highlighting how this contributed to social inequalities and the marginalization of women in capitalist society, employing a bibliographic methodology.

Meire Moura (2022) describes the trajectory of educator Maria Lindomar Martins Vale, seeking to give visibility to her work that goes beyond formal education. The study is a biographical and historical documentary research, which highlights how the educational act transcends the school space and contributes to the construction of the educator's identity in the Baixada Santista. It explores gender segregation in twentieth-century education, highlighting how women fought to win the right to education and professionalization as teachers.

Lucila Barros (2022) tries, in her dissertation, to make us aware of the practices of the School of Family Education of Londrina, by using interviews with the normalistas and analysis of photographs, seeking to go back to their memories. The author considers important the survey of photographs that constitutes a historiographical source and enables the understanding of the History of Women's Education in the second half of the twentieth century from the School of Family Education of Londrina, providing an overview of the History of Women's Education in the city.

As for Alcântara's dissertation (2022), it deals with the history of the education of black women over a period of 33 years (1931-1964), who studied on farms, ranches, villages and cities that are or are not the headquarters of municipalities in Rio Grande do Norte. According to the author, the history of these women's education reveals the search for schooling to overcome the poverty and illiteracy of their parents, the search for social stability for themselves and their families, allowed by the jobs and professions that characterized women's work in the period from 1931 to 1964.



For the survey in the PPG'S of Pará, we carried out the search on the Sucupira Platform, based on the parameters – PPG's of the North, of Human Sciences, Education evaluation area and we worked only with those of the state of Pará - The Graduate Program Education and Culture – PPGEDUC| UFPA; the PPEB - Graduate Program in Curriculum and Management of the Basic School | UFPA; the PPGED - Graduate Program in Education |UFPA; the PPGED - Graduate Program in Education | UEPA; and the Graduate Program in Education – PPGE| UFOPE.

Chart 3- Publications from 2019 to 2023 of graduate programs in Education in Pará (PPGED/PPGDUC|UFPA), (PPEB/UFPA), (PPGED/UEPA), (PPGE| UFOPA)¹¹ on the History of Women's Education

TITLE	AUTHOR	UNIVERSITY	YEAR	KIND
PPGEDUC UFPA				
Practices, knowledge and resistance of women in the historical and cultural context during the period of rubber extraction on the island of Itanduba, municipality of Cametá/PA	FARIAS, Meurygreece Caldas	Federal University of Pará – UFPA	2019	Dissertation
It's easy to be a Christian when you live well like them": education, culture and women's engagement in Angola (1939 – 1970)	PINHEIRO, Daelem Maria Rodrigues	Federal University of Pará – UFPA	2023	Dissertation
PPGED UFPA Belém				
Educational practices of the congregations daughters of St. Anne and Sisters of St. Dorothea in the formation of women in Belém do Pará (1906-1927)	Silva, Tayana Helena Cunha	Federal University of Pará – UFPA	2020	Dissertation
The Congregation of the Daughters of Mary Help of Christians and Salesian female formation at the Don Bosco Institute in Belém do Pará: between education, religion and work (1935 – 1942)	CALLOU, Maria Lucirene Sousa	Federal University of Pará – UFPA	2023	Thesis
The primary school teacher in the female characters in the novelistic works of	NERY, Guthemberg Felipe Martins	Federal University of Pará – UFPA	2023	Thesis

¹¹ UFRA and UNIPEESPA do not have a Graduate Program in Education.



Lindanor Celina (1920-1930)				
PPEB UFPA Belém				
PROFESSOR MARIA ANNUNCIADA RAMOS CHAVES: contributions to the History of Brazil and to the teaching of History in the context of national-developmentalism	GOLOBOVANTE, Smile de Souza	Federal University of Pará – UFPA	2020	Dissertation
History of basic education at the women's re-education center-CRF (2006-2016)	MUNIZ, Diana Helena Alves	Federal University of Pará – UFPA	2020	Dissertation
Stories of black teachers from public schools in the municipality of Belém do Pará, from 2004 to 2014	PIMENTEL Thaís Pimenta	Federal University of Pará – UFPA	2022	Dissertation
UEPA BETHLEHEM				
Life narratives of early childhood education teachers: teachers' memories and identities under construction	MAIA, Marcia Maria de Oliveira	University of the State of Pará - UEPA	2022	Dissertation
Miriense female education at the Aristóteles Emiliano de Castro Municipal School from 1960 to 1985	CABRAL, Rayanne Correa	University of the State of Pará - UEPA	2023	Dissertation
Monte Serrat and the desire to be: black intellectual, writer and educator from Abaetúba	TRINDADE, Joelma da Silva	University of the State of Pará - UEPA	2023	Dissertation
Writings on the education of women teachers in the periodical the school: official teaching magazine (1900-1904)	MARQUES, Natalia Priscila de Souza	University of the State of Pará - UEPA	2023	Dissertation

Source: The Authors, based on the graduate programs in force at Universities in Pará.

In Chart 3, it can be seen that, in the last five years, in the graduate programs in Education, only two works were found in PPGED/UFPA (1) and PPEB/UFPA (1) that portray the history of women's education (Silva, 2020) and the contributions of a teacher (Golobovante, 2020), since in this research other graduate programs of universities in Pará were considered, such as UEPA – University of the State of Pará, UFRA – Federal Rural University of the Amazon and UFOPA – Federal University of Western Pará).



Although the work of Meurygreece Farias (2019) is more like women's history, it highlights the knowledge constituted by these practices, when investigating the participation of riverside women in rubber extraction. Using qualitative methodology with interviews and oral history, it was concluded that these women played a crucial role in the local economy and family management. Their experiences showed resistance and female power in a sexist context. The narratives highlighted the resilience of these women in the face of the adversities of working in the rubber plantations.

The work of Daelem Pinheiro (2023) sought to understand the political action of women in the process of independence of Angola and the Methodist educational influence, especially of figures such as Deolinda Rodrigues in the anti-colonial resistances. Using qualitative methodology with analysis of historical documents and digital collections, the research was based on diaries, missionary declarations and period photographs. It was concluded that the formal education promoted by the Methodist missions provided greater educational opportunities for many Angolans, strengthening the struggle against Portuguese colonialism. Women, in particular, stood out in the resistance, highlighting the importance of education in political and social formation.

The study by Tayna Silva (2020) addresses the education of poor girls in Belém do Pará, at the beginning of the twentieth century, by the congregations of the Daughters of St. Anne and the Sisters of St. Dorothy. Using the methodology of Marc Bloch's Comparative History, the research analyzes historical documents collected in public and private archives. Initial findings indicate that these congregations contributed significantly to the formation of women, preparing them to be mothers and loyal citizens of the new Republic, while maintaining religious education as an essential pillar. These educational practices were part of the appreciation of the homeland and the promotion of civility and republican progress.

Maria Lucirene Callou (2023), in turn, in her thesis, analyzes the formation of women by the Congregation of the Daughters of Mary Help of Christians at the Don Bosco Institute in Belém do Pará between 1935 and 1942. Using the technique of Documentary Analysis and grounded by theorists such as Marc Bloch, Edward Thompson and Pierre Bourdieu, the research examines educational action and Salesian institutional culture. The conclusions indicate that the congregation implemented an educational project that reconciled primary, vocational education and festive oratory, encouraging training for work in a context where the Church associated female destiny with motherhood and marriage, demonstrating significant educational action for women's work in the city.

In Nery's study (2023), we will find an analysis of the discourses about the primary school teacher in the novels "Menina Que Vem de Itaiara" and "Eram Seis Marcados" by



Lindanor Celina, focusing on the fictional school context of Itaiara/Bragança-PA between 1920 and 1930. Using the theoretical-analytical propositions of Mikhail Bakhtin, the research treats literary works as documentary sources. The conclusions indicate that the novels present ideological and polyphonic discourses, revealing characters who sometimes represent the dominant "ideal teacher" at the time, sometimes configure themselves as transgressive "future teachers". These characters challenged current educational norms, standing out for their courage and search for autonomy.

Golobovante (2020), investigates the influence of Professor Annunciada Chaves on the History of Brazil and on the teaching of the discipline during the period of national-developmentalism. Highlighting the political and educational conjuncture between 1945 and 1964, the research analyzes the trajectory of the teacher and discusses her historiographical and teaching conceptions, especially through the work "Sugar in the History of Brazil", evidencing the relevance of the teacher in the transition of historiographical and educational approaches in the History of Brazil and in the teaching of this discipline.

About Diana Muniz (2020), her research investigated basic education at the Women's Reeducation Center (CRF) in Pará between 2006 and 2016, focusing on the changes brought about by the Educating for Freedom Project. Using a theoretical approach and documentary methodology, documents from the School of Penitentiary Administration and the CRF, such as class diaries and pedagogical records, were analyzed. The research concludes that the implementation of this project was crucial for the consolidation of basic education in prisons, evidencing significant changes in the educational trajectory of women in deprivation of liberty.

The dissertation by Taís Pimentel (2020) analyzed, through Oral History, the pedagogical strategies of black teachers in public schools in Belém do Pará between 2004 and 2014, aiming at valuing black identity. Using interviews as the main method, the investigation revealed that the black identity formation of these teachers served as resistance and social ascension. The pedagogical practices were focused on valuing black characteristics and deconstructing social stigmas, highlighting the importance of black representation in teaching. The personal experiences of the teachers influenced their educational approaches, contributing to a more just and egalitarian society.

Marcia Maia's (2022) dissertation touches on the History of Women's Education, since it investigates teacher identity in early childhood education and its relationship with pedagogical practices, based on teachers' memories. The methodology included field research with narrative interviews of three teachers from an EMEI in Belém/PA, theoretically



supported by authors such as Nóvoa, Freire and Vygotsky. A qualitative approach and content analysis were used to interpret the data collected. The results reveal reflections on the construction of teacher identity and pedagogical practice, highlighting aspects that influence the choice to work in early childhood education and the quality of education offered. It is important to note that this is not a declared HE work, but an approximate one.

The work of Rayane Cabral (2022) investigated female education at the "Aristóteles Emiliano de Castro" school in Igarapé-Miri, Pará, between 1960 and 1985, using the orality of three teachers to explore their experiences as educators. The methodology adopted Cultural History, analyzing documents, photographs and conducting oral interviews. The results reveal that the teachers resisted the authoritarianism of the time through critical and enlightening pedagogical practices, both inside and outside the school. These practices reflected the opposition to the civil-military regime, integrating itself into the opposition movement of Brazilian society during the dictatorship.

About the study by Joelma Trindade (2023), it explores the personal and professional history of Maria do Monte Serrat Carvalho Quaresma, a black woman, writer, teacher and poet from Abaetetuba, Pará. Using documentary research and oral narratives, the objective was to analyze his trajectory from 1940 to 1970, mapping knowledge and practices, and characterizing his teaching at the Basílio de Carvalho School Group. The results show how Serrat, despite inequalities and prejudices, influenced education with innovative practices and a strong connection with nature and spirituality, contributing significantly to the history of women's education.

The research by Natália Marques (2023) demonstrates the publications of normalist teachers on education in the journal "A Escola: Revista Oficial de Ensino" between 1900 and 1904, linked to the Graduate Program in Education at the University of the State of Pará. Adopting the perspective of Cultural History, texts by teachers such as Zalina Rolim, Maria Pinheiro Arthur, Claudia de Campos and Marianna Vianna were analyzed. The results show that, despite the limited space and the predominantly male context, these educators managed to publish ideas about games, child development, patriotism and solidarity, contributing to the educational debate of the time.

We would like to highlight, based on the analysis of these studies, that most of them were conducted by women. For this reason, and in an attempt to circumvent the invisibility that we women suffer when we indicate ourselves under the surname of our fathers and/or husbands, we choose to emphasize the names of the women involved, including their first and last names. We hope that this highlight serves as a claim, so that all of us, women



researchers, can be recognized in academic research and receive due credit for the efforts undertaken.

Women researchers who are dedicated to conducting studies on other women contribute to the continuity of a vital perspective, providing subsistence and recognition to the countless women who have gone through cycles of social transformation. This approach not only enriches the academic research landscape but also underscores the importance of understanding and valuing women's experiences over time.

CONCLUSIONS

The initial research on the history of women in education in the last five years reveals an unequal distribution of works, with emphasis on the CAPES journals, which present eighteen (18) studies, followed by the Theses and Dissertations Bank, with seven (7), and only two (2) in the graduate programs of UFPA, most of the studies are concentrated in the South and Southeast regions of Brazil, with lower representation in the North and Midwest regions.

The themes explored range from political participation in feminist movements to the condition of women in patriarchal society, reflecting the diversity of perspectives on female education, the predominant methodology in these works involves bibliographic, documentary and historical research, using varied sources, such as biographies, official documents and autobiographical accounts of the educators studied.

Another pertinent issue is the fact that most of the works are not presented as the history of women's education, but rather the history of institutions, religious congregations, and women's education appears in the background. This also results in the fact that in most of these studies women appear as subjects who suffer the educational act, and not as protagonists, proposers, creators, and resisters. It is certainly a question to reflect on in the subsequent production of a writing on education and women, two recognitions: to make explicit the History of Women's Education subfield and to place them in the position of active subjects.

There is a need to expand the recognition of women as historical and intellectual subjects, as well as a more in-depth investigation of the influence of gender on teacher identity, highlighting challenges and resistance faced by teachers throughout history.



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