



Systematic Review: Mapping of Research on the Careers of Salesian and Lay Educators in the Educational Field of Mato Grosso do Sul¹

Revisão Sistemática: mapeamento de produções sobre a trajetória de educadores salesianos e educadores laicos no campo educacional de Mato Grosso do Sul

Revisión sistemática: análisis de la producción científica sobre la trayectoria de los educadores salesianos y los educadores laicos en el ámbito educativo de Mato Grosso do Sul

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Abstract

This article presents a systematic review aimed at mapping and analyzing regional academic studies that focus on the careers of Salesian and lay educators working in southern Mato Grosso, a region that corresponds to the current state of Mato Grosso do Sul. The categorization and organization of the data were carried out using the Sumarize Platform, developed by the Center of Excellence in Social Technologies (NEES) at the Federal University of Alagoas. The analysis identified studies discussing the careers of educators who shaped the history of regional education, the theoretical frameworks employed in these investigations, and the contributions of these works to the field of the history of education in Mato Grosso do Sul. The findings highlight the importance of studies on biographical trajectories in the field of education, demonstrating how educators' life stories, experiences, and strategies have contributed to the history of education in regional and national contexts.

Keywords: History of education; Systematic review; Educators.

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Resumo

Este artigo apresenta uma revisão sistemática, cujo objetivo foi mapear e analisar produções acadêmicas regionais que têm como objeto de estudo a trajetória de educadores salesianos e de educadores laicos atuantes no sul de Mato Grosso, região que corresponde ao atual estado de Mato Grosso do Sul. A categorização e a organização dos dados foram realizadas por meio da Plataforma Sumarize, desenvolvida pelo Núcleo de Excelência em Tecnologias Sociais (NEES) da Universidade Federal de Alagoas. A análise permitiu identificar pesquisas que discutem a trajetória de educadores que marcaram a história da educação regional, como também os referenciais teóricos mobilizados nessas investigações e as contribuições dessas produções para o campo da história da educação sul-mato-grossense. Os resultados evidenciam a importância dos estudos das trajetórias biográficas no campo educacional, mostrando como as histórias de vida, as experiências e as estratégias de educadores contribuíram para a história da educação em contextos regionais e nacionais.

Palavras-chave: História da Educação; Revisão Sistemática; Educadores.

Resumen

Este artículo presenta una revisión sistemática cuyo objetivo ha sido recopilar y analizar los trabajos académicos regionales que tienen como objeto de estudio la trayectoria de los educadores salesianos y de los educadores laicos que ejercen su labor en el sur de Mato Grosso, región que corresponde al actual estado de Mato Grosso do Sul. La categorización y organización de los datos se llevó a cabo mediante la plataforma Sumarize, desarrollada por el Núcleo de Excelencia en Tecnologías Sociales (NEES) de la Universidad Federal de Alagoas. El análisis permitió identificar investigaciones que abordan la trayectoria de educadores que marcaron la historia de la educación regional, los marcos teóricos utilizados en estas investigaciones y las contribuciones de estas producciones al campo de la historia de la educación en Mato Grosso do Sul. Los resultados ponen de manifiesto la importancia de los estudios sobre las trayectorias biográficas en el ámbito educativo, mostrando cómo las historias de vida, las experiencias y las estrategias de los educadores han contribuido a la historia de la educación en contextos regionales y nacionales.

Palabras clave: Historia de la educación; Revisión sistemática; Educadores salesianos.

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Introduction

This article presents the results of a systematic review (SR) aimed at mapping and analyzing academic works that focus on the trajectories of Salesian and lay educators² who worked in the educational field in the southern region of Mato Grosso. In seeking to identify gaps in the field of the History of Education regarding the *Salesianos de Dom Bosco* (SDB) and the *Filhas de Maria Auxiliadora* (FMA), the study recognizes the importance of these educators within the educational landscape and notes a lack of research outlining the trajectories of both Salesian and lay educators who played significant roles in education in the state of Mato Grosso and, specifically, in the southern part of the former Mato Grosso, now known as Mato Grosso do Sul.

The chosen timeframe, 2012 to 2022, is justified for two reasons. First, it corresponds to the period of greatest consolidation for research about the trajectories of educators in southern Mato Grosso, conducted within graduate programs in Education in the state of Mato Grosso do Sul. Second, during this interval, there was an intensification in the production of studies focused on the History of Education and teaching trajectories, which significantly expanded the scope of the field under investigation.

The *Salesianos de Dom Bosco* are part of the Salesian Congregation founded in 1859 and known as the *São Francisco de Sales*, which originated in the Piedmont region of Italy. This Congregation established itself in Brazil in 1883, distinguishing itself as an institution of historical significance due to its more than 100 years of activity in the country's educational sector (Azzi, 1983).

The *Filhas de Maria Auxiliadora*, a congregation of religious women, are also part of the Salesian Congregation. They arrived in Brazil in 1894, a decade after the arrival of the Salesians, initially settling in São Paulo; later, they were directed to the state of Mato Grosso, where they established themselves in Cuiabá. There, they worked with the region's indigenous peoples alongside the Salesians and provided support to the Diocese of Cuiabá. Subsequently, they were sent to the southern part of Mato Grosso. The two congregations operated in three specific sectors: education, healthcare, and missionary work (Azzi, 2002).

The first educational institutions for women in southern Mato Grosso were founded by Salesian educators. The SDB educated boys, and the FMA educated girls according to the Catholic faith, utilizing the Preventive System.³

A systematic review is understood as a multi-stage technique used for the analysis, synthesis, and drawing of conclusions from data. According to Costa and Zoltowski (2014, p. 56), the stages of a systematic review consist of "[...] defining the research question, selecting databases and search keywords, selecting articles, establishing inclusion and exclusion criteria, extracting data from the selected articles, and synthesizing and drawing conclusions from the data."

Following the guidelines of Costa and Zoltowski (2014), the first step of a systematic review involves defining the guiding questions for the investigation. In the present research, these questions were formulated based on an initial interest in identifying scholarly works regarding educators linked to the Salesian mission. However, given the scarcity of specific research about this group, the scope was broadened to include studies about the trajectories of other educators who worked in the southern part of the former Mato Grosso state, thereby

² In this research, the term "lay educators" is used to refer to educators or teachers not affiliated with the religious institutions of the *Salesianos de Dom Bosco* or the *Filhas de Maria Auxiliadora*.

³ Don Bosco's Preventive System is a pedagogical approach based on three principles: reason, religion, and *amorevolezza* and its primary goal is to provide a moral, religious, and civic education aimed at "forming good Christians and honest citizens" (Cogo, n.d., p. 7).

allowing the Salesian presence to be contextualized within the broader history of regional education. Thus, the questions guiding this systematic review are:

How do academic works from Post graduate Programs in Education in Mato Grosso do Sul discuss the trajectories of Salesian and lay educators who worked in the field of regional History of Education?

What kind of methodologies and theoretical frameworks are mobilized in this research to analyze the educators' trajectories within the context of the History of Education?

What contributions do these works offer to the understanding of the regional History of Education?

This systematic review utilized categorization performed via the Sumarize Platform, developed by the *Núcleo de Excelência em Tecnologias Sociais* (NEES) research group, affiliated with the Institute of Computing at the Federal University of Alagoas, based on the understanding that a systematic review is a rigorous research process requiring the documentation of every stage.

As stated by Kitchenham⁴ (2004, p. 2), “[...] systematic reviews document their search strategy so that readers can assess their rigor and completeness.” Therefore, this systematic review aims to identify and analyze works regarding the trajectories of Salesian and lay educators who were active at the regional level.

This article is divided into three sections: the first discusses the concept of a systematic review; the second analyzes the works identified during the data extraction process; and, finally, the final considerations are presented.

Systematic review: a rigorous research process

The focus of this section is the relevance of conducting a scientific survey using the systematic review methodology. Therefore, the discussion covers the definition of a systematic review, the development of its research protocol, and how this procedure was carried out in the present study. According to Sampaio and Mancini (2006), a systematic review is a type of study review that utilizes existing literature to identify research about a specific topic; it employs explicit, systematized strategies and methods for searching, analyzing, and synthesizing information, and is also useful for identifying topics that require further research.

The authors state that three steps must be considered to initiate a systematic review: “[...] defining the review's objective, identifying the literature, and selecting studies eligible for inclusion” (Sampaio; Mancini, 2006, p. 85). In this regard, they highlight the need to formulate a clear research question and to have two researchers responsible for developing a protocol that addresses the following stages: “[...] how studies will be located, inclusion and exclusion criteria for articles, definition of outcomes of interest, verification of result accuracy, determination of study quality, and analysis of the statistics used” (Sampaio; Mancini, 2006, p. 85).

According to Galvão and Pereira (2014), systematic reviews are secondary studies that use primary studies as their source material for analysis and comprise the following stages: “[...] (1) formulation of the research question; (2) literature search; (3) article selection; (4) data extraction; (5) assessment of methodological quality; (6) data synthesis (meta-analysis); (7) assessment of evidence quality; and (8) writing and publication of results” (Galvão; Pereira, 2014, p. 183).

⁴ Systematic reviews document their search strategy so that readers can access its rigor and completeness.

According to researcher Kitchenham⁵ (2004, p. 1), a systematic review is a rigorous methodology followed by a research technique:

A systematic review is a rigorous bibliographic research methodology that aims to identify primary and secondary studies related to a specific research topic. It allows for the evaluation and interpretation of all relevant research on a given subject or topic of interest.

In addition to being rigorous, a systematic review must follow a methodological approach; however, there are differences among researchers regarding this approach. For Sampaio and Mancini (2006) and Galvão and Pereira (2014), a systematic review requires defining the research problem, the review objective, and the scope of the literature, as well as selecting the studies to be included, before establishing the research protocol. According to Kitchenham (2004, p. 3):

The systematic review entails three main phases, planning the review, conducting the review, and reporting the review, with the planning phase involving steps such as identifying the research, selecting primary studies, evaluating study quality, extracting and monitoring data, and synthesizing data.

As previously mentioned, this systematic review utilizes the Sumarize Systematic Review Platform, which employs methodological steps seemingly similar to those of Kitchenham (2004); therefore, it follows these stages: planning, conducting, and reporting.

The first stage, planning, includes the protocol, a crucial instrument that ensures the systematic review steps are followed. It embodies the necessary rigor and must be made available so that other researchers can follow the process and verify the results. According to Barbosa et al. (2019, p. 301), “[...] it is recommended that this protocol be registered in databases accessible to other researchers and health managers; this demonstrates transparency in the systematic review execution process.”

The planning protocol for the systematic review (SR) on the Sumarize Platform comprises the following stages: objective, search methodology, research question, keywords, search strings,⁶ sources, selection criteria, and the identification of a lead reviewer. The quality criteria for this review, as well as the objectives and research questions, were outlined in the article's introduction; however, the criteria used in this systematic review's protocol are emphasized here, specifically, the planning protocol covering the objectives, research questions, keywords, search strings, sources⁷ searched, and inclusion and exclusion criteria.

⁵ This document summarises the stages in a systematic review into three main phases: Planning the Review, Conducting the Review, Reporting the Review. The stages associated with planning the review are: 1. Identification of the need for a review 2. Development of a review protocol. The stages associated with conducting the review are: 1. Identification of research 2. Selection of primary studies 3. Study quality assessment 4. Data extraction & monitoring 5. Data synthesis.

⁶ Strings are filters—database tools used to exclude searches that fall outside the researcher's field of interest.

⁷ On the Sumarize Platform, the databases or repositories where the works are found are identified as the source. In this systematic review, the term "repository" is used to refer to the platform where the works were located.

1. The general objective is to map and analyze academic works that examine the trajectories of Salesian and lay educators who worked in the educational field in southern Mato Grosso.
2. The research questions listed to examine this systematic view are: How do academic works from Postgraduate Programs in Education in Mato Grosso do Sul discuss the trajectories of Salesian and lay educators who were active in the field of regional History of Education? What methodologies and theoretical frameworks are mobilized in this research to analyze the trajectories of educators within the context of the History of Education? What contributions do these works offer to the understanding of regional History of Education?
3. Dissertations and theses found in the repositories of the Postgraduate Program in Education at the Federal University of Mato Grosso do Sul (UFMS), the Postgraduate Program in Education at the State University of Mato Grosso do Sul (UEMS), and the Postgraduate Program in Education at the Federal University of Grande Dourados (UFGD) were analyzed.
4. The keywords used were: history of education; regional history of education; educators/teachers; Salesian educators; biographical trajectory; biography; memory.
5. The defined keywords formed the following search strings, combined with Boolean operators⁸: history of education AND Salesians; regional history of education AND educators; educators/teachers AND biographical trajectory; Salesian educators AND history of education; biography AND history of education; memory AND history of education.
6. The defined inclusion criteria were: works published between 2012 and 2022; works focusing on Salesian or lay educators; and works addressing the trajectories of educators within the field of History of Education.
7. The defined exclusion criteria were: works falling outside the specified time period; works not focusing on educators (teachers) or biographical trajectories; and works such as articles, undergraduate thesis papers, and conference proceedings.

Based on the presented protocol, the results found in the repositories of the Postgraduate Programs in Education at the respective universities are discussed. The search for and importation of the publications were carried out manually on the Sumarize Platform, as an automated search is not possible given that the selected repositories are not linked to the platform. The search results yielded 33 publications, including the theses and dissertations incorporated into the systematic review process, as shown in Figure 1.

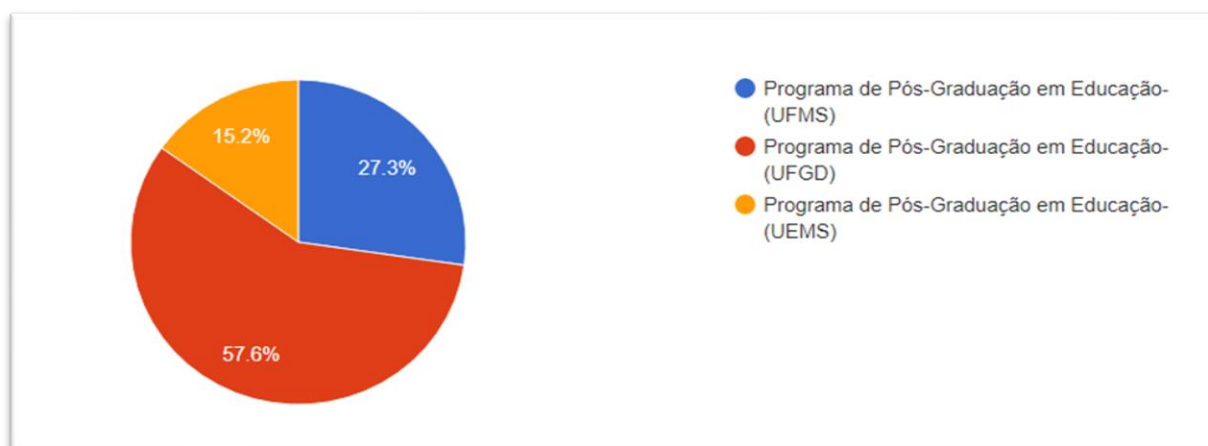
⁸ Boolean operators are logical operators that allow you to combine terms or keywords in search databases, leading to more precise search results. The Boolean operators are AND, OR, and NOT.

Figure 1 – Results of outputs imported into the Sumarize Platform.

Fonte	Estudos Importados	
Programa de Pós-Graduação em Educação-(UEMS)	5	
Programa de Pós-Graduação em Educação-(UFGD)	19	
Programa de Pós-Graduação em Educação-(UFMS)	9	

Source: Sumarize (2024)

Figure 2 presents, as a percentage, the number of works included in the systematic review. The Postgraduate Program in Education at UFGD had the highest number of included works; the Postgraduate Program in Education at UFMS ranked second; and the Postgraduate Program in Education at UEMS ranked third.

Figure 2 - Percentage of included works by Postgraduate Program in Education

Source: Sumarize(2024)

The conduct phase is a crucial step, as it involves the initial analysis of the publications and the selection of studies based on pre-defined criteria. Titles and abstracts are evaluated to exclude studies that are not clearly related to the topic (Donato & Donato, 2019, p. 232). The conduct phase was one of the most significant stages of this systematic review; it involved reviewing titles and abstracts on the Sumarize Platform and accepting or rejecting publications based on the inclusion and exclusion criteria defined in the systematic review protocol.

The process of including and excluding sources must be as transparent as possible to ensure the review's credibility. Only then can readers assess the review's comprehensiveness, and other scholars in the field can more confidently (re)use the results in their own research (Brocke *et al.*, 2009, p. 2, cited in Okoli, 2019, p. 7).

During the conduct phase, 10 publications were selected for inclusion and proceeded to the next stage of the systematic review: data extraction and analysis. This process enables an understanding of the questions addressed in this systematic review. Chart 1 presents the number of publications included for analysis, categorized by repository.

Chart 1 – Number of publications included from Repositories

Repository	Included
Postgraduate Program in Education at UFMS	05
Postgraduate studies Program in Education at UFGD	03
Postgraduate studies Program in Education at UEMS	02
Total number of productions included	10

Source: Prepared by the authors (2024).

In this systematic review, 23 publications were rejected based on the exclusion criteria: works not published within the timeframe defined in the protocol and works that did not focus on Salesian or lay educators, given that the objective was to identify publications centering on these groups. Chart 2 presents the total number of excluded publications by repository.

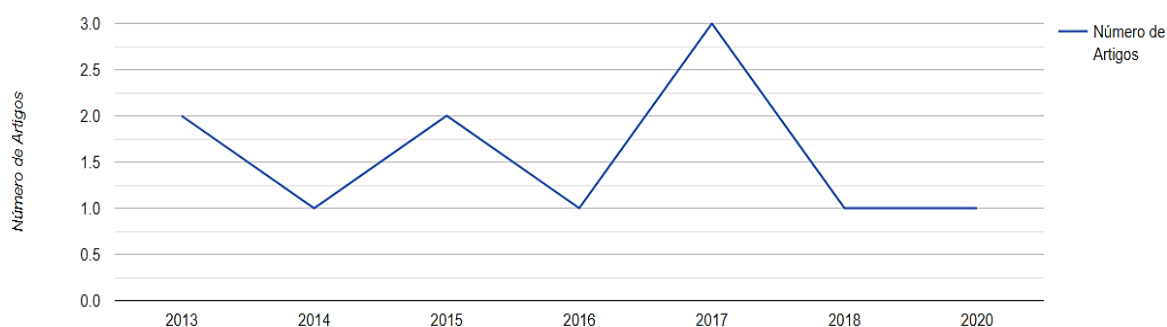
Chart 2 – Excluded publications by Repositories

Repository	Excluded
Postgraduate Program in Education at UFMS	04
Postgraduate studies Program in Education at UFGD	16
Postgraduate studies Program in Education at UEMS	03
Total number of productions excluded	23

Source: Prepared by the authors (2024).

The timeframe established for this search protocol was 2012 to 2022. It is noted that, during this period, there was a significant number of works regarding the trajectories of educators, with ten studies selected for analysis. Although a gap exists in regional historiography—particularly concerning the memories and trajectories of educators—at least one study was produced annually over the last decade.

Graph 1 – Year with the highest number of productions



Source: Sumarize (2024).

Graph 1 represents the period under study, revealing substantial growth in the number of publications in 2017. The next section presents the accepted publications and the corresponding analyses.

Data extraction and analysis: focusing on studies regarding the career paths of Salesian and lay educators

This section aims to present the results of the data extraction and analysis conducted during this systematic review. A total of 10 publications were accepted comprising two doctoral theses and eight master's dissertations. All these works fall within the field of education, as the review protocol restricted the search to publications from Postgraduate Programs in Education in the state of Mato Grosso do Sul. The publications included in the analysis are presented in Chart 3.

Chart 3: Analyzed theses and dissertations

Title	Author	Institution	Year
<i>Ana Wollerman: educação e evangelização em Amambai-MS (1947-1954)</i>	Márcio José de Oliveira Rocha	UFGD/ Dissertation	2013
<i>Memórias e trajetórias de professores egressos do curso de magistério da escola “Menodora Fialho de Figueiredo” de Dourados (1971- 2001)</i>	Maria do Carmo Campos da Silva Silva	UFGD Dissertation	2013
<i>A trajetória da normalista Maria Constança Barros Machado no sul de Mato Grosso (1913- 1966)</i>	Gilberto Abreu de Oliveira	UEMS Dissertation	2014
<i>Maria Constança Barros Machado: um estudo das representações sociais sobre a professora e diretora do primeiro ginásio público campo-grandense</i>	Daniela Felisberto da Silva	UFMS Dissertation	2015
<i>A trajetória de Wilma Rodrigues de Souza: formação e identidade de uma professora negra no sul de Mato Grosso</i>	Larissa Martins Costa	UEMS Dissertation	2015
<i>Agentes e ações curriculares na história da escola estadual Maria Constança Barros Machado (1941-1966): a construção da representação de “exemplaridade”</i>	Maria Cecilia Serafim Silva	UFMS Dissertation	2016
<i>Ensino secundário e agentes intelectuais no sul de Mato Grosso (1931-1961)</i>	Heloise Vargas de Andrade	UFMS Dissertation	2017
<i>Cecília Meireles, as meninas e sua educação (1901-1940)</i>	Nubea Rodrigues Xavier	UFGD Thesis	2017
<i>Trajetória biográfica do professor Luiz Alexandre de Oliveira: em estudo a comunidade e a escola de Japoneses Visconde de Cairu no sul de Mato Grosso (1930-1950)</i>	Stephanie Amaya	UFMS Dissertation	2018
<i>Episódios da trajetória biográfica de Oliva Enciso: A Gênese de instituições educativas, filantrópicas e profissionalizantes não estatais no sul do antigo Mato Grosso (1930-1970)</i>	Adriana Espindola Britez	UFMS Thesis	2020

Source: Prepared by the authors (2024).

The works presented here are research studies employing various approaches and belonging to research lines focused on the history of education, memory and society; histories, policies, and education; or education, culture, and society. These studies examine the life histories and trajectories of figures who played a role in the Brazilian or regional educational landscape.

The analysis identifies three works from the Postgraduate Program in Education at the Federal University of Grande Dourados: one doctoral thesis and two master's dissertations.

Researcher Xavier's thesis (2017) analyzes the perceptions and character of educator, intellectual, and journalist Cecília Meireles through her autobiographical and journalistic writings. One of the study's objectives is to present the elements that shaped the development and individual identity of Cecília Meireles, tracing her journey from girlhood to womanhood. The researcher employs the sociological framework of Norbert Elias, concluding that the writer through her work, sought strategies of resistance within the political and social spheres in her roles as an educator, journalist, and woman.

Researcher Rocha (2013) aims to analyze the trajectory of missionary educator Ana Wollermann, who engaged in evangelism by opening schools and training leaders in the city of Amambaí, Mato Grosso do Sul (1947–1954). During this period, the educator lived in the city and began evangelizing the local society: “At a time when the public school presence in the state of Mato Grosso was still scarce (1940s–1960s), Ana Wollermann opened over 11 schools and participated in creating missionary training courses. Was her project missionary-ideological? Yes, but which one isn't?” (Rocha, 2013, p. 1). In order to analyze this dissertation, the researcher used the theoretical framework of Norbert Elias's sociology. This theory is complemented by the work of Cultural History scholars such as Chartier, Pesavento, and Certeau. Additionally, to incorporate oral history, the study drew upon accounts from teachers and students who had been connected to educator Ana Wollermann.

Silva's (2013) dissertation, titled “*Memórias e trajetórias de professores egressos do curso de magistério da escola 'Menodora Fialho de Figueiredo' de Dourados (1971–2001)*”, aims to analyze the career paths of teachers who graduated from the institution. The researcher draws on Tanuri (1979) and Nóvoa (1992) to discuss teacher training; Bloch (1994) and Hilsdorf (2003) to discuss the history of Brazilian education; Bosi and Le Goff to address the concept of memory; and Alberto (1990) and Meihy (1994) for the analysis of oral history.

Within the Postgraduate Program in Education at the State University of Mato Grosso do Sul (UEMS), two dissertations are analyzed:

In her dissertation titled “*A trajetória da normalista Maria Constança de Barros Machado no sul de Mato Grosso, no período de 1913 a 1966*”, Oliveira (2014) analyzes the educator's training and professional practice based on her trajectory in the educational field. For the research analysis, he relies on the theoretical framework of Ginzburg (1989); for the analysis of oral sources, he utilizes theorists Thompson (1992) and Albertini (2004); and, engaging with Cultural History, he draws upon theorists Chartier (1988; 1991), Certeau (2002; 2012), Burke (1992; 2008), and Pesavento (2005).

The dissertation by researcher Costa (2015), titled “*A trajetória de Wilma Rodrigues de Souza: formação e identidade de uma professora negra no sul de Mato Grosso*”, aims to understand the training and identity formation of black teachers working in the southern region of the former state of Mato Grosso. The researcher grounds her analysis in the New Cultural History, drawing on theorists such as Ginzburg (1989) and Certeau (2013). For the study of oral sources, she adopts the oral history methodology, based on the work of Meihy and Holanda (2010).

The works analyzed from both the Postgraduate Program in Education at UFGD and the Postgraduate Program in Education at UEMS, contribute to the discussion of the issues raised in this systematic review, as they investigate the trajectories of Salesian and lay educators while offering relevant theoretical references from the field of Cultural History.

Regarding the Postgraduate Program in Education at UFMS, one doctoral thesis and four master's dissertations were analyzed. The dissertation by Silva (2015), titled intitulada *“Maria Constança Barros Machado: um estudo das representações sociais sobre a professora e diretora do primeiro ginásio público campo-grandense”* focuses on representations of the educator Maria Constança Barros Machado. Silva utilized memoir-based and documentary sources to establish the empirical foundation and drew upon the theoretical framework of Pierre Bourdieu.

In her dissertation titled *“Agentes e ações curriculares na história da Escola Estadual Maria Constança de Barros Machado (1941-1966): a construção da representação da ‘exemplaridade’*”, Silva (2016) examined the identities of the educational agents Maria Constança de Barros Machado and Ernesto Garcia de Araújo, with the objective of understanding the curricular actions implemented by teachers at the institution, which contributed to the construction of the school's reputation as an exemplary institution. In the research, Silva also presents the biographies of other educators who were part of the educational landscape. The researcher employs the theoretical-methodological frameworks of Pierre Bourdieu and scholars who engage with his work, such as Nogueira and Nogueira (2004).

Andrade's (2017) dissertation, titled *“Ensino secundário e agentes intelectuais no sul de Mato Grosso (1931-1961)”* discusses how secondary education managed to provide a humanistic education to intellectual agents, seeking to understand, through the memories of these agents, how their secondary education shaped them. The sources used included oral reports, memoirs, and documents from secondary education institutions. Pierre Bourdieu's theory was used to analyze these sources.

In her dissertation titled *“Trajetória biográfica do professor Luiz Alexandre de Oliveira: em estudo a comunidade e a escola de japoneses Visconde de Cairu no sul de Mato Grosso (1930-1950)”*, Amaya (2018) investigated the biographical trajectory of educator Luiz Alexandre de Oliveira and his relation with the Japanese community and the Visconde de Cairu School. She utilized Pierre Bourdieu's theoretical frameworks, specifically the concepts of *habitus*, strategy, field, and forms of capital, to analyze the sources, which included memoirs, autobiographical works, and documents.

In the thesis authored by Britez (2020), titled *“Episódios da trajetória biográfica de Oliva Enciso: a gênese de instituições educativas, filantrópicas e profissionalizantes não estatais no sul do antigo Mato Grosso (1930-1970)”*, the researcher reconstructs the biographical trajectory of educator Oliva Enciso. This reconstruction focuses on the origins of non-state philanthropic and vocational educational institutions, as well as her development as a woman active in public and political spheres. Sources used included memoirs, autobiographical works, documents, and oral reports from individuals close to the educator. Bourdieu's theory, specifically the concepts of field, religious *habitus*, forms of capital, and strategy, was employed to analyze these sources.

An analysis of the works identified in this systematic review reveals that researchers draw upon diverse sources, including memoirs, that offer valuable insights into the educational agents who shaped the history of education in the southern part of the former Mato Grosso region, including teachers affiliated with Salesian missions. One such source

is the book edited by Professor Maria da Glória Sá Rosa, *Memória da Cultura e da Educação em Mato Grosso do Sul – Histórias de Vida* (1990); it contains references to educators who worked in Salesian institutions, highlighting the significant role these congregations played in shaping schooling in the region.

These findings indicate a need for further research into the trajectories of educators in the region, including Salesian men and women *Filhas de Maria Auxiliadora* as well as lay educators, who played a pivotal role in the education of boys and girls. The lack of specific studies about these individuals reveals a significant historiographical gap and points to the need for future investigations that also encompass other educators who contributed to shaping the educational landscape in the former Mato Grosso and the current state of Mato Grosso do Sul.

Analysis of the academic literature reveals that the educators studied represent a diverse group, including normal school graduates, secondary education intellectuals, black educators, philanthropic educators, and community educators, forming a multifaceted mosaic that structured the educational field in the southern part of the former Mato Grosso. Despite coming from different institutions and possessing varying forms of cultural⁹ and social¹⁰ capital, they all contributed to consolidating school culture¹¹ and practices, as well as to the teacher training that shaped education in the southern region of Mato Grosso.

An analysis of the theses and dissertations reveals that, although the research does not directly address Salesian educators, all the subjects studied operated within an educational landscape influenced by the presence of the Salesian Congregation and the *Filhas de Maria Auxiliadora* in the southern part of the former state of Mato Grosso. From the early decades of the 20th century, the Salesians established schools, boarding schools, social outreach programs, and training courses that became benchmarks for school organization, discipline, religious morality, and holistic education. Thus, even when the educators analyzed did not belong to the order, their practices, career paths, and representations were shaped through direct or indirect engagement with this pedagogical model established in the region.

Educators such as Cecília Meireles, despite working on a national scale, influenced concepts of teacher training which engaged with practices found in denominational schools, including those of the *Filhas de Maria Auxiliadora*. Ana Wollermann, a Protestant missionary, worked in Amambai at a time when the Salesians had already established educational initiatives in other cities in the southern part of the state; this meant her missionary-educational work unfolded in a landscape where the Catholic religious presence, specifically the Salesian one, was strong and competitive.

⁹ Cultural capital is one of the concepts of capital defined by Pierre Bourdieu to explain how social and educational inequalities are structured. It corresponds to the set of knowledge, skills, dispositions, educational credentials, and cultural goods that an individual accumulates over the course of their life and that confer symbolic and social advantages within a field (Bourdieu, 2015).

¹⁰ Social capital, according to Pierre Bourdieu, corresponds to the set of durable social relations, networks of contacts, institutional ties, and forms of recognition that an individual possesses and can be mobilized to obtain symbolic, professional, or institutional advantages within a social field. It is, therefore, the power derived from relations (Bourdieu, 2015).

¹¹ “[...] a set of norms defining the knowledge to be taught and the behaviors to be instilled, and a set of practices enabling the transmission of this knowledge and the incorporation of these behaviors” (Julia, 2001, p. 10).

Silva's (2013) research, titled "*Memórias e trajetórias de professores egressos do curso de magistério da escola 'Menodora Fialho de Figueiredo' de Dourados (1971-2001)*" discusses teacher training paths and shows that the region's teacher-training school culture incorporated practices regarding discipline, morality, and exemplary conduct that also characterized Salesian schools. Similarly, studies on the career of teacher Maria Constança de Barros Machado reveal an educator whose path unfolded in an educational environment permeated by values of exemplary conduct, moral leadership, and community dedication, elements that resonate with the Salesian ethos¹², even though her own training did not take place within the congregation.

Costa's (2015) research about the career of Wilma Rodrigues de Souza, a black teacher, also situates itself within this educational field, marked by a rivalry between denominational and state institutions over the space of teacher training. Her experience highlights how black educators had to negotiate identities and practices within a school environment influenced by religious pedagogical models.

Andrade's (2017) research highlights the paths of intellectual educators and teachers who received a solid humanistic education at the secondary level, which propelled them toward diverse intellectual trajectories. Although none of these individuals worked as Salesian teachers, some of them, such as Abílio Leite de Barros, Pierre Adri, and the anthropologist Yara Penteado, studied at prominent Salesian institutions in the region.

This information is significant because it reveals that, even when they do not appear directly in research as Salesian educators, many of the intellectuals who shaped the educational and cultural landscape of the southern part of the former Mato Grosso state were educated in schools run by the Salesian Congregation or the *Filhas de Maria Auxiliadora*. Thus, the Salesian presence makes itself felt indirectly through the schooling these individuals received, reinforcing the influence of these institutions on the formation of the regional educational landscape.

Research by Amaya (2018) and Britez (2020) on educators Luiz Alexandre de Oliveira and Oliva Enciso shows that, even while working in community, philanthropic, or secular institutions, these individuals developed educational practices within a territory where the Salesians had established educational networks, boarding schools, and social outreach programs. Consequently, their professional trajectories unfolded in dialogue with an educational landscape in which the Salesian presence played a foundational role.

Thus, a systematic review of the literature reveals that, although there is no specific research about Salesian educators, all the educators analyzed operated within an educational landscape shaped by the historical presence of the Salesian Congregation and the *Filhas de Maria Auxiliadora*. This finding underscores the need to directly investigate the trajectories of Salesian men and women in the region, as their absence from the historiography highlights the historical significance of their work.

¹² For Pierre Bourdieu, ethos is the set of moral dispositions, values, and ways of acting and feeling that a person incorporates throughout their life and that guides their behavior within a social field. It is the "stance" that the individual learns and reproduces without realizing it (Bourdieu, 2017).

Final considerations

This systematic review sought to answer three central questions: How do academic works from Postgraduate Programs in Education in Mato Grosso do Sul discuss the trajectories of Salesian and lay educators who were active in the field of regional history of education? What kind of methodologies and theoretical frameworks are employed in this research to analyze educators' trajectories within the context of the history of education? What contributions do these works offer toward understanding the regional history of education?

It is observed that these works discuss educators' trajectories in the educational field based on surveys of sources, including oral reports (interviews), memorial works (biographies or autobiographies), and documents (institutional records, legislation, minutes, official correspondence, among others).

The theoretical frameworks most frequently used in these studies come from the fields of Cultural History and the Sociology of Education. Authors such as Roger Chartier, Carlo Ginzburg, Michel de Certeau, and Pierre Bourdieu served as the theoretical basis for understanding the individual and collective trajectories of these educators, as well as their strategies and contributions to the educational field.

A common feature among these works is the use of memorial sources, historical documents, and oral accounts, which allow for an enriching dialogue with historiography and sociology. This methodology made it possible to reconstruct the life trajectories of educational agents and their interactions with the region's social, political, and cultural contexts, while also providing new leads regarding educational agents for future research.

Also notable within this body of work is the presence of educators linked to the Salesian mission, whose activities profoundly shaped schooling, religious life, and community development in various locations. Analysis of these trajectories highlights the central roles played by Salesian men and, in some cases, Salesian women in the regional school system, the dissemination of pedagogical practices, and the establishment of an educational network that influenced generations of students and teachers.

Therefore, there is a clear need for further research to delve into the trajectories of teachers, particularly those associated with religious missions, such as the Salesian mission, and other institutions that played a significant role in the history of regional education. There is also a growing need to extend this research to the trajectories of educators at the national level, in order to understand how the field of the History of Education has addressed this gap and what works have been published regarding teachers' trajectories.

Finally, the systematic review highlights the relevance of studying biographical trajectories within the educational field, demonstrating how the life stories, experiences, and strategies of educators have contributed to the history of education in both regional and national contexts.

Furthermore, it identifies gaps to be filled, encouraging new researchers to explore the trajectories of both lay and religious educators, as well as school institutions that have received little scholarly attention. Thus, these scholarly works represent signs and traces of a history that should not be consigned to oblivion within a building or a drawer.

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