


## PIBID: THE INSTITUTIONAL TEACHING INITIATION GRANT PROGRAM AND ITS IMPLICATIONS ON TEACHER TRAINING

 <https://doi.org/10.56238/arev7n1-100>

Submission date: 12/09/2024

Publication date: 01/09/2025

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### ABSTRACT

The Institutional Program for Teaching Initiation Grants (PIBID) was created in 2007 to improve initial teacher training in Brazil. The program seeks to promote coordination between higher education institutions and basic education schools, providing undergraduates with practical experience that enriches their theoretical training and prepares them for the challenges of teaching. To conduct the research, a qualitative approach was used, with data collection through questionnaires, and narratives with PIBID scholarship holders and teacher trainers, in addition to documentary analysis of notices and reports related to the program. Content analysis will be applied to identify categories and emerging themes in the participants' narratives, allowing for an in-depth understanding of teacher training practices. The main objective of the study is to investigate the contributions of PIBID to the training and professional development of future educators, analyzing how the experience in the program impacts pedagogical practice, career decisions, and permanence in teaching. The research is justified by the need to understand the potential and challenges of PIBID, recognizing its importance in teacher training and in improving the quality of basic education in Brazil. Critical reflection on the program's practices and results is essential for its improvement. This work is based on authors such as Reis (2019), who highlights the importance of experience in school environments for the development of essential skills in pedagogical practice; Nóvoa (2013), who discusses the relevance of PIBID in the articulation between theory and practice in the training of educators; and Dias and Rabelo (2017), who address the challenges faced by beginning teachers and the need for adequate support during training. The results of the research are expected to reveal how the PIBID experience influences the pedagogical practice of former scholarship holders, their career decisions, and their interest in continuing education, in addition to identifying patterns that demonstrate the relationship between participation in the program and admission to postgraduate courses. The research seeks to demonstrate the effectiveness of PIBID in fostering a culture of lifelong learning and the construction of teacher identity.

**Keywords:** PIBID. Teacher Training. Learning. Challenges. Contributions.

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## INTRODUCTION

The Institutional Teaching Initiation Grant Program (PIBID) was created in 2007 as a response to the growing demand for quality teacher training in Brazil. Managed by the Coordination for the Improvement of Higher Education Personnel (CAPES), PIBID aims to establish partnerships between Higher Education Institutions (HEIs) and basic education schools, to improve initial teacher training and promote the retention of these future educators in undergraduate courses. This initiative is especially relevant, considering that many teachers abandon the profession in the first years of their careers, often due to the shock of the reality of schools and the lack of adequate support (DIAS; RABELO, 2017). PIBID not only seeks to improve the theoretical training of future teachers but also proposes a practical immersion in the school environment, allowing undergraduates to experience the complexity of everyday educational life. This practical experience is essential for future educators to develop a deeper understanding of school dynamics and student needs, contributing to a more contextualized and meaningful education (NÓVOA, 2013).

In recent years, PIBID has undergone significant changes, especially with the implementation of new guidelines in 2018, which directly impacted its structure and operation. These changes have raised concerns about the continuity of support offered to future teachers, raising questions about the effectiveness of the program in its new configuration (CAPES, Notice No. 07/2018). Therefore, it is crucial to analyze not only PIBID's contributions to teacher training but also the challenges and weaknesses that emerge from this context.

This chapter aims to explore the various dimensions of PIBID, highlighting its contributions to initial teacher training, the challenges faced by participants, and the long-term impacts on teaching careers. Through a critical analysis, we seek to understand how PIBID can be a transformative agent in Brazilian education while recognizing its limitations and areas that need improvement.

The research on the Institutional Program for Teaching Initiation Grants (PIBID) and its implications for teacher training will be conducted using a qualitative approach. This methodological choice is justified by the need to understand the experiences, perceptions, and meanings attributed by participants to the program, allowing for a more in-depth and contextualized analysis of teacher training practices.

The choice of the theme is justified by the relevance and current nature of the program in the Brazilian educational context. Since its creation in 2007, PIBID has proven to

be a fundamental initiative for initial teacher training, promoting the articulation between theory and practice, which is essential for the training of educators who are better prepared to face the challenges of the classroom (BRASIL, 2010).

Teacher training is a central theme in discussions about the quality of education in Brazil. The literature indicates that many teachers abandon the profession in the first few years due to a lack of preparation and support during training (DIAS; RABELO, 2017). In this sense, PIBID stands out as a strategy that seeks to mitigate this problem, providing future educators with practical experiences in school environments, which contributes to a more contextualized and meaningful education (NÓVOA, 2013).

In addition, the recent changes in PIBID guidelines, implemented in 2018, bring to light the need for a critical analysis of the continuity and effectiveness of the program. These changes have raised concerns about the maintenance of support for students and the quality of the training offered, which makes the topic even more pertinent (CAPES, Notice No. 07/2018).

Therefore, investigating the contributions and challenges of PIBID is essential to understand its role in teacher training and, consequently, in improving the quality of basic education in Brazil. A critical analysis of this program can provide support for the formulation of more effective public policies and for the construction of teacher training that meets the contemporary demands of education.

## **DEVELOPMENT**

### **CONTEXT: PIBID CONTRIBUTIONS TO LEARNING ABOUT TEACHING**

The Institutional Program for Teaching Initiation Grants (PIBID) has proven to be a significant initiative in teacher training, promoting a connection between theory and practice. Studies such as those by Paniago and Sarmento (2017) and Rabelo et al. (2019) highlight that PIBID offers a space for reflection and professional development, where undergraduates are encouraged to adopt an investigative stance and develop teaching and research projects. These practical experiences are fundamental to building a solid teaching identity, as they allow future teachers to experience the school reality and develop essential skills for teaching practice.

The practical experiences provided by PIBID include participation in classroom activities, development of pedagogical projects, and conducting research aimed at improving teaching practice. These experiences not only enrich the training of scholarship

holders but also contribute to improving the quality of teaching in the schools where they work, creating a cycle of mutual learning between students and educators.

## CHALLENGES AND WEAKNESSES

Despite PIBID's significant contributions, research also reveals challenges and weaknesses that need to be addressed. One of the main problems identified is the lack of effective practices with basic education students, which can compromise the practical training of undergraduates. In addition, the inexperience of trainers and the lack of coordination between higher education institutions and basic education schools can limit the effectiveness of the program (Paniago, Sarmiento, 2017). Recent changes to PIBID, such as the guidelines established in 2018 (CAPES, 2018), have also raised concerns about the impact on teacher training. The reduction in resources and the restructuring of the program may affect the continuity of activities and the quality of the training offered, requiring critical reflection on how these changes influence the experience of scholarship holders and teacher training in Brazil (Bartochak, Sanfelice, 2023).

## LONG-TERM IMPACTS

The impacts of the Institutional Program for Scholarships for Teaching Initiation (PIBID) extend beyond the initial training of teachers, influencing their professional trajectories in the long term. According to Reis (2019), PIBID contributes significantly to teaching practice, providing graduates with a solid foundation to face the challenges of basic education. The experience acquired during the program not only facilitates the transition from student to teacher but also fosters critical reflection on pedagogical practice, essential for continuous professional development. Furthermore, Tomazini (2017) highlights that participation in PIBID can encourage former scholarship holders to seek continued education, such as postgraduate courses, which is essential for building a more robust and autonomous teaching identity. This search for professional development is an indication that PIBID not only prepares teachers for the beginning of their careers but also motivates them to engage in training processes throughout their professional lives.

The analysis of the contributions, challenges, and impacts of PIBID on teacher training reveals the complexity and importance of this program in the Brazilian educational context. Critical reflection on its practices and results is essential to improve teacher training and, consequently, the quality of basic education in the country.

## **METHODOLOGY**

The research will be conducted using a qualitative approach, involving the collection and analysis of data through questionnaires distributed to 24 students and 4 supervising teachers. Content analysis will be used to identify categories and emerging themes in the participants' narratives, allowing for a deeper and more contextualized analysis of teacher training practices. The work will be carried out in compliance with ethical principles (Bardin, 2016; Gil, 2017).

## **DATA COLLECTION**

Data collection will be carried out using two main techniques:

- **Questionnaires:** Questionnaires will be conducted using Forms with 24 PIBID scholarship holders and 4 teacher trainers. The questionnaire will include objective and narrative questions that will allow participants to share their experiences, providing a rich and detailed view of how PIBID has impacted their training and teaching practice. The selection of participants will be based on their participation in PIBID Call 11/2023.
- **Document Analysis:** Documents related to PIBID will be analyzed, such as notices, activity reports, and academic productions of the scholarship holders. This analysis will help to contextualize the practices observed in the questionnaires and reports and to identify trends and guidelines of the program over time (Bardin, 2016).

## **DATA ANALYSIS**

The data collected will be analyzed using the content analysis technique, which will allow us to identify categories and emerging themes in the participants' narratives. This analysis will seek to understand the potential, challenges, and weaknesses of PIBID in teacher training, in addition to exploring how the experiences lived by the scholarship holders contribute to the construction of their teaching identity (Gil, 2017).

## **ETHICAL CONSIDERATIONS**

The research will respect ethical principles, ensuring the confidentiality and anonymity of the participants.

This methodology will allow a comprehensive and critical understanding of PIBID, contributing to the debate on teacher training, of teachers and the improvement of basic education in Brazil.

## RESULTS

The research on the impacts of the Institutional Program for Teaching Initiation Grants (PIBID) on the educational trajectories of former scholarship holders aims to provide an in-depth understanding of the contributions of this program to the training and professional development of future educators. It is expected that the results of this investigation will reveal, in a clear and well-founded manner, how the PIBID experience influences not only the pedagogical practice of former scholarship holders but also their career decisions and their permanence in teaching.

One of the expected results is the identification of patterns that demonstrate the relationship between participation in PIBID and enrollment in postgraduate courses. The research aims to show that former scholarship holders when experiencing teaching practice during their undergraduate studies, develop a greater interest in continuing education, which may be an indication of the effectiveness of the program in fostering a culture of lifelong learning. Furthermore, the research is expected to show how PIBID contributes to the construction of teaching identity, promoting autonomy and critical reflection on pedagogical practice.

Another expected result is the analysis of the professional trajectories of former scholarship holders, focusing on the difficulties and challenges faced after completing the course. The research will seek to identify whether the PIBID experience provides a more robust preparation for dealing with the realities of the classroom, such as classroom management, assessment of learning, and adaptation to different educational contexts.

Finally, it is expected that the results of this research can serve as a subsidy for the formulation of public policies aimed at teacher training, contributing to improving the quality of basic education in Brazil. Based on the evidence collected, it will be possible to propose recommendations that aim to strengthen PIBID and other teacher training programs, ensuring that future educators are better prepared to face the challenges of the profession and, consequently, positively impact student learning.

In the final reports developed by the scholarship students, it was possible to see that the activities proposed in the schools sought to spark the interest of the students, with



creative proposals connected to the demand for literacy, the theme of the subproject, and the object of this research. In one of the reports, one of the scholarship students writes that “the experience provided by the Institutional Program for Teaching Initiation Scholarship (PIBID) was transformative. She also adds that “each day was an enriching journey, immersing myself in school life, between theory and practice, in the context of seeking new learning and experience as teachers”. Another student describes PIBID as something that “allowed me to observe school life more closely, a genuine immersion in the routine of teachers and students, a unique opportunity for personal and professional growth”. In another report, it is possible to read: “Each moment was a valuable lesson, each challenge an invitation to improve. I am deeply grateful for this chance to learn and evolve. My deepest gratitude for the help with the scholarships and the support I received from the coordinators and supervisor. Each meeting, each class, each exchange of experiences were building blocks for my future career as an educator.” One of the scholarship students began her report by expressing “my sincere joy for this unique opportunity for growth and learning provided by the program. May this entire project structure continue to inspire and empower future educators, like me, to be agents of change in society, who know how to value the pleasure of being in a classroom, so that everyone can be more empathetic and united.”

Regarding the challenges encountered, one of the scholarship recipients described in the questionnaire that: “The main challenges I faced in PIBID in EJA were: adapting pedagogical practices to the diversity of student profiles, which include different age groups and experiences; maintaining motivation in the classroom, considering the personal and professional demands of the students; and creating accessible strategies for literacy and literacy, respecting each student’s learning pace. In addition, it was challenging to balance theory and practice, ensuring the relevance of the proposed activities to their context.”

Another participant, a scholarship student, pointed out the following challenges: “The location of the school, the lack of openness of some teachers to new projects, and crowded classrooms”.

A supervising teacher pointed out that “The lack of commitment of some students” was one of the problems to be overcome.

When asked in the questionnaire about the gains obtained in PIBID, one of the scholarship students stated that “PIBID gave me enriching practical experiences, improved

my pedagogical skills and strengthened my I gained my understanding of diversity in EJA, with valuable support from the supervising teacher.”

Another student stated “During the time I was at the school, I was able to experience the development of classes, adapt teaching methods, and evaluate student development. The supervision of teacher “X” was essential for my growth, as she guided me and challenged me to reflect on my pedagogical practices, helping me to improve every day. In addition, the exchange of experiences with the school teachers and with the other scholarship holders was enriching. I can say that this immersive experience in the classroom changed my view on teaching practice, and it was with it that I became certain that the classroom is my place.”

A supervising teacher recognized the contribution of the scholarship students to her academic life and the students at the school, concluding that “Every experience brings knowledge and the students contributed personally and professionally to my academic life and the students.” When asked if they would participate in the program again, one student responded, “Yes, because PIBID is a unique opportunity for practical learning, exchange of experiences, and professional development, especially when dealing with educational diversity in EJA.” And a supervising teacher said, “Yes. Because it helps students a lot.” Regarding what needs to be done so that students in schools participating in PIBID can better meet their learning needs, one of the respondents stated: “I believe it would be important to expand ongoing training for teachers, focusing on innovative practices adapted to the students’ realities. In addition, increasing the use of educational technologies and more dynamic teaching resources can make classes more attractive and effective, better meeting the diverse learning needs of students.” Another pointed out that “To better meet the learning needs of students in schools participating in PIBID, it is essential to strengthen ongoing support for scholarship holders, with ongoing training to improve their teaching practices. However, a significant challenge is the lack of resources on the part of the state, which often does not provide the necessary investments in infrastructure and teaching materials, which directly impacts the quality of teaching. In addition, the promotion of training by UEMG, through programs such as PIBID, is essential for the development of future teachers, but support from the state government is also crucial to ensure that schools have adequate resources to meet the needs of students.” A supervising teacher highlighted what would be necessary: “Greater involvement and commitment from some students.” Based on the responses to the survey questionnaires and the narratives in the reports, it is



possible to extract several results and insights into the experience of scholarship students in the Institutional Teaching Initiation Scholarship Program (PIBID). The reports indicate that the PIBID experience was transformative for the scholarship students, providing a significant immersion in school life. The students highlight the importance of the connection between theory and practice, which enriched their teaching training and contributed to their personal and professional growth. The fellows reported that the program helped them improve their pedagogical skills, allowing them to design lessons, adapt teaching methods, and assess student development. Teacher supervision and guidance were essential to this learning process.

The fellows also faced significant challenges, such as the need to adapt pedagogical practices to the diversity of students, maintain motivation in the classroom, and balance theory and practice. In addition, issues such as the location of the school and the lack of openness of some teachers to new projects were mentioned as obstacles.

The interaction between fellows and supervising teachers was described as a two-way street, where both groups learned and grew. Teachers recognized the contribution of the fellows to their practices and to the academic lives of students.

Most participants expressed interest in continuing in PIBID, recognizing it as a valuable opportunity for practical learning and professional development, especially in contexts of educational diversity.

The fellows suggested the need to expand continuing education for teachers, focusing on innovative practices and the use of educational technologies. This could help make classes more attractive and effective, better meeting students' learning demands.

These results reflect the importance of PIBID as a teacher training space that not only benefits scholarship holders but also contributes to improving education in participating schools. Practical experience and the exchange of knowledge among students' oblivion are fundamental aspects that can be explored and expanded in future editions of the program.

## **FINAL CONSIDERATIONS**

The research on the impacts of the Institutional Program for Teaching Initiation Scholarships (PIBID) on the educational trajectories of former scholarship holders reveals the importance of this program as a fundamental public policy for teacher training in Brazil. The data collected and analyzed throughout the study indicate that PIBID not only facilitates

the transition of students to teaching practice but also plays a crucial role in building a solid professional identity and promoting the autonomy of future educators.

The results indicate that the practical experience provided by PIBID is a significant differentiator in the initial training of teachers. As highlighted by Reis (2019), experience in school environments allows former scholarship holders to develop essential skills for pedagogical practice, such as classroom management and the preparation of teaching plans. This practical experience, combined with guidance from supervising and coordinating teachers, contributes to the development of a critical and reflective view of teaching, preparing future educators for the challenges they will face in their careers.

In addition, the research shows that participation in PIBID is associated with a greater interest in continuing education, such as postgraduate courses. Amazing (2017) emphasizes that the experience acquired during the program motivates former scholarship holders to seek professional development, which is essential for building a successful teaching career. This search for continuing education not only enriches pedagogical practice but also contributes to the appreciation of the profession, a crucial aspect in an educational context that often faces challenges related to the devaluation of teaching.

Another relevant aspect that emerged from the research is the need for public policies that guarantee the continuity and appreciation of programs such as PIBID. Despite the progress made by the program, there are still gaps that need to be addressed, such as the discontinuity of actions and the lack of support for former scholarship holders after completing their courses. The research suggests that it is essential for the Brazilian government to commit to teacher training, respecting initial, permanent, and continuing education, in addition to implementing policies that value the teaching career.

Finally, the final considerations of this research reinforce the relevance of PIBID as a teacher training model that can be replicated and improved. The data and analyses presented here not only contribute to the understanding of the impacts of the program, but also provide support for the formulation of public policies aimed at improving the quality of basic education in Brazil. The continuity and strengthening of PIBID are essential to ensure that future educators are well prepared to face the challenges of the profession and, thus, positively impact student learning.

The research also highlights the importance of the articulation between universities and schools, one of the main objectives of PIBID. This approach is essential for future teachers to understand the realities and challenges faced in schools, allowing for more

contextualized and relevant training. Collaboration between higher education institutions and basic education schools is a promising path for building teacher training that meets the needs of the Brazilian education system.

In addition, it suggests that the PIBID experience may be a motivating factor for former scholarship holders to remain in the teaching career. Building a strong professional identity, combined with the development of practical skills and abilities, can make educators feel more confident and prepared to face the challenges of the classroom. This is especially important in a context where professional dropout is a constant concern.

Thus, the results reveal that PIBID is a program that goes beyond initial training, significantly impacting the professional trajectories of former scholarship holders. The experience acquired, the relationships established, and the development of a solid teaching identity are elements that contribute to the formation of teachers who are better prepared and committed to education. Therefore, public policies must continue to support and strengthen initiatives such as PIBID, ensuring that teacher training in Brazil is of quality and meets the demands of the 21st century.

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