PIBID: impacts, meanings and perspectives in teacher training at a multi-campus HEI

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Summary:

In recent decades, teacher training has proved to be a sensitive issue for universities and other educational institutions. The debate on teacher training includes issues such as the need for professionals who are suited to regional demands and who are attentive to the challenges that have arisen as a result of technological advances; the political training of these professionals, aimed at overcoming intransigence; the necessary relationship between universities and basic education and the inclusion of professionals in significant programs. So we asked ourselves, based on data collected at a public university: what have been the real impacts of special programs like Pibid on school practice in basic education? How do those involved in this process understand their actions? What practices are needed in the teacher training process? In this sense, we will use authors from the field of language and education to support our discussion in a qualitative study, carried out using content analysis (Bardin, 1979), based on the reports of three basic education teachers, who became supervisors in the structure of the Program, five "Pibidians" and two Pibid institutional coordinators. The analyses carried out so far point to a significant impact of the Program for these subjects, especially when one takes into account the importance of the Program in reducing academic dropout and tackling school realities, demonstrating the need for more public policies on the subject.

Keywords:

Pibid; teacher training; teaching;

Abstract:

Teacher education has proven to be, in recent decades, a sensitive issue for universities and other educational institutions. The debate on teacher education involves issues such as the need for professionals that are suited to regional demands and attentive to the challenges as a result of technological advances, the political formation of these professionals, which is aimed at overcoming intransigence; the indispensable relationship between university and basic education and the insertion of professionals in meaningful programs. Therefore, we ask ourselves, based on data collected at a public university: what have been the real impacts of special programs such as *Pibid* on school practice in basic education? How do the subjects involved in this process understand their actions? What are the necessary practices in the teacher training process? In this sense, we will turn to authors in the area of language and education to support our discussion in qualitative research, carried out through content analysis (Bardin, 1979), based on the reports of three basic education teachers, who became supervisors in the Program structure, five "Pibidians" and two Pibid institutional coordinators. The analyses carried out so far point to a significant impact of the Program for these subjects, especially when taking into account the importance of the Program in reducing academic evasion and in facing school realities, demonstrating the need for more public policies aimed at theme.

Pibid: impacts, meanings and perspectives in teacher training [1]

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Introduction

Founded in 2007 as part of the broader project to expand higher education in Brazil, the need arises to question today, after several management changes and in the midst of the rapid transformation of public administration, what the real impacts of Pibid - the Institutional Teaching Initiation Scholarship Program - are on the effective training of teachers. The discussion proposed here on the impacts and meanings of Pibid in the training of Portuguese teachers is based on the reports collected from the subjects involved. We seek to understand, through these reports - of which we are both instigators and the result of their dynamics, since we are participants as area coordinators - how those involved in the process attribute meanings, judge their practices and offer interesting perspectives for the activities developed. Above all, it's a job of listening critically to the demands, impressions and vicissitudes that run through the subjects' activities. However, we must warn you from the outset that, due to the complexity of the subject, with a view to clarity in the discussion and justifying in advance the means available to us in the process of analyzing this issue, this research is not definitively closed, but also remains a "possible report", in dialogue with a broad set of strategies, possibilities and guidelines in teacher training that organize the purposes and results of Pibid at local, regional and national level. Despite this, the discussions we will develop are restricted to specific contexts and actions, within the limits of our data, as we will see below.

Bearing these aspects in mind, our general research problem is the following question: what have been the real impacts of special programs like Pibid on school practice in basic education and on the training process of academics? To answer this question, we sought to understand how the subjects involved in this process understand their actions, which was done by collecting reports of experiences - coordinators, supervisors and "Pibidians" - which were then submitted to content analysis (Bardin, 1979). The theoretical discussion carried out and the data collected from the research carried out enabled us to evaluate and indicate, albeit in a restricted way, possible answers to the above question.

It is important to stress that this research has no definitive or generalizing pretensions, as it is limited to data from a specific region in the state of Minas Gerais, based on a sample, although significant, that is equally restricted.

1. Pibid and school practice in basic education

Our first research question will be: "What have been the real impacts of special programs like Pibid on school practice in basic education?" In our opinion, this discussion needs to start with the project's guidelines and its scope. Pibid began its activities in 2007, initially implemented in federal educational institutions, later converted into a state policy through Decree No. 7,219 of June 24, 2010. More recently, Ordinance 83 of April 27, 2022 CAPES/MEC repositioned Pibid, integrating it into the National Teacher Training Policy of the Ministry of Education - MEC - with

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[1] Translated by: Leonardo Neves Correa.

the aim of fostering teacher training, contributing to the improvement of teacher training at higher education level and improving the quality of Brazilian public basic education. The purpose of the program is to initiate students into teaching, with the aim of providing them, in the first half of their degree course, with a practical, real, guided and reflective approach to the daily life of public basic education schools and the context in which they are inserted. A student in the first half of the course is considered to be one who has not completed more than 60% of the course's statutory workload. The program's objectives are:

- Encourage the training of teachers at higher education level for basic education.
- Contribute to the appreciation of the teaching profession.
- Raising the quality of initial teacher training in undergraduate courses, promoting integration between higher education and basic education.
- Inserting undergraduates in the daily life of public schools, providing them with opportunities to create and participate in methodological, technological and teaching practice experiments of an innovative and interdisciplinary nature that seek to overcome problems identified in the teaching-learning process.
- Encourage public primary schools to mobilize their teachers as co-trainers of future teachers and make them protagonists in the initial training processes for the teaching profession.
- Contribute to the link between theory and practice necessary for teacher training, raising the quality of academic activities in degree courses.

As can be seen, in relation to the guidelines and objectives expressed in the legal document, the aim is fundamentally to improve the initial training of undergraduates and to integrate the training offered in higher education with basic education, especially with regard to the problem situations that arise in the work of undergraduates, thus intertwining theoretical training and practical work. In this case, contact with school reality and its various demands and vicissitudes is considered to be a critical dimension of teacher training, allowing the theoretical reflection undertaken at university to be repositioned, since it opens up to "beyond the walls" in a necessary and fruitful integration. As far as basic education is concerned, what is needed is an incentive for undergraduates to play a supporting role in improving its processes, since the inclusion of Pibidians in the school world generally changes its dynamics and imposes new challenges on teachers who are asked, at least in terms of ideas, to also reflect on their work, conceptually and methodologically.

We can see that the dynamics of the Pibid development process are based precisely on this dual training, initial and in-service. Pibidians - scholarship students who work in basic education schools - and Supervisors - basic education teachers who guide the Pibidians in the schools - as they are in the process of carrying it out, are themselves a fundamental part of the process, focusing on the quality of the basic education student's training, for whom everything is intended.

In addition, it is important to note that the organization into subprojects - a nucleus or set of nuclei organized by teaching initiation areas defined in a public notice - and/or interdisciplinary subprojects - a nucleus or set of nuclei made up of a maximum of 3 (three) teaching initiation areas and acting in an articulated and interdisciplinary manner - offers basic education teachers (supervisors of basic education institutions indirectly involved and other teachers from basic education institutions indirectly involved in Pibid, 3 (three) teaching initiation areas and which act in an articulated and integrated manner with each other - offers basic education teachers (Pibid supervisors and other teachers from basic education institutions indirectly involved) an opportunity to revisit conceptual and methodological aspects, reviewing long-held assumptions and practices, thus constituting a form of updating or in-service training.

These are, in general terms, the Program's guidelines. As for the public university where we carried out the research, it is characterized as multi-campus, with thirteen units, which indicates a large area of coverage. The last call for proposals for the Program enabled the university to provide

281 scholarship holders, taking into account the Institutional Coordinator (IC). The program has 8 sub-projects, 10 area coordinators, 30 supervisors (basic education teachers) and 240 students (Pibidians).

The current figures are considerably lower than in previous years. In fact, the program, like others that make up the universities' training framework, has undergone very extensive cuts, significantly reducing its scope. To give you an idea of these cuts, it's worth pointing out that in 2014, the university that is the subject of our research alone had 2,232 grants.

We are discussing a scholarship program, which is why we believe that in order to understand the impacts and meanings of Pibid, its scope, importance and future prospects, it is necessary to understand in more detail the context in which the program is inserted in this particular case. The university in question is located in a social context of great economic deprivation. The latest data collection carried out by the IBGE (2010) on work and income indicates that 36.4% of the population has a nominal monthly *per capita* income of up to 1/2 the minimum wage, which places the city where the main campus and administrative headquarters are located at position 457 out of 853 among the cities in the state, and at position 3,272 out of 5,570 among the cities in Brazil - the data for the cities that host advanced campuses is even more critical. The average monthly income of formal workers in 2019 was 2.1 minimum wages.

Moving on, in 2010 the basic education development index (IDEB) showed an enrollment rate of 98.4% between the ages of 6 and 14, slightly higher than the national average: 6.4 in the initial years of elementary school and 4.9 in the final years.[2] The goal, by this year, is to achieve a score higher than 6.0, the result obtained by the countries of the Organization for Economic Cooperation and Development (OECD).

These data reveal the importance of a proposal for action that considers the link between school and university, with a focus on the final years of elementary school, given that both the general socio-economic data, which reveal deep material shortages and relevant markers of inequality, and, specifically, the gap shown in the indicators for this level of education, fall far short of the desirable targets.

In addition, preliminary research indicates that these economic and educational indices may have been seriously impacted by the pandemic, which began in late 2019 and early 2020. In this sense, actions that focus on serving this portion of young students enrolled in public basic education schools could mitigate these distortions, including repercussions on high school enrollment rates and rates of access and permanence in higher education.

As for the geographical scope of the centers where Pibid is developed at this university - an important piece of information to understand its enormous importance and insertion in the state - taking the administrative headquarters as a reference, the distances vary from 106.2 to 564.5 km. It is interesting to note that if all the *campuses are* taken into account, regardless of where Pibid operates, the university covers an area of more than 196,000 km2, which corresponds to 40% of the area of the state in which it is located.

In view of this data and from the perspective of a study that aims to contribute to the debate on the subject by identifying and analyzing the perceptions of those involved in the Pibid training process through their reports, as well as the contributions and shortcomings of the Program in the training process and the necessary practice in the teacher training process, we also understand that it is necessary to face a debate that goes through several issues, such as the need for professionals in quantity and quality to meet regional demands and the valorization of this process and the professionals involved. Another discussion to be faced, in the case of a network training program, concerns the fact that it is constantly changing in line with local and regional demands, including the challenges arising from technological advances or even the absence or difficulty of access in certain contexts. With this in mind, we looked for theoretical references that could contribute to the discussion and identified them mainly in Morin (2015), in the complex thinking approach; in Arroyo (2013) and Soares (2014), with regard to teacher training; and in Bronckart (2003), in the area of language studies, from the perspective of socio-discursive interactionism (ISD).

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[2] Source: [authorial mark: will be included if the text is approved].

2. Complexities of the training process

An epistemological-critical field interested in discussing the possible relationships between the theoretical dimension and the practical dimension in relation to training processes in degree courses (initial teacher training) has long been established at the university, complexities that contemporary teaching has increasingly demanded.

This concern, as well as the need to make effective connections at the intersection of interdependent and transversal spaces and times, aims to offer a broader and more reflective training perspective for future teachers, avoiding dichotomous and watertight perspectives. In fact, according to Morin (2015, p. 13):

> Unfortunately, the mutilating, one-dimensional view of human phenomena pays dearly: mutilation cuts the flesh, spills the blood and expands suffering. The inability to conceive of the complexity of anthroposocial reality, in its micro-dimension (the individual being) and in its macro-dimension (the whole of planetary humanity), leads to infinite tragedies and leads us to the ultimate tragedy.

Unfortunately, this mutilating vision is often linked to previous processes, which have resulted in well-known failures in education. An example of this reductionism is, for example, the often limited and imposing implementation of theoretical and practical perspectives with the promise of solving old educational problems which, in turn, have broader and multidimensional reasons that are difficult to deal with, requiring a complex vision from the subjects.

To discuss the issue of complexity, the philosopher begins by mentioning what he calls blind intelligence, which he sees as a pathology of knowledge. In general - and here we run the risk of falling into the "simplification paradigm" - Morin points to disjunctive thinking as one of the determining factors for certain segregations between fields of human knowledge. For the author (2015), the consequence of disjunction is blind intelligence, which destroys sets and totalities, isolating all objects from the environment. This is followed by the disintegration of key reality, separated into the cracks of disciplines, the abstraction of the human and, he goes even further: "While the media produce low cretinization, the university produces high cretinization" (Morin, 2015, p. 12).

This criticism calls for the need to understand and get rid of the one-dimensional structures of thought, both in social life and in the other worlds in which the production of knowledge is processed, consensually and illusorily. Morin discusses this production with special attention to the fact that certain scientific methodologies can sometimes become segregating, resulting in a lack of articulation between the various objects of human knowledge. For him, there is a need for complex thinking.

> *Complexus* means what has been woven together; in fact, there is complexity when different elements are inseparably constitutive of the whole (such as the economic, the political, the sociological, the psychological, the affective, the mythological), and there is an interdependent, interactive and inter-retroactive fabric between the object of knowledge and its context, the parts themselves. That is why complexity is the union between unity and multiplicity (Morin, 2015, p. 38).

Among all the assertions made by Morin in his discussion of complexity, it is also important to highlight the mark of uncertainty and incompleteness, not as gaps or spaces of vagueness, but as part of complexity itself. By distinguishing and converging, as opposed to separating, we make associations without making reductions and, thus, it follows that to think about complexity is to stop ignoring the world and avoid throwing the subject out of science (Morin, 2015).

Morin also explains complexity based on three principles: I) the dialogical principle, in which order and disorder are antagonistic, but capable of contributing to the organization of

complexity, because the dialogical principle "allows us to maintain duality within unity" (2015, p. 74); II) the principle of organizational recursion, a process in which products and effects are at the same time causes and producers of what produces them, that is, independently of a conception of a linear idea, of the ordering of cycles; III) the hologramatic principle, in which the part is in the whole, just as the whole is in the part.

It is not our aim, of course, to exhaust Morin's study, nor would we be in a position to do so, but only to present the general lines that direct our gaze towards the complexity of the theory-practice relationship. According to these premises, we assume the need to build complex links between the processes involved in teacher training, with a view to working in a way in which the link between theory and practice, teaching and learning is integrated within the framework we are looking at: initial training and in-service, continuing or network training.

Still within the perspective of complexity, Soares (2014, p. 152) asserts that

> [...] we don't know what the theory-practice relationship really means when we're at university [...]. When we immerse ourselves in school life, in a partnership and collaboration, we realize that the relationship between theory and practice is not as simple as it seemed, as it was thought, that it is complex and, above all, that it is of great richness and potential.

For Soares, at various times the university mistakenly considers that continuing education exists in order to fill gaps in teachers' initial training and disregards educators' knowledge, which is constructed in process, that is, according to the triad of dialogic, recursive and hologramatic principles. In a different vein, but closely related to this reductionist perspective, Arroyo warns against the historically technical and impoverishing view of teacher training, which considers continuing training to be the appropriation of procedures and processes in a supposedly neutral way. For the author, educating is an ethical and political act, so mastery of didactic techniques and tools is not enough.

> The art of instructing and educating, of putting the technical and scientific knowledge and skills accumulated by human beings at the service of development, autonomy, emancipation, freedom and equality, in short, human values, is our art, the delicate art of our teaching craft. In the scientific, historical, mathematical, linguistic, artistic, aesthetic and corporeal information that we transmit in the content of our teaching, we will or will not be transmitting the human heritage, its humanization or exploitation (Arroyo, 2013, p. 82).

This vision manages to articulate the dialogic, recursive and hologramatic principles in line with Morin's thinking. The construction of knowledge, the teaching task, does not take place in a clique of segregations and limiting conditions, but, on the contrary, in a field of productive uncertainties in which the dialog - complementary, competing, antagonistic - the reversal or recursion between causes and effects and between the parts and the whole (recursive and hologramatic principle) permanently solicit the system constituted on the limits of order and disorder. It is in this sense that we understand the transmission of teaching content, as Arroyo points out, from mathematics to aesthetics, from the body to the concept. By considering this process as art, Arroyo offers us an important possibility of understanding the complex dimension of teaching, in which individual and collective, human and transhuman, private and political, abstract and material elements co-interact in a fabric of construction of our own notion of humanity.

Based on these considerations and in view of the discussion about the impacts of Pibid and its meanings for the subjects involved, another question that arises is: how do the subjects involved in this process understand their actions?

For Bronckart (2003), there is a general, collective management body that intervenes in enunciative mechanisms such as the management of voices (social, authorial, institutional) and modalizations (translation of comments and possible evaluations). The author also ponders that, in relation to narrating, "voices can be defined as the entities that assume (or are attributed)

responsibility for what is enunciated" and, in relation to the polyphonic aspect of the text, he also states that "there can be multiple forms of polyphonic combinations" (Bronckart, 2003, p. 326). With these premises as a basis, we will now discuss and analyze the enunciative processes we are proposing.

3. Meanings of Pibid and its subjects

Pibid participants are referred to as subjects of the process because they simultaneously fulfill an institutional role with specific determinants and functions, but also instigate these same elements as they build their training path. Another question of our research is what the meanings of Pibid are for the subjects who are part of it, in a complex view of teacher training. To investigate this problem, we used unstructured interviews as a data collection procedure for a qualitative examination using content analysis (CA). The interviews were carried out with three basic education teachers (supervisors), referred to here as S1, S2 and S3; five academics (Pibidians), identified as P1, P2, P3, P4 and P5; and two institutional coordinators, referred to here as C1 and C2.

To do this, we used a series of sets and techniques for systematic analysis, making use of descriptive procedures that help to categorize content, albeit in a provisional and programmatic way. In practice, the procedures aim to infer certain knowledge as a result of "intuitions" or, more specifically, perceptions and affections built up by the subjects during the process. The treatment given to the statements will go through pre-analysis, exploration of the material, treatment of the results, inference and interpretation/analysis, which leads the researcher to the themes surrounding the discourses analyzed (Bardin, 1979).

At the end of this section, we will present a summary of the analysis carried out and then move on to the answers produced, which have already been subjected to an analytical procedure (evaluation analysis)[3] which, in general, reveal the perceptions presented by the survey respondents.

4. Respondents' statements - impacts, meanings and perspectives of Pibid

When asked to give their impressions of the importance and impact of Pibid, the respondents gave brief accounts, which are compiled here and transformed into keywords, according to the tables presented below for each group.

Starting with the coordinators,[4] C1 expresses the need to rethink the experience in basic education, which is Pibid's avowed objective, and states that the Program would have the capacity to reduce the distance between the academic and school worlds.

"[...] some way of articulating what we do at university, the work of teacher training, with issues related to basic education." "It was an excellent experience and it really broadened the way I think about basic education and the challenges that teacher training brings us every day".

As a person working in higher education, the coordinator ends up having a broader and more interdisciplinary view of teaching practices.

"This was very positive for me, getting to know other work, getting to know the work of other teachers, other Pibidians from other areas. That was very important".

We can highlight two complementary issues here. On the one hand, the program would make it possible to bridge the gap, often pointed out, between the theoretical and scientific production of the major university centers and the urgent and immediate problems of basic education. Historically, the university has failed, on more than one occasion, to delve into issues relating to the teaching performance of its graduates, mimicking elitist teaching and an attitude of alienation beyond its walls. A university that distributes degrees, helping to crystallize society's

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[3] The Atlas.ti digital tool was used to assist in the process.
[4] According to Ordinance No. 83, of April 27, 2022, an institutional coordinator is "the professor at a higher education institution who is responsible to CAPES for guaranteeing and monitoring the planning, organization and execution of the teaching initiation activities provided for in their institution's project, ensuring their unity and quality".

power relations. A symptom of this alienation, to give a close example, can be seen in the production of scientific articles aimed at teaching in areas such as Portuguese language literature, which is considerably lower than in other areas more focused on strict conceptual issues. On the other hand, the Program contributes to the integration of the university's various professionals and research fields around a common project: the training of graduates in the dual theoretical-practical dimension as well as the university's impact on the transformation of basic education.

C2, on the other hand, stresses the need to understand the specific nature of the cooperating institutions in order to modulate the interventions. In fact, the interventions are constantly being improved as a result of the structural, organizational and logistical differences between these institutions. This feedback simultaneously sheds light on the issues posed for the training of the undergraduates and the problems faced by the destination institutions. C2 also points to the challenge of the Covid-19 pandemic as an important factor, which would require an increase in the resources needed to develop the projects. However, he mentions that there have been significant cuts in the opportunity: a reduction in scholarship quotas, funding and a significant reduction in the number of centers, which has deepened economic and digital exclusion.

For C2, Pibid is a formidable proposal for training teacher-researchers, capable of helping to reduce university drop-outs and providing important financial support for students to dedicate themselves to their training. On the other hand, problems with the difference between the value of the grants and other available programs have led some students to give up early.

A relevant point made by C2 concerns the program's ability to recognize and rework conflicts in education, since it works to mitigate gaps in the training of basic education students.

I had a very different experience, because I chose a municipal school, a state school and the Federal Institute. So, three different networks. So it was a challenge because there were three different calendars, three different dynamics. Each school had its own reality and then the project, the sub-projects, had very significant adaptations [...] I think it's a tremendous potential and that we see this difference in the schools that receive the Program for more than one edition in various areas and the commitment of the coordination, supervision, management and teachers." "we defend this policy as a state policy and not a government policy and, above all, the valorization of the grant and the demand for funding to buy materials, because we also know the challenge for schools.

Table 1 - Summary of the Institutional Coordinators' (IC) statements

res	Participants' answers		Key words	
			Impacts	**Meaning**
C1	Pibid has the capacity to reduce the distance between the academic and school worlds		Reflection	Articulation of theory and practice
	A broader and more interdisciplinary view of teaching practices			
	Rethinking basic education			
	Getting to know the work of other teachers, other Pibidians from other areas			
C2	The challenge of the pandemic		Challenge	Articulation of theory and practice
	Understanding the specificities of institutions and modalizing interventions		Contact with schools	
	Pibid reworks/recognizes the conflicts of education		Reflection on practice	
	Significant cuts: reduction in scholarship quotas, costing, reduction in the number of nuclei/deficit of scholarships in relation to other modalities		Gap	Discouragement

	Pibid works to mitigate gaps in the training of basic education students	Quality of education	Articulation of theory and practice
	Reducing university drop-outs - financial support	Permanence	Investment
	The scholarship as a key element in the training process		

Source: prepared by the authors.

Turning to the supervisors,[5] S1 points out the mutual gains and the rich exchange of experiences with the students, as she believes that they end up promoting playful and creative activities, a differentiating aspect of the program. S1 also mentions the pandemic as having an impact on the development of Pibid activities, since the project was originally designed for face-to-face intervention.

S2 begins by emphasizing, firstly, the importance of the grant as an attraction for the supervisors, and secondly, reiterates the value of the teaching experiences that come from contact with the students. According to S2, the Pibidians bring a more playful perspective to teaching and less content-based/traditional. Despite this, she considers the amount of the grant to be out of date. Finally, she mentions the impact of the program on peripheral institutions where the school is the only place for many to spend their days.

Like the previous supervisors, S3 mentions the difference in the value of the grants. However, he adds a fact not yet mentioned: the Program would help refine the affinities and aptitudes of elementary school students, impacting on the choice of elective subjects: the training itineraries present in the new high school.

Table 2 - Summary of the statements made by the Supervisors (S).

	Participants' answers		Key words	
			Impacts	**Meaning**
S1	Mutual gains/exchange between academics and supervisors		Exchanging experiences	Training
	Creativity and playfulness: a differentiating aspect of the activities developed		Quality of education	Contribution
	The pandemic has had an impact on development of Pibid activities, a project designed primarily for face-to-face intervention		Redirection due to the pandemic.	Training
S2	Stock exchange as an attraction		Staying on the course	Investment
	The difference in the value of the grant		Discouragement	
	Experience of exchange with academics and current teaching practices at the university		Training	Training
	The Pibidians bring a more playful perspective and less content-based/traditional		Quality of education	Articulation of theory and practice
S3	Gap in the value of grants		Discouragement	Investment insufficient

The Program helped refine the affinities and aptitudes of elementary school students and emphasizes the impact on the choice of elective subjects (training itineraries in secondary school (BNCC)).	Quality of education	Articulation of theory and practice

Source: prepared by the authors.

Let's move on to the Pibidians.[6]

P1 understands Pibid, as has been mentioned previously by other research subjects, as a fundamental financial support for remaining at university - although he considers the amount to be less than the necessary dedication. P1 highlights the synergy between Pibid and the school, but points out a discrepancy between a certain image of the profession as presented at university and its practical dimension in schools - we mentioned this aspect of alienation earlier, also according to C1's impressions. It is possible to infer from P1's perception that Pibid would reduce the gaps between these two spaces, integrating academic training into a university-school double.

"So it's like a rollercoaster ride and Pibid gives us that: a glimpse before training as a teacher of Letters, in this case Letters-Portuguese".

P1 also points out that Pibid intervenes in such a way as to propose, against a conservative and traditional teaching relationship, more collaborative aspects and practices that involve listening to student demands. According to P1, this listening and collaboration would result in changes to the school routine, such as, for example, attendance at the library beyond the subject content.

P2 discusses the school's organizational, logistical and structural problems, which are also recurrent in the experience of those involved in the programme. For this respondent, the project's intervention did not make any lasting changes to the dynamics of the institution, in other words, it did not leave a permanent legacy as a result of the processes implemented. For this very reason, he believes that there is a conflict between Pibid's proposals and the expectations of the teachers at the school, between the Program's proposal for university-school integration and the immediate simplistic desire to be classroom assistants expressed by the teachers, which would lead to the Pibidians' work being limited to tutoring and/or assistant teacher tasks. Despite this mismatch, P2 considers it to have been a positive experience in that it has allowed him to gain a clearer understanding of school dynamics.

P3 sees Pibid, once again, as important financial support for staying at university. He then reflects on the teaching experience he had hoped for during his undergraduate studies, considering that the program prepares him for the integration between university and school - which we can infer is a desired recognition of the importance of continuing education. The respondent also points to structural and logistical problems and the discrepancy between Pibid's proposals and the profile of the teachers they meet in the associated schools - according to his account, teachers who have come from a traditional, conservative background, centered on the use of blackboards, chalk and books. This would explain the rejection of the Pibidians' new approaches and the misunderstanding of Pibid as school reinforcement and the Pibidian as a teacher's helper, in other words, a misunderstanding of Pibid's proposal, as well as the lack of preparation of the supervising teachers to receive the Pibidians. Finally, it reinforces that there is a lack of articulation, a lack of knowledge on the part of the school about Pibid's objectives.

Pibid makes it possible for undergraduate students to stay on their courses. Although the amount of the grant (R$400) is low and does not meet the needs of the students, with payments almost always delayed, it still helps to pay for rent, water, electricity and food for hundreds of scholarship holders." "It is of the utmost importance to reformulate the program so that it can be effectively linked to the school-university, where undergraduates can actually have contact with the reality of the school and be assisted by teachers who are prepared to take responsibility and to develop both the teacher in continuing education and

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[6] According to Ordinance No. 83, of April 27, 2022, a teaching initiation fellow, or simply Pibidiano, is "a student regularly enrolled in a degree course that is part of the institutional project of the higher education institution, with a minimum workload of thirty hours per month dedicated to Pibid".

P4, in turn, begins by discussing the issue of professionalization as part of the degree course. I'd like to highlight the sentence that describes her relationship with the course:

"*Like it or not, it's a degree course*".

P4's sentence allows us to infer that there is an intrinsic devaluation of degree courses, internal to the university - historically structural, as we mentioned earlier - cultivated by the people who make it up, reflecting, it seems to us, a more general devaluation of the profession in society.

P4 also believes that remote teaching has resulted in a certain "de-structuring" of Pibid, a probable consequence of the fact that the program's institutional design had previously only provided for face-to-face intervention models. The last respondent, P5, associates the teaching experience of Pibid at a preliminary stage of the course as enhancing a general understanding of the demands and affinities of the profession. She also points out that the teacher-regent offered a certain amount of autonomy for the development of her activities, including specific development dates, as opposed to previous reports that mentioned problems in the relationship with teachers trained in other teaching configurations.

An excerpt from his account sums up the general tone:

"*One practical year of Pibid that I had was much more enriching than the two internships I did*".

Chart 3 - Synthesis of Pibidianos' statements (P)

Participants' answers		Key words	
		Impacts	**Meaning**
P1	University to permanence in financial support.	Permanence	Investment
	Considers the amount to be less than the necessary dedication (working hours - delay in grants).	Discouragement	Insufficient investment
	Relationship between university and school / theory and practice / teachers in training and students. Synergy between Pibid and the school.	Training	Articulation of theory and practice
	Discrepancy between a certain image of the profession as presented at university in relation to its practical dimension.	Facing realities	Articulation of theory and practice
	Pibid intervenes in order to propose, against a conservative and traditional teaching relationship, more collaborative aspects and practices that involve listening to student demands.	Teaching quality of	Articulation of theory and practice
	A change in the dynamics of reading at school: frequenting the library/enjoying reading beyond the subject content.	Teaching quality of	Articulation of theory and practice
P2	Organizational , logistical and structural problems at the school.	Tackling realities	Insufficient investment
	The project's intervention did not make any lasting changes to the dynamics of the institution.	Quality of education	No link between theory and practice
	Conflict between Pibid's proposals and the expectations of teachers at school.	Quality of teaching not achieved	No link between theory and practice

	However, it was a positive experience in that it allowed us to understand the school dynamics.	Tackling realities	Articulation of theory and practice
P3	Financial parapermanence in support university (dropout).	Permanence	Investment
	Teaching experience desired during graduation	Training	Articulation of theory and practice
	Prepares for integration between university and school	Training	Articulation of theory and practice
	It points to structural and logistical problems	Discouragement	Insufficient investment
	Discrepancy between Pibid proposals and the teacher profile (traditional/conservative: blackboard, chalk, textbook)	Discouragement	Facing realities
	Lack of facilities for students with disabilities special needs (structural problem and teacher training)	Discouragement	Facing realities
	Rejection of the Pibidians' new approaches and the misunderstanding of Pibid as a school tutor/teaching assistant: misunderstanding of Pibid's proposal.	Discouragement	Facing realities
	It points to structural and logistical problems.	Discouragement	Tackling realities
	Lack of preparation of teaching staff to receive the Pibidians.	Discouragement	Tackling realities
	Lack of coordination and the school's unfamiliarity with Pibid's objectives.	Discouragement	Facing realities
P4	Professionalization.	Training	Linking theory and practice
	Remote teaching caused Pibid to become unstructured ("weak").	Tackling realities	Quality not achieved
P5	Teaching experience in a preliminary phase of the course.	Training	Linking theory and practice
	The supervisor offers autonomy for the development of activities.	Training	Linking theory and practice
	Impact on school attendance.	Quality of education	Linking theory and practice

Source: prepared by the authors.

As we can see from the interviewees' statements compiled in the three tables, the following stand out overall:

- The impact of the pandemic, with the implementation of remote teaching, as the Program was not designed for this type of intervention, which required adaptation and creative responses to unprecedented problems.
- The absence of a digital inclusion policy that sought to mitigate the problems generated by this model - material problems of access (equipment and network) but also of training (digital literacy).
- The necessary relationship between the university and basic education, with continuity of this relationship in view of the inclusion of professionals in significant programs and

projects.

The reports also revealed the real impact of special projects and programs such as Pibid on school practice in basic education:

- Implementation of more dynamic, playful teaching practices geared towards local and regional specificities.
- Implementation of collaborative practices that require permanent integration between students, academics, supervisors, coordinators and management. Ideally, this would constitute shared and collaborative teaching management.
- Decrease in school and academic dropouts/absenteeism - a result of both the financial support of the Pibidians and a listening exercise aimed at the demands of basic education students.
- Recognizing the professional reality of teaching beyond the walls of the university.
- Specifically, we highlight the impact on the formation of more autonomous readers, focused on their affinities, which has an impact on the frequency of visits to the library and reading spaces.
- Reducing the discrepancy between a certain image of the profession as presented at university and its practical, problem-solving dimension.
- Greater interaction between the Pibidians and the students, making learning processes more dynamic, while at the same time enabling a greater understanding of the challenges of education for the former.

In view of these aspects, it is necessary to reflect on the necessary practices in the teacher training process, which leads us to our third question: what are the necessary practices in the teacher training process?

Know-how in the teaching-learning universe is conditioned by complex thinking that does not alienate it from the world's assumptions. Teacher training - and this gives us a glimpse of Pibid - is a structural and structuring process that takes place collectively, through the interaction and collaboration of subjects and institutions, following the arc of crises and powers systemically involved from "pure" concepts to spontaneous actions. Pibid questions the university in terms of its comfort zone of scientific excellence and makes it rethink itself from the outside in, from the satellites it operates in, from the institutions it usually feeds with graduates and guidelines, to the foundations that establish it as a training space, in a virtuous feedback loop. Returning to Morin, the reports presented here allow us to return to the operators of complexity thinking, since, for the Program to be effective, subjects need to be open to an obstinate complexity, in permanent mutation, in which the current becomes a power for the future and the future a pressing possibility at every step of the way.

Considerations and perspectives

We would like to summarize some pragmatic issues.

The analyses carried out point to the impact and meaning of the Program for these subjects, the main objective of our research, but more than that, they demonstrate the need for public policies on the subject. Although the statements may be "contaminated" by the institutional discourse, they are capable of presenting a position on the meanings of Pibid, revealing an action, as well as evaluating the impacts of the Program on the relationship established between the basic education school and the university.

The Pibid - Incentive Program for Teaching Initiation Scholarships - indicates in its nomenclature that the scholarship, the financial increase, is a primary aspect of the program. The aim of this incentive is to guarantee engagement in teacher training and this is revealed in the

statements made by the subjects of our research. However, the social context that our country has gone through has, among many other things, restricted incentives in the areas of culture, the arts and education. The amount of the scholarship allocated to the Program has stagnated and the quotas for the institutions have been reduced.

It is hoped that this situation will change by 2023, but the format needs to be rethought so that there is greater security in the development of projects, programs and proposals in the areas of human knowledge. In addition, it is understood that the perspective of political training for professionals, aimed at overcoming the intransigence and setbacks that have historically hung over the world in a cyclical manner, cannot be excluded.

Reinforcing what we suggested at the outset, this discussion is not intended to be a conclusion. After all, this is not a closed text, but rather the launch of a set of open ideas, intuitions and theoretical-methodological dialogues, which seek to stimulate different thinking about the ways and strategies of teacher training.

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