

**PIBID AND SOME CONTRIBUTIONS TO TEACHING FORMATION:
EXPERIENCES IN UFG**

**CONTRIBUIÇÕES DO PIBID PARA A FORMAÇÃO INICIAL DOCENTE: RELATO
DE EXPERIÊNCIAS NA UFG**

**CONTRIBUCIONES DEL PIBID PARA LA FORMACIÓN INICIAL DOCENTE:
RELATO DE EXPERIENCIAS EN LA UFG**

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ABSTRACT: The initial teacher formation involves several aspects, among them that the teaching degree can provide the necessary knowledge for the effective exercise of teaching. Some changes in educational public policies have impacted the teacher education process, among which stand out teaching incentive programs, such as the Institutional Program for Incentive to Teaching, PIBID (Portuguese initials). Considering the relevance of the topic, this article presents an account of PIBID experiences carried out in public schools, based on the activities implemented for the development of the Program in the subproject Letters: Portuguese, under the responsibility of the Faculty of Letters of the Federal University of Goiás. The text aims to present activities developed by the participants in the field schools, to demonstrate the impacts of the Program on the initial formation and performance of the students, as well as the projects and experiences lived by them in the period of execution of the project, in 2018 and 2019.

KEYWORDS: Teaching. Formation. Experience. Teaching. PIBID.

RESUMO: *A formação inicial docente perpassa aspectos diversos, dentre eles o de que a licenciatura tem condições de prover o conhecimento necessário para o efetivo exercício da docência. Algumas mudanças nas políticas públicas educacionais impactaram o processo de formação docente, dentre elas destacam-se programas de incentivo à docência, como o Programa Institucional de Bolsa de Incentivo à Docência, o PIBID. Considerando a relevância do tema, este artigo apresenta um relato de experiências do PIBID realizado em escolas da rede pública, a partir das atividades implementadas para o desenvolvimento do Programa no subprojeto Letras: Português, sob a responsabilidade da Faculdade de Letras da Universidade Federal de Goiás. O texto tem como objetivos apresentar atividades*

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desenvolvidas pelos participantes nas escolas-campo, demonstrar os impactos do Programa na formação inicial e atuação dos discentes, bem como os projetos e experiências vivenciados por eles no período de execução do projeto, em 2018 e 2019.

PALAVRAS-CHAVE: *Ensino. Formação. Experiência. Docência. PIBID.*

RESUMEN: *La formación inicial de la docencia presenta aspectos diversos, como la perspectiva de que el profesorado tiene condiciones de proveer todo el conocimiento necesario para el ejercicio de la docencia. Algunos cambios en las políticas públicas educacionales han impactado el proceso de formación docente, entre ellas el surgimiento de programas de estímulo para docencia, como el Programa Institucional de Bolsa de Incentivo à Docência – PIBID – PIBID. El tema es relevante y este artículo presenta un relato de experiencias del PIBID, en dos unidades escolares de la red pública, y actividades del Programa en el sub-proyecto Letras: Português, de la Facultad de Letras de la Universidad Federal de Goiás. El artículo presenta las actividades desarrolladas en las escuelas-campo, demuestra los impactos del Programa en la formación inicial y en el desempeño de los alumnos, también los proyectos y experiencias del periodo de ejecución del proyecto en los años de 2018 y 2019.*

PALABRAS CLAVE: *Enseñanza. Formación. Experiencia. Docencia. PIBID.*

Introduction

The expectations regarding teaching work are numerous, both regarding performance and the formation process, marked by successes and errors that persist for decades in the history of Brazilian education, consolidating the thought of the urgent need for updating and innovation in this area of initial formation.

Considering the various dimensions of the theme of education, especially in this country, whose history is marked, at the municipal, state and federal levels, by actions that are not always the most appropriate for a system that needs a lot of investment and care, due to the absence of new investments and strategies that strengthen the educational policies already adopted and encourage the emergence of more effective ones that can stimulate the entry into the teaching career, the permanence and continuity of formation, such as, for example, programs to encourage teaching and undergraduate teaching courses.

The public policies adopted in the 1980s and 1990s, however, show significant advances in the role of teaching degrees, mainly because they deal with the production of learning, the constitution of skills and competences, fundamental elements for the teaching-learning process. Within this scope, two aspects are placed side by side: the student, in the learning process and participant in the formation process, and also the student as a

professional in formation, who is learning to learn how to teach and how to teach. In this context and in the continuity of this perspective, some changes in these policies impacted the teacher formation process, among them the emergence of teaching incentive programs, such as Prolicen, the Institutional Program for Incentive to Teaching – PIBID (Portuguese initials) and, more recently, the Pedagogical Internship - PI.

Considering the relevance of this theme, this article reports experiences during the execution of PIBID in two school units in the public school system, based on the activities implemented for the development of the Program in the sub-project Letters: Portuguese, under the responsibility of the Faculty of Letters from the Federal University of Goiás.

The text aims to present activities developed by scholarship students and volunteers participating in the school-field, to demonstrate the impact of the Program on the initial formation and performance of students, as well as the projects and experiences they experienced during the period of the project in the years 2018 and 2019.

Thus, this article shows the results of an action proposal built collectively, providing participants with direct contact with the classroom daily life through the planning, organization and development of activities that involved everything from research to participation in a scientific event, with presentation of the results of the work carried out during PIBID.

The work is based on Freire (2018), Menga and André (2012), Todorov (2009), Candido (2011) and presents the reports of the activities carried out in the field schools, in the years 2018 and 2019.

PIBID: perspectives and encouragement for teacher formation

The history of public education in Brazil is marked by difficulties, whether of a methodological, pedagogical, conceptual and financial nature, with records of negative results and little success. This negative situation is the result of inadequate educational public policies or even the lack of them, and the consequence of these actions affects all school levels, strongly impacting the disincentive to formation and the teaching career.

In an attempt to stimulate entry into the teaching degree program and minimize the impacts of the lack of career incentives, the Ministry of Education created, in 2008, PIBID, which constitutes itself as

[...] an action of the National Teacher Education Policy of the Ministry of Education (MEC) which aims to provide students in the first half of the

teaching degree course with a practical approach to the daily lives of public schools of basic education and to the context in which they are inserted (BRASIL, 2008, n/p, our translation).

The program is characterized by offering scholarships to teaching degree students through the development of projects and, according to the information on the Capes page:

The projects should promote the initiation of the teaching degree student in the school environment even in the first half of the course, aiming to encourage, from the beginning of their formation, observation and reflection on professional practice in the daily life of public schools of basic education. The students will be accompanied by a teacher from the school and a teacher from one of the higher education institutions participating in the program (BRASIL, 2008, n/p, our translation).

Following the perspective that the program is developed through a partnership between higher education institutions and public basic education networks, the main objectives set for the Program are “to encourage the formation of teachers at a higher level for basic education and contribute to the valorization of the teaching profession” (BRASIL, 2000, n/p). Considering the urgent need to encourage not only the entry into a teaching degree course, but also the permanence of students in these courses, the Federal University of Goiás also joined the Program in 2008, in line with the proposal, through strategies and actions involving the University's teaching degree courses.

Since the adhesion to PIBID by the University, several subprojects have been registered, among them that of the Faculty of Letters, which maintains, among the various aspects of its line of action, the understanding of the valuation of the teaching degree, the integration between Higher Education and the Basic Education, always accompanied by the support of the advising teacher, providing a concrete experience of everyday school life, with the classroom, in the perspective that students can consider this place as a space for theory/practice association, through the elaboration, planning and development classes and activities, projects and teaching material; contact with different methodologies and practices, encouraging reflection, the search for solutions and autonomy to overcome problem situations. Thus, from the perspective of a reflective teacher, Mello (2000) highlights that:

The reflective professional is also the one who knows how his competences are constituted, can understand his own action and explain why he made a certain decision, mobilizing the knowledge of his specialty for that. In this case, reflection is identified with the metacognition of the processes in which the professional is involved in formation and exercise situations (MELLO, 2000, p. 104, our translation).

Associated with the understanding of the relevance of an initial formation that encourages the teacher to become a reflective professional, another important factor is added to the development of projects of the nature of PIBID: the possibility of interaction between teachers and students from the public school system, promoting participation in the elaboration, application and correction of various activities, constituting an important link in the relationship between higher education and basic education.

The development of the Letters: Portuguese subproject in the years 2018 and 2019 favored a closer approximation of teaching degree students with the school context, as well as having a reflection on teaching and the teaching role, considering the importance of rescuing the important mechanisms and actions for the improvement of teaching action, for an active and dialogical, reflective practice, based on a theoretical support that substantiates and helps in the development of teaching knowledge, as well as inserting teaching degree students in the daily life of a public school, offering them opportunities to create and participate in innovative and interdisciplinary methodological, technological experiences and teaching practices, as Facci (2004) points out, citing Nóvoa (1995a) and Pimenta (1996), when highlighting training in three dimensions:

personal - producing the teacher's life by articulating the self-formation processes and the exchange of teaching experiences and knowledge;
professional - producing the teaching profession through the knowledge of experience with the knowledge of education and pedagogy;
organizational - producing the school conceiving it as an educational environment, where work and formation are part of the same process (FACCI, 2004, p. 27).

Considering these formative aspects and in line with the PIBID proposal, the Letters: Portuguese subproject, through its activities, favored a reading of reality and the construction of new knowledge, making it possible to understand reality in order to seek new challenges in order to be able to overcome them, through many studies in the context of the course.

Inserted in this context of collaboration and dialogism, PIBID provided undergraduates with a broader point of view of school events, legal aspects, work routines and decision-making, observing the political guidelines that the school must follow as well as situations in the classroom, as one participant reports:

Today, I am sure that I am in the right profession, and Pibid was a watershed project in my formation. Nothing like professional reality to show what the future will be like. I hope that I have somehow stirred up a student's critical sense, as this is the educator's main task.

In the PIBID experience, there is a direct and effective contact, which makes us reflect on what is observed and experienced, but always with the goal that the participants will gain experience in teacher education, intermediated by the articulation of theory with practice. Through this project, the student can reflect on the teaching role and the teaching degree for society, mainly for basic education, a relevant moment of educational formation, which directly impacts on other educational levels, also by the perception of the pedagogical aspects involved, by the development strategies to minimize the difficulties in the school environment, providing opportunities and favoring significant changes for the whole community through the development of projects, activities that consider the reality in which the school is inserted and the actors that participate in it, either through action or for research, an important element for problem solving, leading the student of a teaching degree course to commit to formation, in addition to favoring research and investigation in a critical perspective on education.

PIBID and field school 1: experiences in everyday school life

The PIBID Letters: Portuguese subproject was developed in two field schools in Goiânia, one located in the central sector of the city and the other in the Campus Samambaia. The state school located in the Center of Goiânia, which here will be called field school 1, has a physical and organizational structure at a satisfactory level. We work with a 3rd year high school class. In this sense, we divided the activities into three moments.

In this field school, the first activity carried out was called “Project of life” workshop, with the documentary “*Nunca me sonharam*” (Never dreamed me), directed by Cacau Rhoden, which portrays a little about school life in various regions of Brazil. The proposal was to make students reflect on the future of their lives, both professionally and personally; then they wrote a letter telling themselves about dreams and plans for the future. The letters were kept in an envelope and were read collectively at the end of the year.

The second activity was called "From the Series to the Text", in which the genre "review" was worked. This workshop was created with the aim of sharpening the students' critical sense. In this process, a series of Netflix was chosen, democratically, through voting. After the selection process, the students watched an episode and the scholarship holders presented, in detail, the proposed genre theory. After a round of conversation about the series and the “review” genre, the students produced the reviews and, at the end of the proposed activity, they discussed the topics covered in the Series. Subsequently, the essay texts were

worked on, with third year high school students, as they needed to practice writing the text production required by Enem (National High School Exam).

After the completion of this step, the students' texts were corrected and, during the process, a considerable improvement was noticed in the productions, and those who already had a good project improved their writing even more.

As part of the evaluation process of the fellows, the results of the activities developed in the field school were presented at CONPEEX - Research, Teaching and Extension Congress of 2019. This event takes place annually at the University and aims to disseminate academic knowledge and its contributions to society. The fellows were responsible for presenting a poster with the main results obtained during the program. The Congress took place between 16 and 23 of October, at the UFG Convention Center.

PIBID and field school 2: experiences of the teaching-research-extension tripod in basic education

In 2018, CEPAE - Center for Teaching and Research Applied to Education at the Federal University of Goiás decided to join the PIBID - Institutional Program for Teaching Initiation Scholarship of the University itself. Thus, two professors from the Portuguese Language Department - Célia Sebastiana Silva and Vivianne Fleury de Faria - started to serve 12 fellows each, adding up to 24 fellows. Looking back, the program was very successful in several ways, as it fulfilled the objectives set out in the notice and, in many cases, went beyond them, since it provided those teaching degree students of the UFG course with an experience far beyond the academic, which certainly contributed a lot to their conceptions of school and teaching, as evidenced in the academic testimony transcribed below. Perhaps even more positive was for the students of basic education at CEPAE, who were able to count on a motivated, young team - almost their age, in the case of high school - full of creativity and motivation to do a good job.

The following statement is from a Pibid scholarship student. She worked at CEPAE - UFG:

Being in the 4th period of the teaching degree in Letters provides me with theoretical contacts from which I have no opportunity to apply or test, Pibid was this opportunity to remove from theory and establish a view of the daily life of a professor-researcher. The high learning guaranteed me a reflection of empirical bases, about what were the real problems faced by an education professional; methodological options; the didactics considered and the ways to apply it; the unexpected classroom dynamics. In college classes, now, I

can associate the subjects treated with the experiences at school, which encouraged and gave more meaning to my studies (our translation).

It is clear from his report that the main objective of PIBID - to provide students of teaching degree courses with their insertion in the daily life of public schools of basic education - has been achieved. In fact, the experience with the program at CEPAE proved to be much more extensive than at first thought.

The main objective of PIBID is to lead the teaching degree student to develop concrete experiences in the classroom. It is known how challenging it is for this student to teach classes in basic education. So, with this program, the student has a first contact with the school routine, as well as with its variables, its challenges, its specificities and always under the supervision of a more experienced teacher, which, in the case of CEPAE, was very fruitful. Therefore, in view of the fact that the graduate teaching student, in the initial stage of the teaching degree course, could experience the school's daily activities and enhance teaching activities in the classroom, at various times, it was possible to carry out this experience effectively for the PIBID tripod, advising professor and student of basic education, considering that, of the three parts, the gain with the experience is very significant. For the PIBID student, due to the experience of school life in its breadth and challenges; for the advising teacher, for the relationship with the freshness of a graduate student eager to try and present new proposals, and for the student of basic education, for the opportunity to experience innovative projects that break with the predictability of the school routine.

In the specific case of PIBID-Letters students who worked at CEPAE, the objectives are also guided by the way they work with the teaching of mother tongue, how textual production occurs, as well as literary reading in basic education. In this sense, one can invoke a maxim, presented by Todorov (2009), in relation to the fact that, in the teaching of literature and languages, there is, in general, on the part of the teaching degree student, a difficulty in transposing what he learns in the Language courses to the professional activity when graduated, he has to translate the theory learned at the University into a possible and understandable language for young people in basic education. For the theorist,

[...] what is meant for everyone is literature, not literary studies; then it is necessary to teach the former and not the latter. High school teacher is in charge of one of the most arduous tasks: internalizing what he learned at the university, but instead of teaching it, making these concepts and techniques become an invisible tool (TODOROV, 2009, p. 41, our translation).

The experience lived by the PIBID student favors this translation of all the concepts and theories that he learns in his course in a tool that is accessible to the student of basic education, even during his formation process. This may not be a guarantee, but it is an indication that he will be a more qualified and more active professional over time.

The presence of PIBID in the CEPAE institution had a specificity, which was the fact that the teaching activities experienced by the PIBID students involved, in many cases simultaneously, research and extension. As it is within a University, this is a recurring practice in the pedagogical projects developed in the Portuguese Language department of CEPAE.

In this sense, it was possible to keep the PIBID students in contact with the school routine, regarding the challenges in relation to the discipline, the teaching of the Portuguese language, the work with reading and textual production, the evaluation and, at the same time, a broader look at the role of the school and the University with the community (extension) and with the sense of investigation, the search for solutions to the everyday problems that present themselves in the classroom (research).

It is assessed that all the objectives of the Institutional Program for Teaching Initiation Scholarships have been fulfilled, as well as the objectives set out in the work plan, such as the performance of students on several fronts, which are: 1. Monitoring of the everyday life in the Portuguese language classroom; 2. Preparation of lesson plans; 3. Participation in the elaboration, application and correction of activities; 4. Monitoring of students with difficulties; 5. Teaching classes; 6. Participation in CEPAE teaching, research and extension projects; 7. Exhibition, in poster form, of the activities developed at the *16th Congress of Research, Teaching and Extension (CONPEEX)* of the Federal University of Goiás. (Event: from 16 to 23 of October 2019) and oral presentation at the *I Theoretical Foundations Colloquium - Methodologies for Teaching Portuguese Language and Literature*, as well as participation in other events.

In addition to the activities provided for above, PIBID fellows actively participated in CEPAE's research, extension and teaching projects, such as those listed below:

1. Research project **Literary reading and formation of readers in basic education**: This project of the Department of Portuguese Language provides for the encouragement of literary reading in the classroom or through any strategies necessary for the student of basic education to effectively become a literary reader. As the interaction between reader and text is fundamental for the realization of the act of reading and constituting the

work itself as an aesthetic manifestation, the research modality proposed in the project aims to investigate practices of reading literary texts through activities carried out with young students in the classroom. More specifically, the aesthetic experience is experienced by the reader in the encounter with the text, so the research is carried out concurrently with the activities carried out in the classes during the school year, that is, the daily school practice is the object of the investigation and, consequently, what substantiates the research. In this sense, it was possible to put the PIBID fellow in contact with this teaching-research relationship daily, in many cases, creating strategies to promote the involvement and understanding of literary work by elementary school students and acting as a protagonist in this objective.

2. Teaching project **Exercise of being a reader: literary reading, textual and written interpretation**: the work developed in this project considers that the student interacts with different types of communicative situations and that he must demonstrate to be able to construct meanings when he reads the various statements that surround him daily, as well as the most varied texts that are presented to him at school. As a result, and in order to meet the proposed objectives, activities are developed that specifically contemplate the reading and interpretation of the literary text, in all genres, without ignoring the reading-writing relationship. And it is with the purpose of stimulating the student as a reader that the writing activity always occurs preceded by reading, individually or in small groups, for the later collection of ideas and construction of the new text. With active participation of scholarship students, this project was one of the ones that most favored the protagonism of the PIBID students, because it occurred in the evening, with a smaller number of students in the classroom, allowed them to experience teaching more effectively in coping the student's difficulty with reading comprehension, with textual production, with the refraction of texts. These more acute challenges presented by the teaching praxis are, without a doubt, substantial for the learning and maturation of the personal, professional and organizational dimensions.

3. **Transdisciplinary** teaching project: a project that combines the disciplines of Portuguese Language, Geography and History with the aim of reading literary works chosen jointly. This project seeks to defragment knowledge and bring meaning to the teaching of these disciplines. Above all, it aims to break barriers between students of basic education and knowledge, including literary. Some fellows were very interested in this innovative project and acted directly on it, suggesting, debating with students, proposing activities and readings. Of this project, even an article was written by the PIBID students together with the project's coordinating professors.

T. R. and M. L. fellows participated as researchers and collaborators in the *Transdisciplinary Teaching Project* (2018-2019), which led to the publication of the article *Quando Carlos Drummond de Andrade encontra Mano Brown: Práticas de um Projeto Transdisciplinar no Ensino Médio do CEPAE-UFG* (When Carlos Drummond de Andrade meets Mano Brown: Practices of a Transdisciplinary Project in High School at CEPAE-UFG), together with the coordinating professors Vivianne Fleury de Faria, Glauco Roberto Gonçalves, Allysson Garcia by *Revista Querubim Online* (Qualis B1), from the Faculty of Education of the Federal Fluminense University (UFF / RJ) (ISSN - 1809-3264, v. 1. p. 4-12, 2019).

4. Extension project **CIRCULA** (Science and Art and Culture Exhibition): project whose objective is to celebrate science, art and culture by presenting and exhibiting the productions of CEPAE students at the end of the year. In 2018 (from 28 November to 01 December) and in 2019 (from 25 November to 30 November), PIBID students acted in different ways to carry out the project: from proposing actions that would culminate in products to be presented at Circula - exhibitions of texts, photographs, videos, models, oral presentations, - up to the organization and execution of the event, the offering of workshops, monitoring of student presentations, photographic and filmographic record, disassembly assembly exhibitions etc.

5. Extension project **Pipoesia**: extension project whose proposal is based on the intention of "resurrecting the poetic word" and allowing it to "jump to life" with the kite toy, even though the initial starting point is restricted to the school environment. As the name says, it aims to celebrate poetry in its playful and joyful aspect with children, youth and adults. It is a festival focused on literature in general and poetry in particular. PIBID students worked on the development of pedagogical proposals for valuing and encouraging a taste for literature and poetry, and subsequently, in the actions of the event itself - setting up exhibitions, organizing presentations, recording the actions developed and other project variables.

6. Extension project **TRAPPO - voice and poetry**: a project that aims to promote a taste for reading poetry, through vocalizations in performances that occur on the most varied occasions. In these years of 2018 and 2019, there was a presentation of TRAPPO at *Circula*, at *Pipoesia*, at *Conpeex*, at the *Café com Pedro* event, at the *Pedro Ludovico* museum, at the *Prosa Afinada* event, at the Inclusion Seminar. Some PIBID students helped in the logistics of the presentations, others became part of the team, during the term of the scholarship and still remain in the group, even with the completion of the scholarship.

7. Extension project **Prosa Afinada**: this project is intended for the study and experience of literature in the classroom and interaction with the writer, in addition to vocalizing literary texts, aiming at stimulating the reading of literature, as well as its socialization. In 2019, *Prosa Afinada* was attended by the poet Francisco Alvim. The PIBID students, in addition to having participated in the “*prosa*” (talk) with the poet as avid spectators, also collaborated in the performance “*Mosaico de vozes*” (“Mosaic of voices”), with mini-themes by Francisco Alvim and in the logistics of the event that presupposed the displacement of all students to a more expanded space on the university campus. In addition, perhaps the most important part was the students' pedagogical preparation to receive the poet. In the Portuguese Language classes, meticulous work was done to introduce the poet, through the reading of his poems. As it is a poetry of contemporary landmarks, it was an important discovery of the author's style, of the most emblematic poems, of the works by the PIBID students and by the students of basic education.

8. **TCEM Project** - High School Conclusion Work: it is a teaching project of CEPAE that aims at the scientific initiation of the high school student who must develop a research during the three years of high school, guided by a school teacher, and defend it from the 3rd year onwards. Some students, who had difficulty with research and writing a scientific work, were assisted by PIBIDs scholarship holders in this year 2019.

9. Pedagogical Project **BIOGRAPHIES (WRITINGS OF LIFE, STORIES AND AFFECTIONS)**: This project was developed, together with a group of PIBID fellows, in 9th grade classes, from the reading of a trilogy entitled *Trilogia do Adeus* (Farewell Trilogy), by João Anzanello Carrascoza, whose theme focuses on family relationships. Associated with the study of the Biography genre, the reading of this work was the starting point for students to do a research on the life history of someone in their family circle and produce the biography. In addition, the students, mediated by the PIBID students, conducted oral interviews with CEPAE's general service employees and, using the interview material, produced the biography of each of them. The product of this project was an exhibition with the biography and photography of each biographer, as well as a tribute to each one of these people who are so important for the functioning of a school and, at times, little perceived, seen, considered by the peers who with them coexist. It was a project in which the fellows were able to understand the importance of exploring human formation in school, especially regarding the role of literature, as advocated by Candido (2011).

Thus, it appears that the scholarship students were able to experience, through different teaching, research, extension and pedagogical projects experienced in the day-to-day of the classroom, an effective role with real possibilities to contribute, through their theoretical knowledge, to intervene and collaborate efficiently with the exercise of teaching in public schools.

Final considerations

Above all, considering the objective of raising the quality of initial teacher education in teaching degree courses, promoting the integration between higher education and basic education, as well as inserting teaching degree students in the daily life of a public school, offering them opportunities to create and participate in innovative and interdisciplinary methodological experiences and teaching practices, it can be said that PIBID 2018 - 2019 was very fruitful, both in quantitative and qualitative terms. The reports of scholarship students prove this perception. It is worth mentioning that the team of PIBID students presented different characteristics, even due to the different formative moments in which they find themselves and the particularities that involve the complex teaching-learning relationship. Some students showed an excellent commitment to the school's projects and activities, others a little less. Some easily undertook cooperative activities with the supervisors; others have already shown greater difficulty in one or another activity. Some performed excellent mediations of literary reading with basic education students; others learned a lot from the mediation done by the supervisors. In one way or another, what remains to be proven is that there was a highly significant experience for the life of this young fellow in his formative journey.

In general, there was an effective and high quality participation, which led, on the one hand, to a greater involvement and empathy of basic education students with the school projects and activities carried out and, on the other hand, a great involvement of PIBID students, who were able to observe and intervene in concrete pedagogical actions.

In addition, it was possible to notice a strengthening in the relationship between a Higher Education Institute, in this case, the Faculty of Letters, and the basic school, in this case, CEPAE and the state school. Undoubtedly, PIBID is a program that can fill a vacuum in teacher training, which is the experience of everyday school life in its breadth, complexity and possibilities.

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