

THE SCIENTIFIC PRODUCTION IN BRAZIL CONCERNING THE
CONTRIBUTIONS OF PIBID TO ITS GRADUATED STUDENTS

*A PRODUÇÃO CIENTÍFICA NO BRASIL ACERCA DAS CONTRIBUIÇÕES DO PIBID
AOS LICENCIADOS EGRESSOS*

*LA PRODUCCIÓN CIENTÍFICA EN BRASIL ACERCA DE LAS CONTRIBUCIONES
DE PIBID A LOS LICENCIADOS EGRESOS*



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ABSTRACT: This paper aims to map the scientific production in Brazil related to the contributions from the Institutional Program for Teaching Initiation Scholarship (Pibid) to graduates, from cutting of publications socialized in the period from 2014 to 2020. The used methodology was a qualitative approach, carried out through the bibliographic survey of thesis and dissertations published in the Thesis and Dissertations Bank of the Coordination for the Improvement of Higher Education Personnel (CAPES - Coordenação de Aperfeiçoamento de Pessoal de Nível Superior) and on Brazilian Digital Library of Theses and Dissertations (BDTD), of full papers in annals from national meetings held by the National Association of Graduate Studies and Research in Education (ANPEd - Associação Nacional de Pós-Graduação e Pesquisa em Educação) and articles published in journals on Scientific Electronic Online (SciELO) database. The theoretical reference was based on texts by Marcelo (2009), Pimenta (2005), Garcia (1999) and Nóvoa (1992) and (2017). The mapping performed allowed us to observe that, for the graduates, Pibid has fulfilled its social role in the training of future teachers, contributing significantly to their performance and permanence in teaching. Moreover, among other factors, there is a gap regarding the scarcity of studies on the evaluation of policies and programs aimed at Pibid graduates, especially within the scope of institutional projects.

KEYWORDS: Education. Pibid. Graduate students. Educational policies.

RESUMO: O presente trabalho tem por objetivo mapear a produção científica no Brasil relacionada às contribuições do Programa Institucional de Bolsa de Iniciação à Docência (Pibid) aos licenciados egressos, a partir do recorte de publicações socializadas no período de 2014 a 2020. A metodologia utilizada foi de abordagem qualitativa, realizada por meio do levantamento bibliográfico de teses e dissertações publicadas no Banco de Teses e Dissertações da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) e na Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), de trabalhos completos em anais de reuniões nacionais realizadas pela Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPEd) e artigos publicados em periódicos na base de dados Scientific Electronic Online (SciELO). Os referenciais teóricos foram fundamentados nos textos de Marcelo (2009), Pimenta (2005), Garcia (1999) e Nóvoa (1992) e (2017). O mapeamento realizado permitiu observar que, para os egressos, o Pibid tem cumprido seu papel social na formação dos futuros professores, contribuindo significativamente para sua atuação e permanência na docência. Além disso, entre outros fatores, existe uma lacuna referente à escassez de trabalhos sobre a avaliação de políticas e programas voltados para os egressos do Pibid, principalmente no âmbito de projetos institucionais.

PALAVRAS-CHAVE: Educação. Pibid. Egressos. Políticas educacionais.

RESUMEN: El presente trabajo tiene por objetivo mapear la producción científica en Brasil relacionada a las contribuciones del Programa Institucional de Bolsa de Iniciação à Docência (Pibid) a los licenciados egresos, a partir del recorte de publicaciones socializadas en el periodo de 2014 a 2020. La metodología usada fue un abordaje cualitativa, realizada por medio de levantamiento bibliográfico de tesis y disertaciones publicadas en el Banco de Teses e Dissertações da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) y en la Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), de trabajos completos en anales de reuniones nacionales realizadas por la Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPEd) y artículos publicados en periódicos en la base de datos Scientific Electronic Online (SciELO). Los referenciales teóricos fueron basados en los textos de Marcelo (2009), Pimenta (2005), Garcia (1999) y Nóvoa (1992 y 2017). El mapeamiento realizado permitió observar que, para los egresos, Pibid tiene cumplido su rol social en la formación de los futuros profesores, contribuyendo significativamente para su actuación y permanencia en la docencia. Además, entre otros factores, existe un hueco referente a la escasez de trabajos sobre la evaluación de políticas y programas dirigidos para los egresos de Pibid, principalmente en el ámbito de proyectos institucionales.

PALABRAS CLAVE: Educación. Pibid. Egresos. Políticas educacionales.

Introduction

The present work aims to map the scientific production in Brazil related to the contributions of Pibid to graduates, from a clipping of publications socialized in the period from 2014 to 2020, characterized as a study of the type "state of knowledge".

Research of the "state of knowledge" type has intensified in Brazil in recent years, especially in the area of Education, with the objective of "mapping and discussing certain scientific production in different fields of knowledge, trying to answer which aspects and dimensions have been privileged in different times and places" (FERREIRA, 2002, p. 258, our translation). From this mapping it is possible to look for clues about "[...] the already built and produced and then seek what has not yet been done [...]" (FERREIRA, 2002, p. 259, our translation).

The relevance of this article is justified by the fact that there are no records of research on the contributions of Pibid to graduates who graduated in the period in question (2014-2020), in view of the launch and validity of CAPES Notice No. 061/2013, for having granted a greater number of scholarships for initiation to teaching, already implemented in the history of teacher education policy. Although, effective until February 2018, it was necessary to seek the socialized productions until a fraction of the year 2020. The survey of research that addresses this theme allows us to understand and identify the actions and analyses at the national level on how Pibid has been scientifically discussed in the area of Education, making it possible to know its impacts and its limitations and to indicate the effects of the program on initial teacher education.

The research socialized here includes an analysis of thesis and dissertation publications contained in the *Portal de Teses e Dissertações da CAPES* and in the Brazilian Digital Library of Theses and Dissertations (BDTD), in the annals of the national meetings of the National Association of Graduate Studies and Research in Education (ANPEd) and in the database in the Electronic Scientific Library Online (SciELO Brazil), with the methodology of qualitative approach, from an exploratory research carried out through the bibliographic survey.

The work is organized into three sections. Initially, it seeks to contextualize Pibid in the Initial Teacher Education Policy. The second section deals with the methodology and discussions of the systematizations of the data obtained in the libraries of CAPES and BDTD, as well as SciELO and ANPEd. And, the third, presents the types of research, the techniques of data collection and scope of the research in the national scenario. Finally, the final considerations about the objective of the article are presented.

The Pibid in the Initial Teacher Education Policy

The initial training of teachers is a process by which undergraduate students develop basic skills and learn the interaction between theory and practice and the inherent relations between education, school and society, and should be understood as the first stage of a long training path. However, teacher training has been one of the great challenges for educational policies. In the last two decades, several countries have intensified efforts to develop actions in the area of education, with the objective of improving the training of teachers at all levels of schooling and providing these professionals with more attractive careers (GATTI, 2014).

In Brazil, Pibid presents itself as a teaching initiation program, which has as one of its objectives, in addition to training on the knowledge that is deemed necessary for the beginning teacher, the insertion of undergraduate students, still in training, in the daily school life of the public school network, promoting the interaction between higher education and basic education, in order to encourage the creation of strategies, resources, educational objects and pedagogical activities to strengthen the relationship between theory and practice, which is another central objective of the Program.

Pibid is an action that integrates the educational policy of initial teacher training for basic education. It was established by the Notice MEC / CAPES / FNDE n° 01/2007, which dealt with the public selection of proposals for projects of initiation to teaching, under the government of President Luiz Inácio Lula da Silva and the management of the Minister of Education, Fernando Haddad. Although it was launched in 2007, its implementation only occurred in 2009 and its consolidation took place through Decree No. 7,219 in 2010.

The Program was created, among other objectives, as an emergency and assisting public policy, with the intention of meeting the shortage of high school teachers in the areas of chemistry, physics, biology and mathematics indicated, in 2007, in the Report presented by the National Council of Education (CNE) and the Secretariat of Basic Education (SEB) of the Ministry of Education (MEC), entitled "Shortage of High School Teachers: Structural and Emergency Proposals". This document aimed to analyze and elaborate measures with a view to remedying the deficit of high school teachers (RUIZ; BRANCHES; HINGEL, 2007). In addition, Pibid aimed to "foster initiation to teaching, contributing to the improvement of teacher training at the higher level and to the improvement of the quality of Brazilian public basic education" (BRASIL, 2013, our translation).

From 2010 to 2013, other public notices were launched extending the scope of the Program to Municipal Public Institutions, non-profit Confessional and Philanthropic

Communities and to Private Institutions. With the implementation of these edicts, all areas of the degrees were contemplated, including the Support Program for Higher Education and Indigenous Licentiate Degrees (Prolind) and the Support Program for Higher Education in Rural Education (Procampo), contemplating indigenous peoples, rural peoples, quilombolas and riverside peoples.

An important fact for its regulation was the launch of CAPES/MEC Ordinance No. 096/2013. This, in addition to replacing Ordinance No. 260/2010, brought some changes as a result of the evaluation of the Program, made by CAPES with the participation of HEIs and subprojects, with the objective of building a new regulation, emphasizing its pedagogical aspects, to prepare it for expansion at the end of 2013 and also turned to institutionalization in HEIs.

This Ordinance established a historical milestone by consolidating the relative norms of the Pibid, constituting it as a Public Policy for Teacher Education, established as a commitment of the State, ensured by Law No. 9,394/1996 – Law of Guidelines and Bases of National Education and by the provisions of Law No. 12,796 of April 4, 2013, (Art. 62, paragraph 5), in accordance with goal 15 of the National Education Plan - Law No. 13,005/2014 - for the decade 2014-2024.

From a total of 3,088 scholarship grants in December 2009, the Program grew to 90,247 scholarship grants in 2014. Given this expansion and the performance in initial training, it is important that Pibid be evaluated from the perspective of the graduates, in order to analyze whether the formative actions developed have contributed to the option and insertion as teachers in public schools of basic education. The responses of the graduates are fundamental, because, from this type of evaluation, it is possible to understand how the programs or policies are articulated with society, in addition to allowing to evaluate the scope, effects and consequences of the project or policy (LORDELO; DAZZANI, 2012).

Methodology: research paths

The methodology used was a qualitative approach, based on exploratory research, carried out through the bibliographic survey of theses and dissertations, articles published in qualified journals and works published in annals of events.

The research began with the survey on the socialized scientific productions in the period from 2014 to 2020, having as general theme "initial teacher education", combined with the descriptors "Pibid" and "Pibid graduates". For the construction of the *corpus* of analysis, the abstracts of dissertations, theses, articles and works published in ANPEd were selected. The content analysis of the abstracts was performed based on a table that contained the following information: title, author, year of defense or publication, objectives, methodology and results, which allowed to establish the categories for the analysis and were substantiated by the authors Marcelo (2009), Pimenta (2005), Garcia (1999) and Nóvoa (1992, 2017).

In the Bank of Theses and Dissertations of CAPES, we chose to use the following refinements, period: 2014 to 2020, major area of knowledge: human sciences and area of knowledge: education. With this procedure, it was possible to find 452 productions with the descriptor "Pibid" and 31 productions with the descriptor "egressos do Pibid".

With the same descriptors, in the database of the Brazilian Digital Library of Theses and Dissertations (BDTD) we found 225 productions referring to the descriptor "Pibid" and only 20 productions with the descriptor "graduates of Pibid".

Although the topic may have been discussed in other working groups, the searches carried out on the website at ANPEd correspond to the annual meetings held from 2014 to 2020, whose survey was made on the websites of each of the meetings, specifically in the WG-5/ANPEd, which is the working group focused on public and educational policies, and WG-8/ANPEd, which is the working group focused on teacher education. Ten publications were found with the descriptor "Pibid" and only six publications with the descriptor "graduates of Pibid".

In SciELO, searches were made in the articles section, from the free search form, with the same search descriptors as the research. In this sense, we found 53 publications using the descriptor "Pibid" and only two with the descriptor "graduates of Pibid". These data are presented in Table 1.

Table 1 – Distribution of research focused on Pibid graduates

Year	CAPES database		ANPEd		SciELO database		Database BDTD	
	Pibid	Pibid alumni	Pibid	Pibid alumni	Pibid	Pibid alumni	Pibid	Pibid alumni
2014	54	1	*	*	5	-	19	1
2015	77	2	6	3	7	-	44	2
2016	108	8	*	*	7	-	43	4
2017	99	9	2	2	7	2	48	5
2018	72	6	-	-	14	-	33	2
2019	42	5	2	1	8	-	37	6
2020	-	-	-	-	5	-	1	-
Total	452	31	10	6	53	2	225	20

Source: Prepared by the authors in relation to the total works of the CAPES portal and Gt-05 and Gt08/ANPEd of the SciELO and BDTD websites.

Notes: * As of 2013, ANPEd meetings became biennial, so that no meetings were held in the years 2014, 2016 and 2018.

With the data in Table 1, it is noted that, from the year 2014 onwards, the first *stricto sensu* graduate studies on the theme "Pibid graduates" begin to be defended. However, the amount of work dedicated to this subject is still very incipient. Of the total of 677 papers, including theses and dissertations, found in the CAPES and BDTD databases, only 51 turned to Pibid graduates, that is, only 7.53%, which indicates relevance of the research for the theme.

After reading and analyzing the abstracts of the productions, it was possible to establish some thematic categories about the contributions of Pibid to the graduates, such as: teacher professionalization and professional identity, insertion in teaching and the university-school relationship.

In the professional identity category, priority was given to the works that sought effective contributions to graduates who define themselves as social subjects and to be included in their identities as they interact with teachers and colleagues and with their own educational experiences. From the perspective of Pimenta (2005, p. 19, our translation), the professional identity is constructed

[...] from social meanings; the constant revision of the social meanings of the profession; of the revision of traditions. But also, in the reaffirmation of culturally consecrated practices that remain significant. [...] It is also built by the meaning that each teacher, as an actor and author, confers to the teaching activity in their daily lives from their values, from their way of situating

themselves in the world, from their anguish and yearnings, from the meaning they have in their life as a teacher.

In this direction, Marcelo (2009) considers the professional identity as a construction that evolves throughout a career and that develops both personally and collectively. It's the way teachers define themselves and others.

Teacher professionalization was one of the most discussed categories in the evaluated works, highlighting the contributions of the Program to the practices and experiences of insertion in teaching. Garcia (1999, p. 122) presents studies by Hegler and Dudley (1987), which point out common objectives to teaching initiation programs, among which we can highlight:

improve teaching action; increase the chances of permanence of novice teachers; promote the personal and professional well-being of teachers; satisfy the formal requirements related to initiation and transmit the culture of the systems to beginning teachers (GARCIA (1999, p. 122, our translation).

Garcia also points out that the main purpose of initiation programs is to integrate undergraduates into the work and help them advance in their professional development. In this sense, it is observed that the Higher Education Institutions (HEIs) that participate in Pibid, in addition to achieving their specific objectives, have helped the graduates in their professional development.

From the perspective of Nóvoa (1992, p. 13, our translation), teacher education occurs in three distinct but independent dimensions: personal development, professional development and organizational development. For the author, "training should stimulate a critical-reflective perspective, which provides autonomous thinking and facilitates the dynamics of participatory self-formation." And yet, the author points out, that training implies a personal investment, a free and creative work with a view to the construction of an identity, which is also a professional identity.

The works that are included in the category insertion to teaching are those that refer to the challenge of beginning teachers regarding the teaching bond and their permanence or not in the profession. This initial phase of the teaching career is configured as a period of tensions and learning, in which teachers acquire knowledge, in addition to maintaining a certain personal balance (GARCIA, 1999, p. 113).

Regarding the university-school category, Nóvoa (2017) highlights that teacher training should take place in place of the profession, and it is important to understand the interaction

between spaces – school, university and professional. The University is attributed scientific knowledge, research and critical thinking, the school as a space for training – a practical connection is attributed, the reality of the school context and, finally, the profession, where the potential trainer is. Thus, from this intertwining, university, school and profession, it is possible that there is a professional training, that is, "the training for a profession". For the author, the link between training and the profession is central to building training programs.

The theme Pibid Graduate in Theses and Dissertations of CAPES and BDTD

Of the 31 papers published on the CAPES Portal, 11 were not available for consultation and, after refinement of the research from the reading of the titles, abstracts and parts of the publications, six papers were excluded because they did not deal with the object of study in question, although, during the search with the descriptors, they appeared in the researches.

In the BDTD database, after crossing with the CAPES lists of findings, it is observed that, of the 20 publications found, only three are added with new titles and eight were excluded because they did not deal with the object in question.

In order to facilitate the interpretation of the data obtained in the research, it was decided to divide the study into two parts, being: Pibid contributions to the graduates, evaluated by subprojects, and Pibid contributions to the graduates, evaluated by an institutional project (which aggregates the subprojects of the degrees), as shown in Table 1.

Table 1 – Works with the theme "Pibid Graduates" available on the Portal of Theses and Dissertations of CAPES and BDTD¹

Works on Pibid's contributions to undergraduate students, evaluated by subprojects	Database
SILVA, Danielli Ferreira. <i>Initiation process to teaching mathematics teachers: looks of graduates of Pibid/UFSCar</i> . 2014. 159 f. Dissertation (Master in Education) – Graduate Program in Education, Federal University of São Carlos, SP, 2014	CAPES
SOMBRA, Cíntia Gonçalves. <i>Pibid/UECE graduates of the Subprojects of Biological Sciences, Physics and Chemistry: where do they work and what do they think about the permanence in teaching?</i> 2016. 100 f. Dissertation (Academic Master's Degree in Education) – Graduate Program in Education, State University of Ceará, Fortaleza, 2016.	CAPES
ALVES, Roberlúcia Rodrigues. <i>Beginner teachers graduated from Pibid in action: approaches to their professional practice</i> . 2017. 137 f. Dissertation (Academic or Professional Master's Degree in 2017) – Graduate Program in Education, State University of Ceará, Fortaleza, 2017.	CAPES
RIBEIRO, Marcus Eduardo Maciel. <i>Teacher Training in communities of practice through participation in the Pibid of Chemistry in Higher Education Institutions in the State of Rio Grande do Sul</i> . 2017. 251 f. (Doctoral Thesis) – Graduate Program in Education in Science and Mathematics, Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, 2017.	CAPES

¹ With the intention of making the work more presentable, it was decided to insert the references of dissertations and theses in table 1, articles in journals and works of Anped, in the table 2, deleting them from the References at the end of the text.

PUCETTI, Silva. <i>The training of the Mathematics teacher in interface with Pibid – Institutional Program of Scholarship for Initiation to Teaching: the representations of Undergraduate Students and Supervisors</i> . 2016. 259 f. (Doctoral Thesis) – Graduate Program in Education, Methodist University of São Paulo, São Bernardo do Campo, 2016.	CAPES
MARQUEZAN, Fernanda Figueira. <i>The spiral of teacher learning: formative processes of graduates of the Institutional Program of Scholarship for Initiation to Teaching</i> . 2016. 329 f. (Doctoral Thesis) - Graduate Program in Education, Pontifical Catholic University of Rio Grande do Sul, Porto Alegre, 2016.	CAPES
GONCALVES, Gláucia Signorelli de Queiroz. <i>Professional insertion of Pibid graduates: challenges and learning at the beginning of teaching</i> . 2016. 243 f. (Doctoral Thesis), Pontifical Catholic University of São Paulo, São Paulo, 2016.	CAPES
DEMARI, Jennifer. <i>Teacher training in Pibid/Chemistry at UFRGS from the perspective of graduates of the Program</i> . 2017. 61 f. Dissertation (Master's Degree) - Graduate Program in Science Education: Chemistry of Life and Health, Federal University of Rio Grande do Sul, Porto Alegre, 2017.	CAPES
CAVALCANTE, Maria Mikaele da Silva. <i>To remain or to evade teaching? Study on the perspective of beginner teachers who graduated from Pibid UECE</i> . 2018. 156 f. Dissertation (Academic Master's Degree in Education) - Graduate Program in Education, State University of Ceará, Fortaleza, 2018.	BDTD
CARVALHO, Josias Ivanildo Flores de. <i>Initial training of Geography teachers through Pibid: formative trajectories</i> . 2019. 160 f. Dissertation (Master in Geography) - Federal University of Pernambuco, Recife, 2019.	BDTD
GUARDA, Juliana Alves da. <i>Institutional program of scholarship for initiation to teaching: contributions to initial training and to the insertion in the teaching of basic education</i> . 2019. 160 f. Dissertation (Master in Education) - Graduate Program in Education, Federal University of Goiás, Jataí, 2019.	BDTD
Works on Pibid's contributions to graduate students, evaluated by an institutional project	
ARAÚJO, Adriana Castro. <i>Evaluation of the Institutional Program of Initiation Scholarship to Teaching of the Federal University of Ceará from the perspective of the graduates</i> . 2015. 98 f. Dissertation. (Master's degree) - Graduate Program in Public Policies and Management of Higher Education, Federal University of Ceará, Fortaleza, 2015.	CAPES
SANTANA, Maiane Santos da Silva. <i>Pibid and professional teacher initiation: a study with teachers who graduated from the Program</i> . 2015. 176 f. Dissertation (Master in Education) – Program and Graduate Program in Education, Federal University of Bahia, Salvador, 2015.	CAPES
GOBBO, Rafael Marques. <i>A study on the professional initiation of Pibid scholarship holders</i> . 2017. 105 f. Dissertation (Master in Education), Graduate Program in Education and Human Development: Training, Policies and Social Practices of the University of Taubaté, University of Taubaté, SP, 2017.	CAPES
BARROS, Alinice Vieira de. <i>Contributions of the Institutional Program of Initiation Scholarships to teaching for the initial formation of graduates of the Federal University of ABC</i> . 2016. 160 f. Dissertation (Master's Degree) - Post-Graduation in Teaching and History of Sciences and Mathematics, Federal University of ABC. Santo André, SP, Brazil, 2016.	CAPES
GOES, Graciete Tozetto. <i>The Institutional Program of Scholarship of Initiation to Teaching - Pibid - in the evaluation of the graduates of the State University of Ponta Grossa, Graduates of the Program</i> . 2017. 266 f. (Doctoral Thesis in Education) - Graduate Program in Education, State University of Ponta Grossa, 2017.	CAPES
MARCONDES, Emília Fernandes de Oliveira. <i>"Who wants to be a teacher? perspective of UFRRJ Fellows on the Institutional Program of Initiation Scholarship to Teaching"</i> . 2017. 140 f. Dissertação (Master's degree)- Postgraduate Course in Social Sciences, Federal Rural University of Rio de Janeiro, 2017.	CAPES

Source: Prepared by the authors, from the Portal of Theses and Dissertations of CAPES and BDTD.

Regarding the content of the publications in Chart 1, the works belonging to the first group are those that seek to analyze the contributions of Pibid to the graduates of a given subproject, with emphasis on the areas of mathematics, natural sciences (biological sciences, physics and chemistry), chemistry, pedagogy and geography.

The works of Silva (2014), Sombra (2016), Ribeiro (2016), Alves (2017), Marcondes (2017), Pucetti (2016), Marquezan (2016) and Gonçalves (2016) deal with analyses of the Pibid formative process, in relation to the main contributions in the perception of graduates of a given subproject, pointing out difficulties and learning at the beginning of the teaching career, their permanence as a teacher and the constitution of their professionalization. Demari (2017), in addition to the analysis of the Pibid formative process, verifies that 40% of the graduates of the Chemistry subproject are working in basic education and that other graduates have stopped working in basic education due to the precarious conditions faced in the school reality. Cavalcante (2018) and Guarda (2019) discuss the permanence of graduates in the teaching career, analyzing the influence of Pibid in the choice for teaching. Carvalho (2019) seeks to understand the role of Pibid in the initial training of Geography teachers in contemporary times.

Garcia (1999, p. 119, our translation), when talking about teaching initiation programs, points out that they "have the specific purpose of facilitating the adaptation and integration of the new teacher in the existing school culture." This means providing the opportunity for the scholarship holder of initiation to teach to experience the educational context, allowing an approximation of the student to his future work environment.

In the second group of Chart 1, there are the works on the graduates of Pibid with a focus on an institutional program, as an empirical field. In this group, five master's dissertations and one doctoral thesis stand out. Regarding the content of the works, Gobbo (2017) and Barros (2016) stand out, which deal with the analysis of the contributions of the Program to the professional training of graduates. The studies of Araújo (2015) consist of evaluating the repercussion of the program in the qualification and training of teachers for the basic education of the public network, anchoring the analyses not only in opinions, but also in the experiences of the students. Santana (2015) evaluates Pibid's contributions to teacher professionalization, comparing a group of teachers who participated in the Program with a group of non-participating teachers. It seeks to understand the repercussions of Pibid on the professional initiation of graduates. Marcondes (2017) deals with the perception of graduate scholarship holders as possible motivators of their professional choices. Goes (2017, p. 93, our translation) seeks to evaluate Pibid in order to identify possible influences on the professional performance of graduates. For the author, the evaluation of the effects of Pibid is related to changes caused by the program and that, "more than the target group itself, affect the participating institutions or organizations, the agents that implement the program or the social environment in which it is carried out." To this end, his research considered the graduates of the Program to evaluate

their results, in the sense of their social and institutional effectiveness. It is important to highlight that this study was the only one on the graduates of Pibid that had as theoretical foundation the references of educational evaluation and programs.

The theme "Pibid Graduates" in the context of productions in SciELO journals and articles published in ANPEd

In the SciELO database, after refinement in the search findings, from the reading of the titles, abstracts and excerpts of the full text, it was possible to locate two more publications that deal with the object in question: "egressos do Pibid", published in 2019. In turn, on the ANPEd website, there is a lack of research on the Pibid and, more specifically, on the investigation of Pibid graduates in the period in question. The searches were made in GT-5/ANPEd and GT-8/ANPEd. Of the total of six papers found with the descriptor "Pibid graduates", after reading the abstract and parts of the text, three papers were excluded; although they presented contributions from Pibid, they did not deal with the issue at hand. It is noteworthy that the same studies were found in both WG 05 and WG 08. Chart 2 presents the references of the articles that were selected for discussion.

Table 2 – Productions published in the databases of SciELO and ANPEd from the descriptor "Pibid graduates"

Work on Pibid Contributions from a Subproject	Database
OBARA, Cassia Emi; BROIETTI, Fabiele Cristiane Dias; STEPS, Marinez Meneghelo. Pibid's contributions to the construction of the teaching identity of the Chemistry teacher. <i>Science & Education</i> , Bauru, v. 23, n.4, p. 979-994, dec. 2017.	SciELO
OLIVEIRA, Hélvio Frank. Pibid's baggage for initial teacher training and for the construction of professional identity. <i>Works in applied linguistics</i> . Campinas, v. 56, n 3, p. 913 -934. 2017.	SciELO
PANIAGO, Rosenilde Nogueira; SARMENTO, Teresa; ROCHA, Simone Albuquerque da. Pibid and the Insertion to Teaching: experiences, possibilities and dilemmas. <i>Educação em Revista</i> , Belo Horizonte, v. 34, 2018.	SciELO
OLIVEIRA, Fernanda Lahtermaher. The professional teaching insertion of a Pibid graduate: the case of a mathematics teacher. In: ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF GRADUATE STUDIES AND RESEARCH IN EDUCATION (ANPEd), 38ª, 2017, São Luís - MA. <i>Annals</i> . [...]. São Luiz: ANPEd, 1-5, Oct. 2017, p. 1-6. 1 <i>Online</i> .	ANPEd
Work on Pibid Contributions from an Institutional Project	
*GOES, Graciete Tozetto; BRANDALISE, Mary Angela Teixeira. Evaluation of Pibid by graduate students: a case study. <i>Educational Study and Evaluation</i> , São Paulo, v. 30, p. 104-137, jan./abr. 2019.	SciELO
BERKEMBROCK, Isabela Toscan Mitterer. Higher education and basic education: an analysis of the profile of graduates of the institutional program of scholarships for initiation to teaching (Pibid). In: ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF GRADUATE STUDIES AND RESEARCH IN EDUCATION (ANPEd). 37th, 2015, Florianopolis, SC. <i>Annals</i> [...]. Florianopolis: ANPEd, 4 – 8, Oct., 2015. 1 <i>Online</i> .	ANPEd

ANDRÉ, Marli. Professional insertion of graduates of Teaching Initiation Programs. In: ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF GRADUATE STUDIES AND RESEARCH IN EDUCATION (ANPED), 38th, 2017,	ANPEd
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Source: Data organized by the authors.

* The theme presented convergence in the analysis of the doctoral thesis, presented in Chart 1.

The productions include the areas of Chemistry and Letters/Portuguese, an article combining the courses of Mathematics, Biology and Chemistry, Pedagogy and an institutional project, covering several subprojects.

The first three articles selected in the research address the teaching identity, which, according to Garcia (1999), is equivalent to the constructions that permeate professional life and go through initial training and the different institutional spaces in which the profession is developed in a spatial and temporal dimension.

In general, the studies pointed out the contribution of Pibid to initial training and teaching performance and to the construction of the teaching identity, but highlighted some weaknesses, among them the absence of effective practices of graduates with students of basic education.

The works of Berkembrock (2015) and Oliveira (2017) refer to research still in development and investigate the teaching professionalization of Pibid graduates. Berkembrock, from a post-neoliberal context perspective, investigates the perception of Pibid graduates of the Community University of the Midwest of Santa Catarina about the public school before and after the program and how their professional trajectory is being. In his first impressions, he points out that Pibid is in favor of the extension of the Community University to insert itself in the community in a multidisciplinary context, allocating a teacher better prepared for the challenges of daily school life.

Oliveira (2017) analyzes how the professional insertion of a teacher of a Mathematics teacher graduated from Pibid is processed, about the aspects that facilitate and hinder professional insertion. As a result, he finds that his time at Pibid contributed to mitigate the "reality shock", favoring a recognition in the professional context.

André (2017) analyzes the contributions to graduates in relation to the insertion of beginning teachers in teaching in three programs: Pibid, at the federal level, the Literacy Scholarship, of the government of the state of São Paulo and the Training-Student-Learning Scholarship, of a city in São Paulo. Despite the differences in the scope of the programs, the author points out that the aspects valued by the graduates were common in the three programs:

"to know the school reality, to articulate theory and practice, to develop new teaching methodologies and to reflect, create and work collectively" (p. 2).

Methodological aspects nationwide

Regarding the methodological aspects of the 24 academic productions, regarding the approaches, data collection procedures adopted by the analyzed works, it was observed that they are qualitative in nature, focus on documentary and bibliographic analysis. Most of the productions are of the case study, interpretive study and exploratory study type. For data collection techniques, unstructured interviews, semi-structured interviews and narratives were highlighted. And finally, regarding the techniques for data analysis, content analysis and discursive textual analysis stood out.

Regarding the publications on Pibid graduates in the national scenario, although all areas of undergraduate degrees have been contemplated in CAPES notices since the implementation of Pibid, only seven of them evaluated the experiences of the alumni scholarship holders. Two studies were found on the subproject of Mathematics in the Southeast Region, one of Natural Sciences, in the Northeast; three from Chemistry in the South; one of Letters in the Midwest; one of Geography in the Northeast; four researches with combined subprojects of Physics, Chemistry, Biology and Mathematics, two in the Southeast and two in the Midwest and four of the Pedagogy subprojects, one in the Northeast and three in the Southeast. There is a higher occurrence in the area of Pedagogy, with 16.67% and research combined with the subprojects Physics, Chemistry, Biology and Mathematics with 16.67% of the publications. These occurrences can be justified by the fact that the beginning of Pibid's activities took place with the launch of the MEC/CAPES/FNDE Notice No. 01/2007, focused on the areas of Physics, Chemistry, Biology and Mathematics for High School.

Regarding the contributions of Pibid pointed out by institutional projects, only eight studies were found in the databases consulted, two in the Northeast, two in the Southeast and four in the South. It is important to highlight that, of the eight publications, only one focused on the evaluation of educational policies and programs. The other studies focused on public policies of teacher education, teacher training and professional insertion.

Final remarks

The analysis undertaken in this study points out that, although research on Pibid has solidified in recent years, the number of studies that investigate the contributions of the Program from the perspective of graduates is still scarce and there is a gap regarding the scarcity of studies on the evaluation of policies and programs aimed at Pibid graduates in relation to institutional projects, which denotes social relevance to the research.

The categories with greater prominence in the analyzed productions were the professionalization of teachers (33.3%) and the insertion to teaching (33.3%). In relation to teacher professionalization, there was a consensus on the contributions of Pibid for graduate students, with regard to the strengthening of professional identity, the understanding of the relationship between theory and practice in the exercise of teaching, the qualification of initial training, the interest in teaching and autonomy for the beginning of their professional activities.

In the category insertion to teaching, research indicates that the Program, by inserting the undergraduate student in the school context, provides contact with the work environment and with more experienced professionals, in addition to increasing the safety of beginners regarding their management of the classroom, reducing, from the form, the "reality shock" experienced in the first years of work.

In this sense, the studies show that participation in Pibid was fundamental to professional insertion, due to the configuration that both theory and practice were consolidating during the formative process, made explicit by the action/reflection/action movement, provided by the integration between the university and the school.

Although most of the analyzed studies dealt with the evaluation of the graduates of a given subproject, it is important that the research be expanded to the evaluations in the context of institutional projects and by regions, so that one can understand and identify actions and analyses at the national level that enable to know the impacts and limits of the Pibid, as well as to indicate contributions to the initial teacher training and, subsequently, to the insertion of graduates in basic education institutions.

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