

VOCATIONAL TRAINING AND THE UN 2030 AGENDA IN BRAZIL: A JOURNAL IN SOCIAL ORGANIZATIONS



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ABSTRACT

This article aims to understand professional training and the UN Sustainable Development Goals in its 2030 Agenda for Brazil, with a PhD thesis journal, "Author's thesis". All people need to be professionally skilled in the complex societies that advance through technologies at a rapid speed. The UN 2030 Agenda represents a concern that is placed by the institution itself, a global call for various actions, paradigm shifts, new guidelines, State and government policies, in short, to provide considerable changes in the way we relate to people, the environment, as well as professional training. The Social Organizations, coming from a project not too far away, would have greater and better conditions of speed to solve the social demands in the problems related to the quality provided in the services of vocational education. This review article, in addition to the above, is a qualitative and exploratory bibliographic research, in view of the need to know professional training and the UN 2030 Agenda, as well as the performance of Social Organizations (2018-2022), based on: Manacorda (1991), Charlot (2013) and Dowbor (2020), among others. As the strategies of neoliberalism do not cease, in a way contrary to the 2030 Agenda, Social Organizations, with a view to regulating the quantity and quality of courses, carried out a management with the purpose of continuing to manipulate professional training, a work that is alienated and less prepared for its social role.

Keywords: Professional Training. 2030 Agenda. Social Organizations.

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INTRODUCTION

SUSTAINABLE GOALS VERSUS NEOLIBERAL GEARS

This article seeks to understand the 2030 Brazil Agenda of the UN (United Nations) and its sustainable development goals and the performance of the Third Sector, in particular, the Social Organizations for professional training in Goiás, it was possible to demonstrate how the management of Social Organizations in professional and technological training in the State of Goiás was carried out, from the selection of organizations to the termination of contracts, over a period of four years (2018-2022).

It is important to rescue this recent study in order to understand the paths taken, which were far from the UN's 2030 Agenda itself, which, consequently, generated a delay in the proper fulfillment of the goals.

A new form of shared management of public resources between public and private entities in the third sector was created by the State, that is, Social Organizations, which appropriated the State to manage public vocational education. This change in the management of resources and its articulations, in fact, had the objective of masking the real intentionality, that is, the privatization of the public.

While workers have to repeatedly qualify themselves in complex societies to provide for their subsistence, the owners of capital increasingly contribute to the precariousness of education and dose the quantity and quality of education according to social classes. There is, then, a full manipulation of the educational system, as if it were a product.

In view of this, with the imposition of the new methods created by capitalist society, either to determine a new way of accumulating wealth, or to guide the objectives in a more defined model that meets this recent reorganization of the world economy, and under the argument of new denominations such as a new appearance of sociability, Frigotto (1999, p. 144) summarizes in some terms the maxims of this contemporary historical moment: "[...] globalization, integration, flexibility, competitiveness, total quality, participation, pedagogy of quality and defense of general education, multipurpose training and 'valorization of the worker'".

As a result, we see the demands for vocational training increasing at all levels, and the productivity growth objectives have as their horizon the permanent updating of the operation, which aim to achieve the objectives proposed by the companies. To this end, technological institutes are treated and charged as such, with external evaluations, self-evaluation, ranking, foreseen sanctions and commitment requirements, "[...] without any

kind of questioning or criticism, to the project of increasing productivity, replacing class solidarity with intra-class competition." (Carneiro, 1998, p. 100).

In view of the above, the UN (United Nations) has determined a series of goals, including for Brazil, by highlighting that "the Sustainable Development Goals are a global call to action to end poverty, protect the environment and the climate, and ensure that people, everywhere, can enjoy peace and prosperity" (UN, 2023).

The UN lists 17 sustainable development goals, the object of this article being number 4, which seeks quality education. From there, it became necessary to assess how Social Organizations in Goiás remained so distant from the 2030 Agenda, because, within the proposed quality education, the United Nations highlights as its main objective "to ensure access to inclusive, quality and equitable education, and to promote lifelong learning opportunities for all" (UN, 2023), which did not occur in the technological schools managed by Social Organizations in Goiás.

Within this goal 4, Quality Education, there are several goals to be achieved. Taking primary education as an example, we have equal access for all, teacher qualification, and others. In this article, we will address, in particular, professional training and how the "goals" of the Agenda were seen by the State of Goiás for Social Organizations, that is, sustainable development goals *versus* neoliberal gears.

Throughout this article we will understand what the UN's objectives are in its 2030 Agenda, as well as how the neoliberal gears in Social Organizations are presented with regard to professional and technological training in the State of Goiás, in addition to how work is seen in the capitalist system. Thus, we will discuss work as a vital activity for man's survival, with a historical-sociological conception in the light of historical materialism.

We will discuss work as a negative and antinomic expression, which ends up strengthened by the neoliberal gears that act contrary to quality education, that is, it operates in reverse action to the education proposed by the UN in its 2030 Agenda, or rather, expressing a direction opposite to these gears in which alienation is inserted in the very essence of work.

Finally, this article seeks to discuss how the 2030 Agenda establishes its objectives in professional education in order to provide sustainable development with professional training that allows due equal access to it, in addition to aiming to increase people's skills and competencies, not only to meet the demands and demands of capitalism, with its

gears that, supposes, in addition to accelerating production on an ever larger scale, they also chain the freedom of individuals in their own work.

Therefore, it is important to understand the 2030 Agenda together with the review of the Doctoral thesis, so that we can pay attention to the correct paths in relation to the sustainable development goals, especially professional training. It is necessary to strive for an education that should awaken in people, especially young people, a critical and citizen consciousness, a look at development with respect for the environment, nature, culture, in the search for a more humane society, which is what we all want.

PROFESSIONAL TRAINING

Education and vocational training always bring up the question of work and the debate between realms of needs and freedoms, or means to satisfy needs, or a creative and free force that could produce wealth not only related to capital, but also so that individuals could improve their own relations with society in a natural way. Harmonious.

As Manacorda (1991, p. 49) points out,

This voluntary, conscious, universal character of human activity, by which man distinguishes himself from animals and removes himself from the domain of any particular sphere, is in opposition to everything that is in turn natural, spontaneous, particular, that is, to the domain of naturalness and causality in which man does not dominate, but is dominated. It is not the total individual, but a unilateral member of a given sphere (class, etc.), and lives, in short, in the realm of necessity, but not yet in that of freedom.

All people, especially young people, have to qualify professionally in complex societies that advance through technologies at a rapid speed. All the time, new professions emerge and others are extinguished, so that the relationship of professional training encounters more and more challenges to act in a fulfilling and quality work, as Marx already warned.

Dowbor (2020, p. 25), clarifies that

Marx's vision, his approach to macro-social analysis, remains stubbornly relevant. The essential thing, however, is that concepts must be reconstructed, and not simply transposed. Reconstructed, because Marx, in analyzing the Industrial Revolution, took the trouble to explain the new technical relations of production (the division of labor, the socialization of production, the constitution of the factory universe), the social relations that resulted from them (the wage relationship and, in particular, surplus value) and the new power relations based on the private ownership of the means of production.

Professional and Technical Education, since the industrialization that began in Brazil in 1930, continues to be a factor of great concern. The consequences around this professional training in recent times, such as the proposal to reform secondary education, with the inclusion of training itineraries (already suspended for new analyses, suggestions and debates), makes clear an urgent need to rethink this model.

According to Teixeira (1996, p. 26), "the new work processes and the growing complexity of society, developing to a degree never before known the interdependence between men, would be demanding another type of freedom of intelligence, than the simple absence of restrictions on action."

We have to understand that these changes are necessary and can no longer serve only the private sector, entrepreneurs, or production. In reality, there is a need for an improvement in the quality of professional training in which it is possible to provide the subjects with their full realization at work, the conquest of scientific and technical knowledge in a way that does not delimit people's fields of action.

From this perspective, people will continue to be protagonists of history, and the work itself makes them position themselves in the society in which they are inserted, choose their coexistence and establish their own relationships resulting from the space in which they live.

In view of the issue of professional training and the inequalities that it currently provides, reflections are necessary in order to pay attention once again to the distance in which this education is placed from a social critique, not only in relation to the exploitation of the workforce, but also with regard to a sustainable development of quality.

From the first relationships of individuals, whether with their family members, schoolmates, neighbors, or street friends, work mixes with them invisibly, silently and very discreetly, according to Saviani (2012). We can consider that the intertwining of individuals awakens and guides the learning paths, in addition to providing a direct direction to the work. Unfortunately, however, in the second scenario, work itself cannot be considered as a form of learning initiation, since in today's society it becomes only an exchange of principles. As Saviani (2012, p. 174) points out, in "[...] capitalist society in which work takes the form of the production of exchange values, it [work] cannot be considered as an educational principle".

Thus, when we talk about education, especially the professional training that has been provided in the country, people, more precisely young people, are somewhat limited in terms of knowledge of their possibilities. This could result in actions capable of transforming society with the help of a broader vision that could provide not only the reduction of social injustices, but also regional development that contemplated nature, capital and labor itself. Lombardi (2016, p. 35) points out that "in addition to the maturation of objective conditions, it is also necessary to mature subjective conditions. Here comes the decisive role of education, which, therefore, is strongly impacted by the structural crisis of capitalism".

In view of this, in the world we live in, we do have to prioritize professional training for young people so that they can have a performance that is, at the same time, social and political. Thus, they would not restrict themselves to enjoying the knowledge produced through the sociability that the regions in which they are inserted provide, because, concomitantly, they would have opportunities in educational institutions to observe this knowledge become entangled as a set of instruments for access to labor, to decent work.

That said, it is important to revisit the historicity of professional training in Brazil, albeit in a summarized way, considering that the concern with this modality has been verified since 1909, from the Apprentice Schools that, later, in 1930, were directed to industrialization and the creation of the so-called "S System"². Subsequently, there was the creation of the Federal Technical Schools, in 1956, Federal Centers for Technological Education, in 1994. After 1999 and during the first decade of the 2000s, there was a process of transformation of the Federal Centers for Technological Education (CEFETs) into Federal Institutes of Education, Science and Technology. This movement of conversion to the Federal Institutes occurred throughout the country, except in Rio de Janeiro, Minas Gerais and Paraná, where they were converted into Federal Technical Schools, aiming at the training of operation engineers and technologists, a higher level of professional preparation.

² System S is the set of nine institutions (National Service of Rural Learning – SENAR, National Service of Commercial Learning – SENAC, Social Service of Commerce – SESC, National Service of Learning and Cooperativism – SESCOOP, National Service of Industrial Learning – SENAI, Social Service of Industry – SESI, Social Service of Transport – SEST, National Service of Transport Learning – SENAT and Brazilian Service of Support to Micro and Small Enterprises – SEBRAE), with the purpose of providing free professional training and access to leisure and culture to Brazilian workers (Teixeira, 2023).

As we can see, even the process of transformation of the CEFETs clearly shows us the division between the Federal Institutes and the Federal Technical Schools, which offer "a higher level of preparation", as if the others did not have so much importance, or deserved this professional training in less proportion.

In reality, professional training should meet the interests of all individuals without distinction of classes, dominant or dominated. In this way, this could be the beginning of a new social order, in which everyone could enjoy the knowledge acquired so that there would be a deeper development of societies and regions, both in the political, economic and social aspects, with manifestations that would contribute to the change in the current *modus operandi* of policies for professional training.

Charlot (2013, p. 55) points out that

The saturation in politics and the modalities of politicization of social phenomena are, therefore, quite variable, although all of them, directly or indirectly, have political implications. It is not enough, then, to affirm that education is political. The real problem is to know what it is political in.

Academic knowledge, in the face of this more politicized view, would serve to contemplate the desires of young people in training so that it would be done with quality that would also allow a more active participation in politics and in society itself. We know that schooling is part of the processes that prepare an individual for life, therefore, it contributes to the construction of a fairer society and to regional development based on sustainability resulting from the use of knowledge acquired in the training period.

Considering this context, it is necessary to think more and more about bringing people closer to technological and scientific knowledge, which is a tool that offers everyone the same learning opportunities and meets the real needs of the subjects.

Teixeira (1996, p. 24) explains that

In order for this experience to take place under appropriate conditions, society will have to offer all individuals access to the means to develop their capacities, in order to enable them to participate as much as possible in the acts and institutions in which they spend their lives, a participation that is essential to their dignity as human beings.

As if the dome where it imprisons its individuals were not enough, the capitalist process manages to transform one main dome into several others, when we are faced with the intrinsic logic of the division of labor and the separation of activities, in order to

definitively eliminate personal spontaneity and individual expression, as a way of strengthening the bonds of control of men for alienated labor. Manacorda (1991, p. 49) states that "the division of labor, therefore, has divided man and human society, but it has been the historical form of the development of its vital activity, of its relationship-dominion over nature".

Certainly, we can never stop dreaming, wanting to achieve, walking towards the kingdom of freedom through our work, with our activities, with our productive forces, in a natural and spontaneous way. Unfortunately, the imposed capitalist system makes our paths get lost, our paths become far from the real world we want, which is more humanitarian and egalitarian, but in reality, it is where our work loses its originality and simplicity. The walk becomes a march, like an army of people, now, towards the realm of necessity.

Manacorda (1991, p. 52) also argues that

It is here, therefore, that alienated labor and human vital activity, labor and manifestation of the self, return in a rigorously marked opposition of positive and negative. Marx returns to it, stressing that it is not really a contradiction, or rather, that it is a completely contradictory phrase (his famous flirtation with dialectics is often found in these pages!) that 'labour is, on the one hand, absolute misery as an object and, on the other hand, the absolute possibility of wealth, as subject and activity'; In fact, the two aspects are conditioned and reciprocally result from the division of labor.

So work appears in two distinct and clear forms: as penury or fortune, divided work or personal manifestation, negative work or positive work, absolute misery or universal possibility of wealth.

The author also suggests that

It is our concern, after having first called attention to the negative aspect, to highlight with equal force both aspects of this opposition. On the one hand, that in the historically determined conditions, which – against the inability of economists to historize and the common sense of the common man – are not, in fact, destined to last eternally, work is truly 'the man lost of himself', the negation of all human manifestation, absolute misery (Manacorda, 1991, p. 53).

As a consequence, on the way to the realms of freedom or necessity, it is very important to understand this antinomy, in order to place ourselves at the center of Marx's thought. To do so, this contradictory nature of human activity needs to be absolutely clear, or we will not be able to understand the author himself.

In this way, pedagogy establishes a certain direction for work, annihilating human activities of their spontaneity and naturalness. The union of teaching and work represents a whole pedagogical-didactic arrangement in the sense of identifying with the nature of man, which is placed between the realms of freedom and necessity.

According to Manacorda (1991, p. 54), pedagogy

It is a conception that excludes any possible identification or reduction of the Marxian thesis of the union of teaching and productive work within the usual hypothesis of a work, whether with merely professional objectives, or with a didactic function as an instrument for the acquisition and verification of theoretical notions, or with moral purposes of character education and the formation of an attitude of respect towards work and the worker. He understands, above all, all these moments, but also transcends them.

As work can be performed and seen as a natural, spontaneous form of the individual, even before the manifestation of interest in working by the man himself, is it possible that there is already a direction to work in the most basic phases of school education? Certainly, it is something that ends up creating ties and directing more soldiers to the army of capitalism, in which the realm of necessity becomes more important than the realm of freedom, or of the full emancipation of man.

For Manacorda (1991, p. 55)

The question may therefore be posed: how can work liberate man, if it is the cause of his servitude? And, more particularly, in the pedagogical field, how can this work, associated with teaching, constitute *hic et nunc* the content and method for the formation of the omnilateral man?

Thus, pedagogy, teaching, becomes more and more distant from the realm of freedom and makes man imprisoned even more in work that is foreign to himself, remaining in the realm of necessity. It is worth mentioning that this kingdom was built through capitalism, production, unbridled consumption, which is lost within its own reign, where man himself can no longer identify and separate the need from desire, or what is truly vital for his survival from what is imposed as necessary to live. One lives, then, in a masked way engendered by the market, to strengthen consumerism and to satisfy capitalism and its individual wealth, in order to perpetuate inequalities.

According to Manacorda (1991, p. 55)

This real participation of work as an educational process in social transformations will be all the more effective the less it is a mere didactic resource, but rather a real insertion in the social productive process, a link

between educational structures and productive structures, which does not necessarily mean a 'school-factory' link, given that the two terms are not equally co-essential to modern society. the 'school' represented rather a residue of previous social organizations; but, certainly, it means a teaching-production link.

If work is precisely the primordial conduct and expression of man, of his spontaneity, in a way that is in tune with nature itself, in the paths of the kingdom of freedom, how can the individual still remain imprisoned in his kingdom of necessity, to the traps of capitalism, of alienation, ties created and sustained by a pedagogy directed to capital, only to the interests of the market?

The author concludes that

an answer to this objection, which also has its obvious pedagogical implications, can come from a research that establishes what this reign of freedom based on labor really is for Marx: a research would lead us, to tell the truth, to go through the whole of *Capital* and, in particular, both its historiographical documentation on the struggle for the working day, and his structural research on the relationship between work time and free time (Manacorda, 1991, p. 56).

Therefore, the paths that individuals must take to reach the long-dreamed and desired realm of freedom could not be precisely between work time and free time, time of ties and unties, time of obligations and releases, time of imprisonment and freedom, but rather in the time of professional training itself so that the chosen work would also be synonymous with times of freedom and its full fulfillment.

We now have a date set, the 2030 Agenda, in which the United Nations (UN) seeks, through its sustainable development goals, a way to face the challenges, especially in Brazil, so that decent and quality professional training can be offered.

AGENDA 2030 IN BRAZIL

The UN 2030 Agenda represents a concern that is raised by the institution itself, that is, a global call for various actions, paradigm shifts, new guidelines, State and government policies, in short, that provide considerable changes in the way we relate to people and the environment.

To fulfill the 2030 Agenda, the UN has established 17 goals, namely: 1 – Eradication of poverty; 2 – Zero hunger and sustainable agriculture; 3 – Health and well-being; 4 – Quality education; 5 – Gender equality; 6 – Drinking water and sanitation; 7 – Clean and affordable energy; 08 – Decent work and economic growth; 09 – Industry, innovation and

infrastructure; 10 – Reduction of inequalities; 11 – Sustainable cities and communities; 12 – Responsible consumption and production; 13 – Action against global climate change; 14 – Life in the water; 15 – Terrestrial life; 16 – Peace, justice and effective institutions; 17 – Partnerships and means of implementation.

The UN, with regard to these objectives, is based on international human rights standards, in which equality is the central point that guides the actions to be taken. Based on this principle, the UN establishes the search for civil, political and cultural rights and, consequently, the right to development of minority and most vulnerable populations.

When we talk about vocational training and the 2030 Agenda, we can highlight as a key point the understanding of the Sustainable Development Goals, number 4 (SDG 4), Quality education. The text lists specific sub-items, which are: 4.1 - By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes; 4.2 - By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-school education, so that they are ready for primary education; 4.3 - By 2030, ensure equal access for all men and women to quality technical, vocational and higher education at affordable prices, including university; 4.4 - By 2030, substantially increase the number of young people and adults who have relevant skills, including technical and professional skills, for employment, decent work and entrepreneurship; 4.5 - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; 4.6 - By 2030, ensure that all young people and a substantial proportion of adults, both men and women, are literate and have acquired basic knowledge of mathematics; 4.7 - By 2030, ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including, but not limited to, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development; 4.a - Build and improve physical educational facilities that are appropriate for children and sensitive to disabilities and gender, and that provide safe and non-violent, inclusive and effective learning environments for all; By 2030, substantially increase the number of scholarships for developing countries, in particular least developed countries, small island developing States and African countries, for higher education, including vocational training,

information and communication technology, technical, engineering and scientific programmes in developed and other developing countries; By 2030, substantially increase the number of qualified teachers, including through international cooperation for teacher training, in developing countries, especially least developed countries and small island developing States.

In this way, SDG 4 – Quality education becomes a primary objective so that individuals can have guaranteed access to inclusive, quality and equitable education, as well as to promote lifelong learning opportunities for all people.

The 2030 Agenda and the UN itself, with its purposes and principles contained in its Founding Charter, considered as an international treaty that has evolved over the years to keep up with a world in constant and rapid changes, are extremely important for us to understand the need to improve professional training in order to provide people with full fulfillment at work.

To this end, we can highlight items 4.3 and 4.4, which seek by 2030 to ensure equal access for all men and women to quality technical, vocational and higher education at affordable prices, including universities, and to substantially increase the number of young people and adults who have relevant skills, including technical and professional skills, to play roles in jobs. decent work and entrepreneurship.

Professional training cannot focus only on the execution of tasks per se, but also on training directed to the conquest of people with regard to scientific knowledge, so as not to delimit the various existing fields of action. This, considering that nowadays the demands increase in relation to professional training, at all levels, and the productivity growth objectives cannot prioritize only the goals proposed by companies, they must add the purposes for the construction of a more just and egalitarian society, as proposed by the 2030 Agenda.

Vocational training must move towards the 2030 Agenda, with debates, discussions, proposals, educational policies of the State and governments, so that we can pay attention to vocational training articulated with sustainable development.

The 2030 Agenda, when it seeks equality, actually signals that the more a pedagogy related to the market is, and directed and focused on capitalism, the more it becomes a factor of dehumanization of man himself. This occurs within a historical process in which man progressively feels himself to be the "owner" of nature, and impetuously appropriates the productive forces and takes possession of men themselves.

According to Manacorda (1991, p. 56)

Marx has already said how the concrete development of these productive forces is actualized in the factory, within which the division of labor already existing within society is reproduced and exacerbated, and how this exacerbated division of labor no longer contains in itself the possibility of limited development of the individual allowed by the division of labor within society. but it destroys all specialization by requiring a miserable working population available to capitalist production.

We can consider, then, that in order to achieve the Sustainable Development Goals, it is necessary for society to free itself from the ties that bind us to a type of development that cannot continue, because, in addition to fostering the increase in poverty, it is directly responsible for the devastation of the environment and interference in the climate.

Manacorda (1991, p. 58) points out that

noting the capitalists' claim that the workers should always remain in a minimum enjoyment of life and behave like pure machines, which would lead to a pure stultification that in itself would make it impossible to aspire to wealth even exclusively in general, Marx comments: 'The participation of the worker in higher pleasures, including intellectual pleasures – fighting for his own interests, to have newspapers, to attend conferences, to educate children, to refine their tastes, etc. – the only participation in society that separates him from the slave, is only possible economically as long as the scope of his pleasures increases in periods of prosperity'.

Thus, the paths to be taken to achieve the UN 2030 Agenda are directly related to time, not only to what is missing until we reach 2030, but to the time of our work-related activities. The prolongation of the latter usually serves the privileges of the interests of the capitalist economic model in which we live in a kidnapping of advantages towards the interests of the market, as an example the management of Social Organizations instead of the State.

SOCIAL ORGANIZATIONS AND VOCATIONAL TRAINING

The private sector, inserted in Public Management, represents an articulation of neoliberalism, which is an ideological movement, whose economic model was adopted in the capitalist world in the 1970s, and the State uses it as a strategic argument for the debureaucratization of Public Management processes. This argument led to the creation of Social Organizations (OS) in Technological Education in the State of Goiás, in 2016, with the narrative and justification of meeting the expectations and desires of people who intended to enter the job market. These institutions offered free

professional courses for young people who had finished or were finishing their studies in public education.

We can consider that Social Organizations come from a not too distant project, being the first qualified in October 1997, by Provisional Measure No. 1,591³, October 1997, which states in its Article 1 that

the Executive Branch may qualify as social organizations legal entities governed by private law, non-profit, whose activities are directed to teaching, scientific research, technological development, protection and preservation of the environment, culture and health, in compliance with the requirements set forth in this Provisional Measure (Brasil, 1997).

In this way, the government, on its own initiative, identified sectors of society that needed a better return on the State's mission, that of social relevance. Faced with this vision and assuming its incapacity, the State, following the neoliberal model, involved professional education. We know that it is this education that allows people to qualify in complex societies, with a view to entering the labor market and providing for their subsistence.

According to the point of view of capital, these Social Organizations would have greater and better conditions of speed to solve the social demands in the problems related to the quality of services, as well as continuity through long-term projects, thus allowing to satisfy social needs.

Dowbor (2020, p. 35) clarifies that

Today the main flow of investments does not result in any machine or chimneys, but in the ability to control organized knowledge. In the last century, the capitalist still owned factories and plantations—and for much of the present century, no doubt, he still will be. However, today, and increasingly, it is a controller of digital platforms, applications, patents, *copyrights*. And, of course, of financial flows, equally immaterial, mere magnetic signals that define other immaterial forms of appropriation and control, radically more powerful. [...]. We found a fundamental theoretical shift for the understanding of the new processes: it is not a question of ownership of the means of production, but of control of the systems.

Thus, in 2016, the Government of the State of Goiás, through the State Secretariat for Economic, Scientific and Technological Development and Agriculture,

³ Provisional Measure No. 1,591, of October 1997, was revoked and others reissued and also revoked, resulting in Law No. 9,637, of May 15, 1998.

Livestock and Irrigation (SED), launched the Public Calls for the execution of Management Contracts.

After the 2018 elections and with the inauguration of the then new government in the State of Goiás, management contracts were drawn up that aimed to transfer the administration of public equipment that are part of the State Public Network of Professional and Technological Education (Rede Itego) to Social Organizations (OS).

It is important to highlight that, before demonstrating the management of Social Organizations, in 2014, the State Government made a high investment in the acquisition of machinery for the clothing sector, in order to generate jobs and meet the Local Productive Arrangements (APL), formed by entrepreneurs with a derisory contribution for use. Thus, investments were limited to the municipalities of Catalão, Itaguaru, Jaraguá, Pontalina, Itapuranga and Taquaral de Goiás (Goiás, 2014).

Enguita (1993, p. 110) states that

With the separation of production and exchange, a special class of merchants is formed, which in turn enables the towns to relate economically to each other, and permits the division of labour among the different towns, which tend to specialise each in one branch of production.

This statement by Enguita (1993) is so real that in Jaraguá we have the production of *jeans* (durable cotton fabric), in Itaguaru and Taquaral de Goiás the manufacture of beachwear and *lingerie* (women's underwear), and in Itapuranga, women's fashion and shirts.

The Itego Network was composed of Technological Institutes of the State of Goiás, called Itegos, as well as its linked units represented by the Technological Colleges, called Cotecs, which had as their premise favoring a greater approximation with the business sector.

This approach provided, through Itegos and Cotecs, the offer of Qualification, Initial Continuing Education (FIC), Technical and Technological courses for undergraduate and graduate courses, research and extension, in an objective way to serve each region and its potential entrepreneurs.

We can consider that the central idea of the state was to offer professional qualification to people (Professional Education) to meet the needs of entrepreneurs and producers (Local Productive Arrangements - APL), in order to contribute to the

provision of technological services and promotion/strengthening of innovation environments (Development and Technological Innovation - DIT).

This political/economic action in professional education, in fact, provided the subjects with an education for the interests of capital, that is, some for intellectual work and others for manual work. Nothing more than the perpetuity of capitalism with the new strategies of neoliberalism, actions repeated over time, as seen, in other guises.

Here, it is necessary to present the thought of Charlot (2013, p. 62) that reinforces the view of school, because, for the author,

The school plays a political role, insofar as it propagates an education that has a political meaning in itself. Social groups and social classes also seek to make it the instrument of their aims, their interests and the dissemination of their ideas.

Thus, the offer of courses follows the interests of the dominants, exclusively focused on production on a scale, in order to meet capitalist interests, in order to use the State itself, through the Technological Institutes, as a formative agent of the workforce and the alienation of young people. We can consider that the provision of technological services and promotion/strengthening of innovation environments was, due to its lack of performance, once again, a discourse to mask the real intentionality, the training of alienated labor to serve entrepreneurs and the market.

The very distribution and offer of courses and vacancies clearly demonstrate the intention of the State which, in the name of professional training, only replaces the workforce with mechanical and repetitive activities. This can be seen with the offers for qualification and training courses that represent 385,880 vacancies, for a total of 411,348 available, that is, most of the vacancies offered are for Qualification and Training, 93.81%, short courses of up to 40 hours, against 0.74% for Higher Education and 5.45% for Technical courses (Sedi-Go, 2019).

For the Qualification and Training courses, both face-to-face and distance learning, which represent 93.81% of all offers, the Pronatec Guide to FIC Courses (National Program for Access to Technical Education and Employment) organized and edited by the Department of Professional and Technological Education of the Federal Government (Pronatec, 2012) was used.

It is important to mention that for the courses based on the Pronatec Guide to FIC Courses, through the notices published by the Secretariat of Development (SEDI)

and their respective Public Calls, these Initial and Continuing Training (FIC) courses were divided into two modalities, FIC (Qualification) and FIC (Training).

Well, as a way of providing the minimum possible for an emancipatory professional training and for the citizen himself, the course loads were stipulated at 800 hours for higher and technical courses, 200 hours for Qualification and 100 hours for Training

Clause 1.15 in the Public Call Notice No. 005/2016-SED of the Goiás Development Secretariat (Goiás/Sedi, 2016, p.3) determines that

it is incumbent upon the PUBLIC PARTNER, upon suggestion of the Head of the Management Office of Training and Technological Training, with regard to courses, and by the Superintendence of Technological Development, Innovation and Promotion of IT, with regard to technological development and innovation activities, to decide on the offer of courses and actions of technological development and innovation, the decision on the offer of courses and the actions of development and technological innovation to be offered in the equipment based on a survey of demands carried out by the PARTNERS. [...] 1.17 – The values of the cost unit, or service hours, were calculated individually for each level of course and for the activities of Technological Development and Innovation – DIT and Practical-Academic Activity – APA, and constitute the maximum values that the Public Partner is willing to transfer, as shown in the table below:

OFERTA	HORAS AULA-ANO PRESENCIAL	VALOR HORA-AULA PRESENCIAL	VALOR HORA-AULA EAD
Superior	800	13,00	-
Técnico	800	8,95	-
FIC (Qualificação)	200	8,95	2,50
FIC (Capacitação)	100	8,95	2,50
DIT e APA	-	134,25	-

With a view to this articulation, the Itego Network was divided into 05 regional offices: Regional 1 - municipalities of Cristalina, Niquelândia, Porangatu, Santo Antônio do Descoberto and Valparaíso; Regional 2 - cities of Caiapônia, Ceres, Goianésia, Jaraguá, Piranhas and Uruana; Regional 3 - Anápolis, Catalão (Aguinaldo de Campos Netto), Catalão (Labibe Faiad) and Catalão (Antônio Salles); Regional 4 - Goiânia (Basileu França), Goiás, Goiatuba and Piracanjuba; and finally, Regional 5 - Goiânia (José Luiz Bittencourt), Goiânia (Sebastião de Siqueira), Aparecida de Goiânia, Mineiros and Santa Helena de Goiás (Sedi-Go, 2019).

As the intention of this article is to understand professional training in Goiás and the UN 2030 Agenda with a doctoral thesis journal, the example of this articulation acts contrary to the development objectives in relation to vacancies, which can only be demonstrated with the analysis of Regional 2 which, in comparison with the other regional offices, will make us understand how the Social Organizations and the State were far from the guidelines of the aforementioned Agenda.

Regional 2, with 67 municipalities and a total of 202,806 young people (IBGE, 2012), had 142,674 vacancies in all modalities in the 04 years of contract, in Higher Education it had 480 vacancies, in Face-to-Face Technician and Distance Education with 4,594, in Face-to-Face and Distance Education Qualification with 38,580, and in Face-to-Face Training and Distance Learning with 99,020, which represent a reach of 70.35% of the total of these young people.

Thus, the reach of 70.35% for the units of Regional 2 is totally disproportionate in relation to the other Regionals: Regional 1 with 21%, Regional 3 with 36.66%, Regional 4 with 10.74% and Regional 5 with 13.42%.

The explanation for this difference in Regional 2, which has numbers that exceed the reach of its decentralized units, the Cotecs, especially in the municipalities of Itapuranga, Itaguaru, Jaraguá and Taquaral de Goiás, is that these cities have cutting machines that were intended for the use of entrepreneurs, as mentioned above, and, consequently, a greater need to train young people to be inserted in this production.

Not only related to what concerns vacancies, we can mention aspects that refer to the courses offered so that such neoliberal articulation is possible, for example we have the changes in the workloads in order to meet or bring them closer to the workload established in the MEC guides; courses offered and that had minimum requirements in several laboratories for the practices related to these courses, such as Computer Laboratory, Occupational Hygiene Laboratory, Personal Protective Equipment Laboratory, Basic Life Support Laboratory and Fire Protection Laboratory, however, they only had a Computer Laboratory in their unit; as well as curricular components and other elements that make up the courses and are not included in the respective notices; and, also, authorization for a distance technical course (DE), but offered as Face-to-face, among other particularities that demonstrated the lack of a management committed to quality and decent training for young people.

In other words, the Government of Goiás delimited its spaces of action for the professional training of people, the municipalities, the vacancies, the types of courses, in short, they viewed these young people as simple users of a service that represented numbers in the workforce made available in the State for the interests of capitalism, a mechanism that aims to eliminate their consciences and attitudes as true citizens.

Certainly, school education institutions and, in particular, those of a professional and technological nature, also create their differentiations, their inequalities, such as the very division of course offerings and their respective formations.

As the strategies of neoliberalism do not cease, on the contrary, they always find a way to create new movements in order to maintain the gears of capitalism within historical contexts, making Professional Education more and more precarious with a view to regulating the quantity and quality according to social classes, there is an entire manipulation of Professional Education itself for the growth of production on a scale as a way of reinforcing the control of historical subjects to alienated labor, where entrepreneurs seek more and more profits to the detriment of investment in the training of more qualified labor that becomes, in reality, cheaper and less prepared for its social role.

Thus, it would be important for the State itself to have a more preponderant role in monitoring and inspecting shared management in order to ensure that the irregularities presented do not harm people even more, considering the professional education portrayed here, full of adjustments favorable to the neoliberal gears.

FINAL CONSIDERATIONS

All people, especially young people, have to qualify professionally in complex societies that advance through technologies at a rapid speed. New professions emerge all the time and others are extinguished, so that the relationship of professional training encounters more and more challenges to act in a fulfilling and quality work, as Marx already warned.

Professional and Technical Education, since the industrialization that began in Brazil in 1930, continues to be a factor of great concern. The consequences around this professional training in recent times, such as the proposal to reform secondary education and the inclusion of training itineraries, clearly show us an urgent need to rethink this model.

Thus, when we talk about education, especially when it comes to professional training, considering how it has been taught in the country, people and, more precisely, young people, are, in a way, limited in relation to the knowledge of their possibilities.

To fulfill the 2030 Agenda, the UN has established 17 goals, thus, among these goals, SDG 4 – Quality education becomes the primary objective so that individuals can have guaranteed access to inclusive, quality and equitable education, as well as to promote lifelong learning opportunities.

To this end, we can highlight items 4.3 and 4.4, which seek by 2030 to ensure equal access for all men and women to quality technical, vocational and higher education at affordable prices, including universities, as well as to substantially increase the number of young people and adults who have relevant skills, including technical and professional skills to perform their roles in their jobs, enjoying decent work, which also leads them to entrepreneurship.

However, the private sector, inserted in Public Management, with the Social Organizations (OS) in Technological Education in the State of Goiás, which had as a narrative and justification to meet the expectations and desires of people who intended to enter the labor market with the offer of professional and free courses, made vocational education even more precarious in order to reinforce the control of historical subjects for alienated work, offering short courses and without references in the MEC catalogs, without the minimum required structure, absence of laboratories, full of other deficiencies that reinforced the sense of perpetuating professional training for mechanical and repetitive tasks, which also represents less preparation for the subjects to establish their social role, that is, paths contrary to and distant from the UN 2030 Agenda.

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