

O centroweg em Jaraguá do sul/SC: história e formação profissional do menor aprendiz

The Centroweg in Jaraguá do Sul/SC: history and professional training of the young apprentices

Received: 10/14/2023 | Revised:
12/07/2024 | Accepted: 08/14/2025 |
Published: 20/06/2026

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Como citar: MEHANNA, S. S.; CASTANHA, A. P. O centroweg em Jaraguá do sul/SC: história e formação profissional do menor aprendiz. *Revista Brasileira da Educação Profissional e Tecnológica*, [S.l.], v. 01, n. 26, p.1-22 e16270, jun. 2026. ISSN 2447-1801. Disponível em: <Endereço eletrônico>.



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Resumo

O presente artigo tem como problemática a formação técnica profissional dos jovens aprendizes desenvolvida na WEG S.A, em Jaraguá do Sul/SC, no CentroWEG, fundado em 1968. O objetivo é apresentar parte da história e o papel do CentroWEG na formação de jovens aprendizes ao longo desses 55 anos. Tomamos como fonte principal para a análise imagens encontradas no Museu da WEG ou na internet. A partir das imagens buscamos desenvolver uma análise histórica e crítica da formação dos aprendizes no CentroWEG. Constatamos que o CentroWEG teve como foco qualificar o menor aprendiz para atender as necessidades da empresa, ou seja, preparar jovens com conhecimentos técnicos e/ou domínio de equipamentos utilizados nos processos industriais. Tendo em vista as características da formação constatamos que a educação é um braço do capital, não se ocupando da formação crítica e social dos trabalhadores.

Palavras-chave: Educação Profissional; Escola Técnica; Trabalho e Educação; Formação Profissional.

Abstract

This article focuses on the professional technical training of young apprentices developed at WEG S.A, in Jaraguá do Sul/SC, at CentroWEG, founded in 1968. The objective is to present part of the history and role of CentroWEG in training young apprentices over the past 55 years. We used images from the WEG Museum or from the internet as the primary source for analysis. Using the images, we sought to develop a historical and critical analysis of the training of apprentices at CentroWEG. We found that CentroWEG focused on qualifying minor apprentices to meet the company's needs, in other words preparing young people with technical knowledge and/or mastery of equipment used in industrial processes. Considering the characteristics of training, we conclude that education is an arm of capital, not dealing with the critical and social training of workers.

Keywords: Professional Education; Technical School; Work and Education; Professional Training.

1 INTRODUCTION

This article is the result of a dissertation developed in a Postgraduate Program in Education at a public university in the State of Paraná. The central problem was to analyze the professional technical training of young apprentices developed at WEG S.A., located in Jaraguá do Sul/SC. The company established a Training Center, known as CentroWEG, founded in 1968. CentroWEG is located in the city of Jaraguá do Sul, which is the 5th largest economy in the State of Santa Catarina. We found that, being a training center and not a secondary education institution, it is highly competitive, as it represents a real guarantee of employment.

Considering the characteristics of the company and the region, our objective in this text is to historicize and understand the role of CentroWEG in the training of young apprentices over these 55 years.

Due to difficulties in accessing the CentroWEG's archives, motivated by the sanitary and social isolation measures triggered by the Covid-19 pandemic in 2020 and 2021, as well as due to the restrictions imposed by the institution's own management in making the archives available in the post-pandemic period, we took as our main source for this analysis photographic images found in the WEG Museum or on the internet. It is worth highlighting that WEG, as a company, is part of the history of electricity in Brazil and the world. Therefore, having an archive that preserves its memories is important, as it is a large company that is proud of its history.

The photographs are dated and, therefore, historical sources that reveal the characteristics of a particular time. As Barros (2005) indicated, photographs express a materiality that indicates social, cultural, and historical practices, therefore, by analyzing the photographs, we can construct/reconstruct parts of the history of an institution. We adopted as a reference for analyzing the photographs authors such as Cardoso and Mauad (1997), Ciavatta (2022), Kossoy (2012), and Le Goff (1992). The selected images are directly related to vocational education, offered at CentroWEG, and help us understand the mechanisms of the capitalist system. We adopted historical materialism to analyze the photographs and their relationships with vocational education.

According to Ciavatta:

Photographs carry with them the universe of knowledge present in the appearance of the photographic representation; but hidden within them are the multiple social processes, the mediations that constitute the real object represented. It is the multiple social relations (cultural, technical, scientific, economic, political, etc.) that constitute the object in its totality. The exercise of understanding photography as a source of research, beyond the basic data of identification, context, and analysis of formal aspects, presupposes an approach to the social processes that allow us to elucidate the history they hold within themselves, what is hidden in the appearance of the photographic representation. (2023, p. 23).

In addition to the images, we used newspaper articles and bibliographies relevant to the object of analysis.

We want to draw attention to the fact that, when we conducted a survey on research portals, we did not find any specific academic study on CentroWEG, a factor that further motivated our research.

Our understanding is that CentroWEG has developed/develops an education geared towards work and professional training, given its capitalist character, as it is a privately owned company located in a country with peripheral capitalism. Therefore, we sought to verify whether or not the photographs reflect these characteristics, that is, of a school geared towards the market, since the role of this school is to train young people to join WEG.

In light of the above, we were prompted to investigate aspects related to the history of CentroWEG and its impacts on workforce training for Jaraguá do Sul/SC and the region, listing the objectives, organization, and purpose of the training work and its relationship with the capitalist mode of production.

The text is organized into two parts. In the first part, we present some arguments that support the use of photography as historical memory. In the second part, we attempt to historicize the CentroWEG.

2 PHOTOGRAPHY AS HISTORICAL MEMORY

As is well known, photography is a very effective source for expressing historical reality. In recent decades, the field of historiographical research has undergone a transformation and expanded various possibilities for investigation, broadening the concept of historical source. As a result, photographic images have contributed to a better understanding of events of the present and past. As Le Goff stated:

The past/present distinction used here is the one that exists in the collective consciousness, especially in historical social consciousness. But it becomes necessary, as a warning, to make an observation about the relevance of this position and to evoke the past/present pair from other perspectives, different from those of collective memory and history (1992, p. 172).

The importance of photography as a cultural marker of an era is undeniable, not only because of the past to which it refers, but also, and especially, because of the past it brings to light, since every photograph is a testimony, remnants of what has passed, offering us fundamental evidence of the context in which they emerged. It is possible to establish various connections between photographic sources and the complex set of information recorded in them.

Cardoso and Mauad (1997) state that photographs reveal clues, express socially conventionalized codes, undoubtedly possessing a significant character in the messages transmitted, such as the ways of being and acting of the subjects (CARDOSO; MAUAD, 1997).

Cardoso and Mauad (1997) emphasize the broad capacity that photographic images provide us to analyze, among them: social relations, forms of work, practices that, however, a verbal document could not provide. Conceived as an agent of the historical creation process and used as a historiographical source, photographs have much to reveal about a given period, about the social and professional practice of a given social group.

According to Barros:

Photographs, therefore, can be transformed into iconographic historical sources, enabling research on the school world in a given time and place, referring to clothing, ethnic types, sexual composition, school architecture, materials, and pedagogical resources, provided they are related to sources of other natures (...) (2005, p. 129).

Based on these guidelines, we conducted a survey at CentroWEG and found records of different kinds regarding its history in the museum's collection and in electronic media, such as the institution's website. The sources located there are already part of a forgotten memory, but a memory that represents a past of technical training, with characteristics specific to CentroWEG. These memory records become fundamental sources for the study of professional training processes and the history of the institution.

From this perspective, we understand that every document is a monument to the extent that it is the result of societies' efforts to impose images of themselves on the future (voluntarily or involuntarily), since one of the attributes of the historian is to dismantle and deconstruct this production of monumental documents. (LE GOFF, 1992)

As Kossoy stated:

Every photograph is a remnant of the past. An artifact that contains within itself a specific fragment of reality recorded photographically. If, on the one hand, this artifact offers us clues as to the constitutive elements (subject, photographer, technology) that gave rise to it, on the other hand, the visual record contained within it gathers an inventory of information about that precise fragment of space/time portrayed. The photographic artifact, through its matter (which gives it body) and its expression (the visual record contained within it), constitutes a historical source. This artifact is characterized and perceived, therefore, by the set of materials and techniques that externally configure it as a physical object and by the image that individualizes it, the image-object, parts of an indivisible whole that integrate the document as such. A historical source, in fact, both for the

historian of photography and for other historians, social scientists, and other scholars (2012, pp. 47-48).

Therefore, we can assure that such records are cultural objects that preserve strong links between the memory of the school's individuals and the memory of the institution itself, since these photographs consist of testimony and representation of the CentroWEG, revealing at once the way of being, but also the way of understanding the training of the technical school; in addition to evidencing specific ways in which the subjects behaved and represented their roles – instructor, student, classes, etc. As Furtado observed:

[...] It should be noted that this particular documentation, like that of other schools, provides significant elements for reflection on the institution's past, the people who attended it, the practices that circulated within it, and even the relationships it established with its surroundings (2011, p. 157).

Ciavatta also studied images and offered us this definition: “The image as a source of knowledge is revealed only by a detour beyond the visual, beyond the appearance present in the representation of something that gave rise to the image, to external reality with its objects and events” (2022, p. 3).

The challenge for the researcher is to seek the relationships most relevant to their study's object. To assist in this task, photography emerges as an essential document and draws attention to the importance of understanding the mechanisms of events to later analyze their consequences.

Photography is a source that allows us to analyze the social environment, recovering the legitimacy of education, discipline, the professional training of individuals, and the valuation of man for the means of production, in this case, capitalist society.

3 HISTORY OF CENTROWEG: A READING THROUGH PHOTOGRAPHS

The CentroWEG is located in Jaraguá do Sul/SC, in the WEG industrial park. The training center is a vocational training school that focuses on qualifying young apprentices to meet the company's needs, that is, developing activities that require technical knowledge and/or mastery of equipment used in industrial and technological processes.

The CentroWEG was founded in 1968. At the time, the region did not offer technical training. The initiative to create a school within the company's facilities came from the three founders after a business trip to Germany in 1968, when they found, during visits to factories, that they offered vocational courses for young people. The courses initially offered were Fitting and Toolmaking (CAGLIONI, 2022).

According to Chataque:

[...] the first external consultant, Spanish professor Antônio Serrano de La Pena, was hired in 1965 to assess the company's training needs. The results of the assessment were worrying, as could be expected; Serrano identified that several employees "were slow thinkers" and "difficult to educate." However, the needs were not limited to the factory floor level, where the scope included writing and simple mathematics, but also aimed at administrative training for the directors themselves, including the founders of Weg (2004, p. 89).

According to an article in the Correio do Povo Newspaper of Jaraguá do Sul (OCP):

The history of CentroWEG, the educational arm of WEG, began amidst the noise and machinery of the small factory created by the company's partners and founders, Werner Voigt, Eggon João da Silva, and Geraldo Werninghaus. (...) The school started simply, in a room of approximately 100 square meters located inside the then-motor factory. Classes were taught by the professionals themselves – among them, the three founders – focusing on mechanics. "The first class was responsible for sanding the study workbenches, which were made of steel and were welded by the employees", recalls Décio da Silva, who was part of the first class. Until then, the only teacher dedicated exclusively to the so-called "little school", as it was nicknamed by the employees, was responsible for the practical classes. Otherwise, the project was entirely collaborative (OCP, 2017c, n.p.).

Considering the historical context and the relationship between work and education, as well as aspects of the material culture of vocational education and the memory of CentroWEG, we seek to reconstruct part of this history through images to recover the conception of teaching/learning at/in the institution. We begin with a record of the first class in April 1968.

Image 1: First Toolmaking class at CentroWEG in 1968



Source: WEG Museum.

Image 1 shows the first students to enroll at the CentroWEG, 15 young people who were undergoing collective theoretical training. We observed that the class was composed exclusively of male individuals, in uniform, with the desks placed next to each other in a V shape, and the tutor, Antonio Serrano de La Penha, standing at body level laterally in profile to the blackboard, on which the taught content was recorded. Among the students was Décio da Silva, who joined the first class of students at the age of 11 and later served as the Executive President of WEG for 18 years (1989-2007). We highlight Inácio Ribeiro, Mário Rocha, Maurélio Mauén, Milton Drex, Nilson Franz, Osmar Horongoso, and Osni Augustinho Lenzi. The course was in Toolmaking, and the duration was 2 (two) years.

Although photographs of educational institutions are a historical source full of experiences, understanding their representations is only possible as they are reproduced so that their memories are not forgotten. We identified that what attracted/attracts young people to the institution was/is the quality of the education and the opportunity to work at WEG, being hired in various areas that require technical knowledge.

Image 2: Classes of those who passed the 1970 selection process.



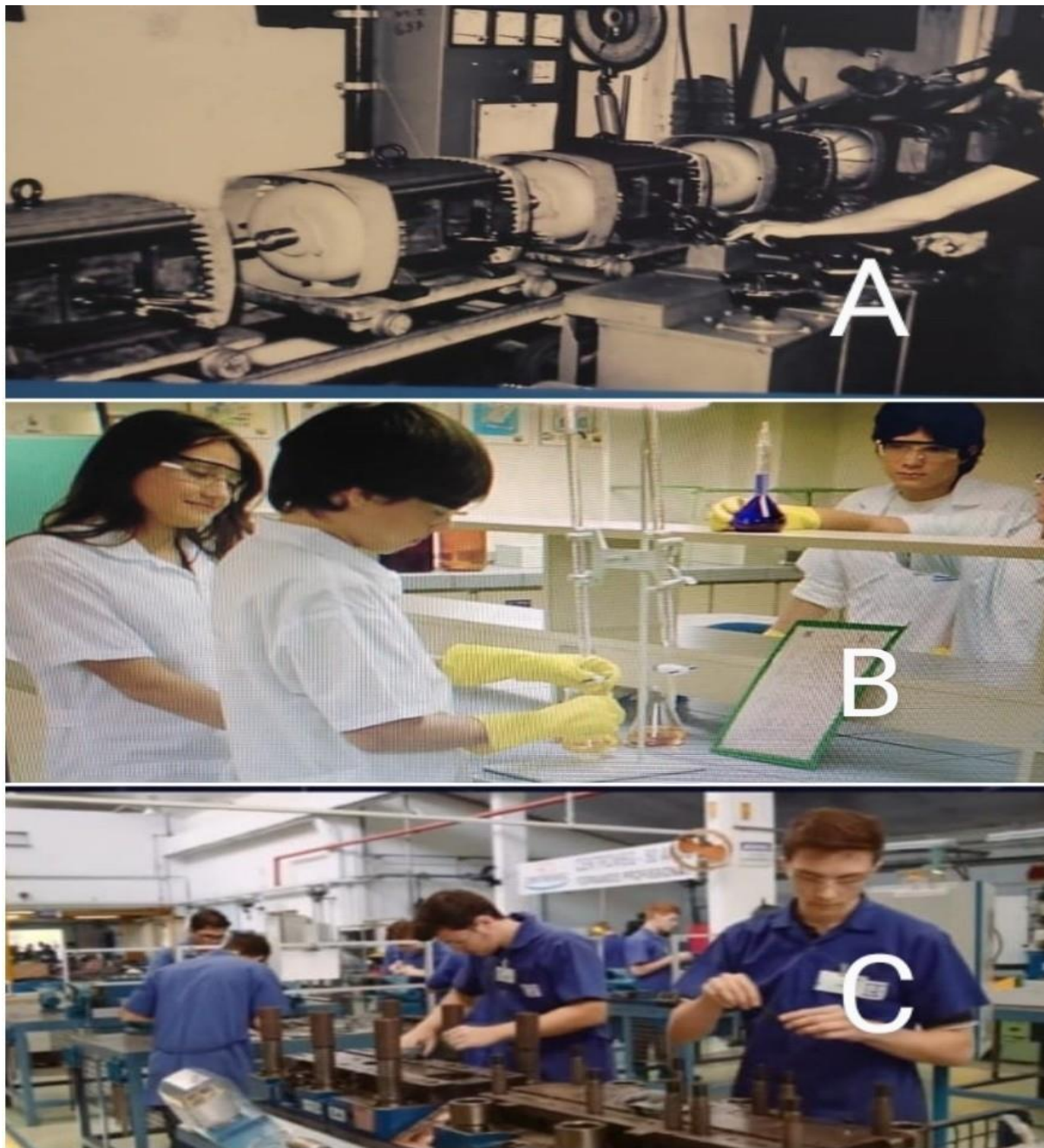
Source: OCP (2022).

Image 2 shows a class of 25 (twenty-five) young people, between 13 (thirteen) and 16 (sixteen) years old, who entered the technical school in 1970 in the Fitting and Toolmaking courses. Due to the company's needs, workshops in Electricity, Milling, and Turning were added. In the image, we do not detect the presence of the female gender; the boys did not wear uniforms or badges. We observe that the photo is black and white, and the students' attire is typical of the 1970s, that is, shirts or t-shirts and bell-bottom trousers, and some young people with long hair. Probably the students were not dressed for study, but rather to celebrate entering the school.

This photographic image is one of the collective memories of the classes from the 70s who studied at CentroWEG. It is worth noting that, at that time, only two courses were offered: Toolmaking and Fitting.

The visual images below demonstrate the modernization process of CentroWEG.

Image 3: Summary of the transformation/modernization process of the CentroWEG.



Source: WEG Museum (2022).

Therefore, we note that the production line underwent restructuring throughout the 1970s to the present day. Observing the images from the beginning of the school (Image 3-A), the structuring of the space (layout) was small – remembering that during this period there were few courses and entrants.

In image 3-B, we see that the students are standing in a practical laboratory class, three boys and one girl, all in white lab coats. The chemistry course started in 1980. Certainly, the Chemistry course was the first to receive female students. The laboratory for practical classes was/is spacious and modern, with good lighting and all the available safety equipment. Thus, we highlight the evolution from one era to another in terms of quality. In image 4-C we have the Toolmaking Assembly course, the modernization is evident in a maximized and structured space for better training. In the practical class, the seven boys, all in blue uniforms, are standing, so they can work more efficiently and with dedication.

Image 4: Practical Maintenance Mechanics class, 1991



Source: WEG Museum (2022).

Image 4 shows the year 1991, from the Mechanical Engineering course, already in the new structure, in which the 8 students are arranged in a spacious and airy space, very well equipped, concentrated on a practical maintenance mechanics class; we observe that no girls appear. The group of apprentices wore blue lab coats, they were practicing the assembly and disassembly of electric motors. The image reveals, in the background, a group in brown uniforms, from the Toolmaking course. It is evident that it is a multifunctional space, but divided, due to the specificities of machines and tools used in each course.

In 1991, WEG made available a new, spacious, and modern 1500 square meter structure to house the CentroWEG. New courses were created, such as: Electrotechnics, Maintenance Electronics, Maintenance Mechanics, Systems

Programming, and Electromechanical Assembly. The CentroWEG began to attract more interested people, offering many more vacancies per year in the municipality of Jaraguá do Sul/SC.

The CentroWEG has become an essential pillar for the company's sustainable growth and, at the same time, an instrument for the individual and collective development of its members. With well-structured educational programs adapted to the demands of the market and the company's areas of operation, the CentroWEG sought/seeks to improve the technical and behavioral skills of its employees, aligning with the organization's corporate values and vision.

From the beginning of the 1990s, the company consolidated itself and entered the global market, opening branches in other countries. This growth led to the opening of new courses and investment in the production of educational equipment, such as didactic workbenches.

According to Ternes, from then on, "the training of technically skilled people enabled the provision of productive services necessary for the company's accelerated growth trajectory, including the entry into new businesses" (1997, p. 66). As per an article published on the WEG website:

[...] At WEG, education is a fundamental principle. In addition to a vocational training center for young people in technical courses – the CentroWEG – and incentive programs such as the WEG Energy Conservation Competition, the company maintains partnerships with technical schools, universities, and other companies in supplying didactic workbenches, designed and manufactured by WEG Automation. WEG Training Systems are complete technical teaching methodologies, consisting of equipment and methodical-didactic series with instructor and student manuals and a task-based evaluation method. With the workbenches, students experience the feeling of working in a real company, through real training. [...] With the technical excellence achieved, WEG training systems began to be supplied to schools and companies throughout Brazil. In 2002, 75 workbenches were already sold to 17 technical schools and universities (WEG in Review No. 19, 2002, p. 11).

Image 5: Students practicing on teaching workbenches in 2002.



Alunos aprendem como em uma empresa real

Source: WEG in Review, 2002, p. 12.

The teaching workbenches shown in image 5 brought innovations to technical education, as they further enhanced the practical aspect of teaching, bringing learning closer to the day-to-day experience of work in the company.

Image 6: Practical lesson, transformer sheet 2012



Source: WEG Museum.

Image 6 depicts a group of students in a practical Electrical Engineering class at the CentroWEG, learning how to assemble and disassemble transformer circuit boards. In the room, there are six boys and, in the background, a girl, all wearing red uniforms and name tags. Some are handling circuit boards, and others are reading the material for better understanding. Note the boys at the first table: the one on the right is separating the boards to assemble them later, while his colleague, the one on the left, is assembling the transformer boards.

The electrical engineering course has a two-year professional training period. The program consists of theoretical and practical materials in a technical education where students learn to install and maintain mechanical or automatic circuits. Students study electrical machines, their drives, electrical controls, PLCs, and, of course, the principles of automation. They learn to design electrical machines, their drives, electrical controls, automation principles, industrial tests, and trials.

From the images, we can see evidence of training, that is, the preparation of qualified young people, to serve as specialized labor to work at WEG. WEG S.A. needs to train the workforce it needs, generating job opportunities for these young people with rapid training, promoted by CentroWEG.

The British newspaper The Economist published an article about CentroWEG in 2017, highlighting that the work developed was an example to be followed in professional technical training. The newspaper cited the CentroWEG initiative as a brilliant exception; it presented it as a world example of technical education for the job market. The article published in the newspaper pointed out that the initiative reduced inequalities through youth training. The company emphasized this article from The Economist, so much so that it highlights it in the summary of the most important events related to CentroWEG.

Image 7: Graduation ceremony at CentroWEG, year 2017



Source: WEG Museum.

Image 7 shows the graduation ceremony for the 2017 classes of all courses at CentroWEG. On that occasion, 133 young apprentices graduated, with the celebration held at the ARWEG recreational center. The photo is relevant because it shows the number of graduates and reveals that, among them, there was already a significant number of girls.

According to data available on the CentroWEG website, technical training at the school is free, and students receive the necessary teaching materials for theoretical and practical classes. The course certificate is issued by SENAI of Santa Catarina and is valid throughout the national territory. The selection process takes place every year and is always very competitive; there are prerequisites related to age and schooling (WEG, 2021).

The investments in training at CentroWEG aim to allow the company to better plan the diversification and verticalization of the products it develops, considering its human resources training policy in the technical area.

Among the benefits highlighted by the company in conducting its courses, the following stand out: Free industrial apprenticeship course, certified by SENAI; Free teaching materials and uniform; Apprentice salary throughout the course; Registration in the professional work card; Profit sharing; Medical and dental assistance; Transportation voucher; Subsidized meals; Life insurance; Private pension (WEG Social Security); Recreational Association (ARWEG); Christmas and wedding gift; Scholarship (higher education course) for the best students in each course (only for CentroWEG courses); Job opportunity upon graduation from the course.

Furthermore, the agreement with SENAI allows for the delivery of a certificate at the apprenticeship level recognized throughout Brazil. Regarding the duties of new recruits, the established rules are as follows: Compliance with company rules; respect for colleagues and commitment to activities and studies; obtaining 70% achievement in subjects and 100% attendance; Completion of parallel High School Education (during their stay at CentroWEG, students must complete high school).

Image 8: Class of the Mechanics Course of 2021



Source: WEG Museum (2022).

We highlight that image 8, recorded in 2021 and available on the CentroWEG website, shows students wearing protective masks due to COVID-19. This is a more recent class in the process of training with laboratory classes. In this image, we captured the students being trained to deepen their skilled workforce for WEG's production environment through practical classes. Moreover, we verified that the students are wearing blue uniforms and appropriate footwear for the factory floor. We also detected the structure/technology and space of the air-conditioned and quite spacious environment for handling instruments in the Mechanics course.

By comparing these images with older ones, we observed the evolution of the training center, from its technological structure to its human resources. Since its founding in 1968, CentroWEG's initial objective was to meet the company's need for professionals and currently offers a range of free courses for the training of young apprentices, in partnership with SENAI/SC. The images show that the institution invested in the overall structure of the educational center. The modernization of the industry also encompassed the training center with the expansion of the learning space to train its workforce.

Image 9: Electronics class in the industrial robotics course 2021



Source: WEG Center portal.

Image 9 was published on the CentroWEG website and shows the presence of boys and girls in the training process in the Electronics course. Another relevant aspect is the uniforms, badges, individual tables and chairs with computers and a range of materials necessary for each student in the teaching/learning process of practical classes, distributed in a large physical space and, in the background, in another layout (space), students in blue uniforms from the Mechanics course. The photo shows the presence of the female gender, in a practical electronics class, with the tutor wearing a black mask, guiding a student in the background of the image on the right side. The fact that the school was founded more than fifty years ago – a time when men were the majority in the industrial scene – delayed the entry of women into professional training, but currently attendance at the school has been growing in recent years.

Through the analysis of other photos that were not used in this text, we observed that each workshop has a specific uniform color, and the laboratories are relatively close to each other for better interaction and convenience, also highlighting the infrastructure/technology available for student training. In the center, there are multipurpose laboratories that meet the courses' demands.

In this sense, the images presented so far show a meeting of the past with the present and highlight a technical/professional education geared towards the need for specialized labor.

Image 10: Machine Elements course, year 2021



Source: WEG Museum (2022).

Photograph 10 shows the toolmaking course class in a practical lesson on material elements. The image shows young people standing, focused, in brown uniforms. On the tables, WEG equipment stands out, with motors of various sizes being assembled and disassembled by the students. We notice among the students a young woman at the table in the first row, followed by young men with motor parts on the tables.

The Machine Elements discipline, from the Toolmaking course, taught in the Mechanical Engineering course, draws attention to its importance for learning. The discipline is applied over the two-year training period in both classes, lasting 100 hours in the first year and 140 hours in the second year, with practical classes taught both at Senai and at WEG.

Image 11: Electronics students in the industrial robotics course in 2021.



Source: WEG Museum (2022).

We highlight in image 11 the practical class in a robotics workshop, with a robot for industrial processes being prominently displayed. We notice a young woman and a young apprentice handling the equipment via remote control. Both are standing in uniform, wearing white lab coats, trousers, appropriate footwear, and masks, showing that it is a recent photo from the museum, depicting the period of the Coronavirus pandemic.

During the course, students spend 70% of their time in practical classes, held in laboratories and classrooms, and have the same rights and duties as other employees. As the vacancies at CentroWEG are planned, the rate of hiring young people after the course is practically 100% of the graduates, but some of them do not join the company, and others leave the job some time later.

Image 12: Students training at the training workbenches in 2021



Source: WEG (2022).

In image 12, we brought two courses to better understand the dynamism of the didactic workbenches. In a blue lab coat, a girl is concentrated in a practical toolmaking class, while on the right, the image shows two boys in gray lab coats in a practical pneumatics class. The didactic workbenches brought a very expressive quality to the practical training, as they allow visualization, in practice, of the real work on the company's equipment.

The CentroWEG promotes its courses, highlighting the advantages for young apprentices to enroll in the courses offered. In this sense, the CentroWEG promotes a stimulating learning environment, with advanced educational resources, well-equipped laboratories, and a team of highly qualified instructors. This enables young workers to develop a solid understanding of technical principles and practical concepts, preparing them to face the challenges and opportunities of the professional world. Another important aspect of the CentroWEG's role in the training of young workers is the emphasis on ethics, social responsibility, and sustainability.

By historicizing the CentroWEG through photographic sources, it becomes clear how the images demonstrate representations of time and space and the relationships between work and vocational education, their experiences, drawing attention to the mechanisms of the capitalist system. According to Ciavatta:

Through work, human beings produce the means of life and reproduce themselves. The work-education relationship is rooted in the living conditions, education, and work in the society in which we live, in this case, Brazil, a class society based on the social division of labor and the private appropriation of the products of collective work, expressed in social wealth concentrated in goods and services (education, culture, science, technology, art, communication, etc.) distributed differently to

social classes. The historical understanding of how policies lead to these results also implies knowledge of how they are represented at the level of discourses produced by the subjects involved in the events and/or in accounts and narratives, written or oral history, with the use of images, maps, etc. (2022, p. 11).

Work occupies different dimensions and takes place in the lives of individuals in various ways, being one of the principles that guides our lives, and in the relationship between work and education, this antagonism becomes evident, causing this latent social difference in our capitalist system.

According to Ciavatta (2022), this system is part of the means of understanding the law of underlying ideological positions of the political, economic, and social conjuncture that guides young people towards the abbreviation of training for the labor market. These courses do not offer subjects that develop intellectual criticality; they do not question the living conditions of social classes, the deregulation of labor relations, social rights, and the values of coexistence with respect and civility, only preparing young people to respond to the immediate needs of the company and capital, that is, specialized labor.

In this sense, it is characterized by an education that does not provide access to the historical knowledge produced by humanity and the understanding of the dynamics of society, not being able to promote a social transformation that meets the interests of the working class.

As previously mentioned, the CentroWEG is a vocational training program that qualifies apprentices to meet the company's needs in activities requiring technical knowledge and/or mastery of equipment used in industrial processes. Learning is strengthened by practical exercises closely resembling those of the profession. The school develops an education focused on work and professional training, serving and preparing young apprentices skilled at a technical level, enabling the supply of labor necessary for the accelerated growth trajectory of WEG S.A.

4 FINAL CONSIDERATIONS

This text sought to demonstrate the practicality of the different techniques, tools, and instruments of the new entrants at CentroWEG. To develop the analysis, we used photographs and documents, highlighting the growth and modernization process of CentroWEG.

As a capitalist company, WEG requires specialized labor. From the images analyzed, it became evident that CentroWEG focused on the qualification of young workers, that is, developing technical/practical knowledge.

Thus, using what was studied and the images selected for this text as parameters, we found that CentroWEG provided/provides specialized labor in its workshops, causing the courses offered, with their standards and requirements, to attract young people who are looking for their first job. On the other hand, a vicious

circle is created in which young people do not see many future prospects other than working on the factory floor, that is, being a factory worker.

In this sense, an education that does not provide access to the knowledge historically produced by humanity is not capable of promoting social transformation. It is necessary to become aware in order not to become a hostage to the ills imposed by the most perverse face of capital. In this study, we challenge ourselves to make a critical analysis of the relationship between work and education, and we realize that the dominant class controls both the educational field and the means of production, establishing a dualism between social classes, with intellectual work destined for the son of the boss and technical/manual work destined for the children of the working class.

However, the CentroWEG represents an unusual initiative in the national business community as a space for the training of young workers. Given its particularities, it is not possible to expect from the CentroWEG something that does not align with its training proposal in terms of its functions aligned with the company's mission.

Considering that the WEG technical school was based on the principle of meeting market demand, especially that of the company itself, in this case, education is a right arm of capital, making it evident that in the process of social transformation, the inefficiency of a school aimed at workers does not provide a human/emancipatory education.

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