



Escola Nacional Florestan Fernandes

CNPJ - 07.391.370/0001-46

Rua José Francisco Raposo, nº. 1.140 – Bairro Jardim Parateí

CEP: 08.900-000 - Guararema/SP

Fone: (11) 4062-1215 Fax: (11) 4693-9279

EXPANDING THE CAPACITY OF ACCOMMODATIONS AT ENFF



June – 2010



São Paulo - Brazil

Summary

1. Identification of the Project	3
2. History of ENFF.....	4
2.1. <i>Why a National School?</i>	4
2.2. <i>The construction of dream</i>	8
2.3. <i>Public benefits</i>	13
3. Background.....	18
3.1. <i>Construction of two blocks of accommodation</i>	18
3.2. <i>Project Plans</i>	20
4. Budget.....	26



Photo 01. Music and entertainment appearing in all the formative moments at ENFF.

1. Identification of the Project

1.1. Title:

Expanding the Capacity of Accommodations at ENFF

1.2. ENFF Facts

ESCOLA NACIONAL FLORESTAN FERNANDES - ENFF

Address: Rua Francisco José Raposo, nº. 1.140 – Bairro Jardim Parateí.

CEP: 08.900-000 - Guararema – SP

CNPJ: 07.391.370/0001-46

Telephone: (11) 4062-1215

Inauguration Date: October 23, 2004

Legal Organization: Non-Profit Association

Responsible for the Project: Project Collective of ENFF/Finance Sector – ENFF

Email address for contact: *talles@enff.org.br, socorro@enff.org.br*

Administrator: Joseline de Almeida – *financas@enff.org.br*

1.3. Basic Information of the project

Period: August 2010 to March 2011.

Total Budget of the Project: R\$ 1.392.560,00

€ 631.890,37

US\$ 781.590,62

2. HISTORY OF ENFF

2.1. Why a national school?¹

The MST, throughout its history has always faced and sought, to permanently overcome new challenges, the fruit of the process itself, seeking to rescue study and work as fundamental values in order to transform the consciousness of workers, in the encampments and settlements, as the basic conditions to transform society, encouraging the love to study to learn more, achieve human development, as ways of effectively participate in the change of their own destiny.

Training therefore became a central pillar of the MST, assuming for itself the responsibility of the public power, in making this country more egalitarian with room for everyone, according to Florestan Fernandes (1995:9), quoted in the Journal ADUSP in order to dismantle this

social class structure that prevents any form of distribution of opportunities of education among all classes, marginalizing the participation of lower classes in educational, cultural and 'fair' and 'democratic' political processes.

This perspective will be clear in practice, but the challenge to have all children in schools in the settlements, all teachers be qualified technicians trained in cooperative, agronomy, and also to advance the fields of sociology, anthropology, geography, art, culture, and finally, and when all militants are studying still remains.

During the different stages of training, it was necessary to overcome the methodologies and practices that no longer responded to the overall needs of the MST, because the workers, to participate and engage in the struggle for land, were building, as suggested by Freire (1981:3), "ways of liberation" for themselves, discovering themselves and conquering themselves "as the subject of its own historical destination."

Constant evaluations, which have always been part of the history of the MST, in all their teaching practices, led to the formulation of the proposal of the National Schools, or that is, a school to meet the qualifications of technical staff for production and a school for the training of activists and political leaders who will be in a state of empowerment, because through awareness, would outline not only the "knowledge or recognition, but an option, decision, commitment "(Freire, 1981:5). It was necessary to deal with this potential that reached a stage of development and was likely to remain stagnant, apart from the highly dynamic process which was increasingly appearing, the struggle with the MST, for agrarian reform.

¹ PIZETTA, A. M. J. **A construção da Escola Nacional Florestan Fernandes: um processo de formação efetivo e emancipatório.** Juiz de Fora, 2005, mimeo, pages. 41 – 51.

Since, approximately the year 1996, the MST began to think about the need for a national school, to answer the growing need for training of militants; a school that is geographically focused, improving access for teachers universities and partnerships with universities. Looking in several São Paulo regions, such as Sumaré, Nova Veneza, Itapetininga, seminaries already constructed, including Cajamar Institute, a space that could immediately become in a training school.

The first steps in realizing the dream of a national school took place in the Eighth National Meeting held in Salvador, in January 1996, attended by 180 delegates from 20 states. Among the discussions were: the need to overcome the organic challenges of the MST through the acquisition of state secretariats, a national secretariat and building a national cadre school, which would be the national school.

This meeting also rescued the importance of ITERRA² and the role of the school taking shape in that space as a major theme to be discussed. In order to give identity to this school that was already in operation, names of two thinkers of great importance were presented, so that the meeting discussed and recommend the name for the ITERRA school.

Possible names were: Josué de Castro, whose history was more focused on the technical area of agrarian reform, and Florestan Fernandes, who had died recently and had remained faithful to his origins, defending public education, free, and quality education for all.

The ITERRA School was renamed Josué de Castro and the name of Florestan Fernandes was from that moment, unanimously defined as the name of the future national training school, which would be built as part of a campaign aimed to give organization to the demands arising from the advancement of the achievements of MST.

The name of the MST national school was closely linked to what Florestan Fernandes represented to the working class: a great fighter who never gave up his convictions and sought to live consistently with his ideas: a tireless fighter, a pioneer of sociological thought, and an advocate of class struggle and socialism.

The trajectory of the life of Florestan Fernandes became known because he never hid the hardships and needs that his mother and he went through during his 20's and 30's, in this troubled city of São Paulo. A path that reflects his strong will to overcome the barriers imposed by the elites on the class from which he came.

²Instituto Técnico de Capacitação e Pesquisa da Reforma Agrária Josué de Castro (Technical Institute for Training and Research of Agrarian Reform Josué de Castro) - (TERRA), the first national training center of the MST, founded in 1993 in Braga (northwest Gaucho) and subsequently transferred in 1997 to Veranópolis, also in Rio Grande do Sul

The MST wanted to provide a permanent tribute to the sociologist, militant and tribune of the people. By his origin and experience, Florestan preserved a blood relationship with the workers and the MST, as for him, also for us, it is needed and wanted to overcome each day the challenges throughout life.

Thus we see how, in many respects, the life story of the master resembles the trajectories of militants and leaders of the MST, whose lives have been devoted almost exclusively to construct a life project for the workers marginalized and neglected in Brazilian society. This project has a close connection with the examples of Florestan Fernandes, Paulo Freire and others in advocating free, quality public education, which can collectively produce the elements for the desired social changes.

For his son, Florestan Fernandes Jr. (1995:23), the last years of his father's life, despite the increased suffering of the disease, were also the most beautiful, in that he showed having achieved an inner serenity and "the truth of a sage, the truth of one who has nothing more to prove. He was very calm."

In 1997, the MST already was clear for the necessity to move quickly to construct the national school, that would meet the demands that exist for a physical structure for training of leaders and activists, because, as explained above, the CEPATEC, training center located in Caçador, Santa Catarina, no longer met the training needs, but also became unviable in the quest for answers to need for a space and a suitable and conducive environment to the education of groups of militants and MST leaders, spread across all of Brazil's regions.

Among the challenges that had accumulated over time and that needed a quick response in order to advance the demand for the training of the MST, included:

- Geographic location: it was necessary that the school was situated in a central region, to facilitate the access of militants and leaders from all regions of Brazil;
- The difference in climate [between north and south] for students of the north and northeast (where the climate is always hot) caused many illnesses and injuries for all students in attendance at classes;
- The high cost of transport to those traveling, due to large distances between the north / northeast and south;
- The difficulty of access to voluntary teachers from Brazilian universities who had offered to contribute to the processes of development and training of students.

The Eighth National Meeting in 1996, has therefore, launched the seed for the construction of the Florestan Fernandes National School which was in gestation for two years, but in 1998

bloomed, turning into a banner that all militants and national and international solidarity were invited to stand together,

as a symbol of struggle for education and study. It will be the result of sweat from all that carry that banner. It will be a collective achievement [...] [...] because we are witnesses that the collective struggle leads to achievements, to victories (MST, 1998:3).

The school also came as a new symbol of the MST, strengthening the identity of this big Landless family, representing "the sweat, sacrifice, blood, guts, struggle, daring of each one carrying with the MST flag in every corner of Brazil (MST, 1998:8).

The necessity of expanding knowledge in different areas of science was a challenge to meet the internal organic needs in construction and also school that had the role of providing communication between sectors and collectives towards trade and appropriation of innovative experiences that were developed, combined with the fruit of the theories and practices that were important elements for the advancement of the MST.

Another attribute given to the National School would be to contribute in different forms of struggle of the MST, the methods and implementation of grassroots work in the camps and settlements, the construction of personal and collective relationships that contribute to organic strengthening, and become the link between all state and regional schools, allowing the connection, the exchange and systematization of the different training methodologies that were ongoing in the MST. It would be an important

living space, exchange of experiences, strengthening the values of culture, analysis, study, a 'laboratory' where they renew hopes in order to be transformed to ferment' the continuing struggles in pursuit of the goals of Organization" (MST, 1998:8).

The MST, being is a national organization with struggles developing on the national level, the needs, challenges and achievements are also national, in this sense, the regional schools and their methodologies they bring is itself a major element of the National School is an area of qualitative improvement in the training of activists, leaders and managers, so that the MST grows homogeneously in all 23 states.

Besides a proposal for a physical structure, it also represented a program of ongoing training in the construction process. Such training is of essential importance and appears as a perspective for the youth who, excluded from society, come to join the MST through the struggle in the camps and settlements across the country, where, in the words of Salt, (1999:1) "the limit, the conflict, the world of humiliation, oppression, [give way to the world] of hope, solidarity and human capacity to resist [the call] for the extinction of the species".

Therefore, its importance transcends the immediate, specific, to become a possibility of better days mainly for the youth of the MST, thus their construction represented the necessity of becoming a training process that responds to the advancement of agrarian reform, aiming, like Rossetto says (2003:3), "tipping three big fence: [...] of landlordism [...] of capital [...] and the circle of ignorance [...], the School has this little goal, to reward the struggle that takes place in those states."

To fulfill the role of being a National School, the discussions led to the definition some goals to which it would have the task of fulfilling:

- a) *Find an intellectual practice and policy that allows the production of the maximum scientific knowledge necessary to transform society;*
- b) *Encouraging social, political and economic organization in order to overcome internal challenges in the field of agrarian reform;*
- c) *Training leaders to help build a just, fraternal, democratic and egalitarian society;*
- d) *Provide exchange of knowledge and experience with other organizations of rural and urban workers;*
- e) *Empower technically agrarian reform militants in the areas of greatest necessity for the movement (MST, 1998:15).*



Photos 02 and 03. Cultural presentation of Brazilian folklore group

2.2. Construction of a dream

In order to construct the school there was held, in 1998, a National and International Campaign of support for the MST. The photographer Sebastiao Salgado handed over the rights to

his Collection "Terra," which along with a CD of songs by Chico Buarque and Milton Nascimento, composed the "kits" of the campaign.

The campaign had the support of: a) 43 solidarity organizations from 16 countries; b) 8 solidarity organizations from six countries involved in negotiations with governments and with the European Union; and c) around 35 Solidarity Committees from 12 countries. However the campaign was also developed by workers' unions, embassies, ministries, municipalities and joint groups of volunteers from various countries, resulting in, many organizations and friends responded affirmatively, and began to systematically contribute financial resources and with the realization of the permanent work of dissemination of the MST. Because of this we say that ENFF is the result of national and international solidarity.

Families living in camps and settlements throughout Brazil, organized in Volunteer Brigades, mobilized to help with volunteer work in the construction school. During five years, from March 2000 to January 2005, 1,200 people from 112 settlements and 230 camps in 20 states voluntarily contributed.



Photos 04 to 07. Construction of Educational Building by Brigades of volunteer labor





Photos 08 to 15. Manufacture of earthen-cement bricks and other times of work.



Photos 16 to 18. Diverse moments of the joint efforts of construction.





Photos 19 to 26. Some of the 23 Brigades de Volunteer Labor that voluntarily contributed in the construction of ENFF.

2.3. Public benefit

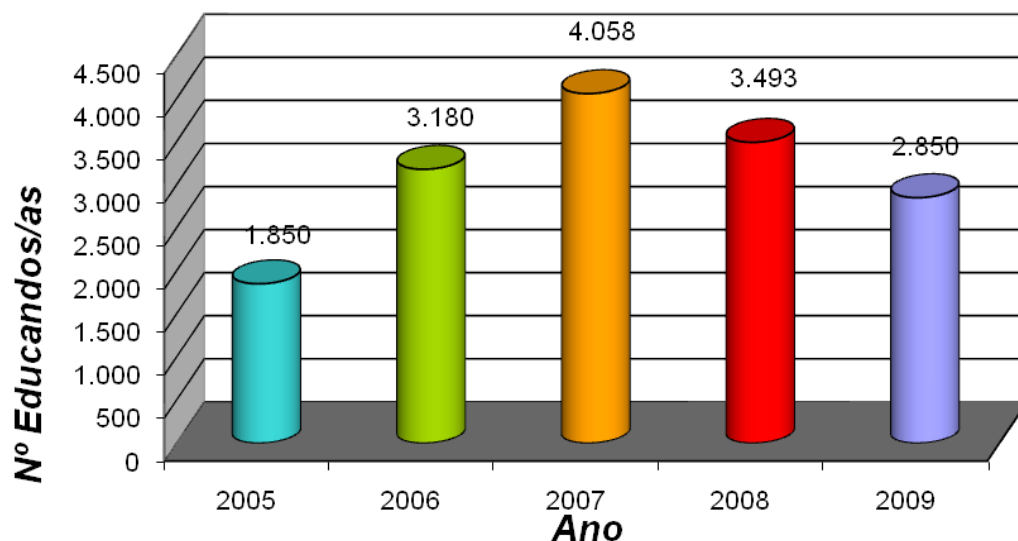
Since its inauguration in January 2005, ENFF has been consolidated as an important area of political and technical training to thousands of militants from rural and urban social movements. In these five years of its operation, over 14 thousand supporters of the social movements participated in its various training activities.

Its location between the big cities of Rio de Janeiro and Sao Paulo, favor very much in the displacement of students / how many of the teachers. The ENFF also home to the training activities of other movements, in addition to La Via Campesina and MST, such as activities of the Center for Popular Education May 13, the Consulta Popular, the journal Brasil do Fato and the NGO Educafro, which represents young African-descendants of peripheries.

Below is some information about:

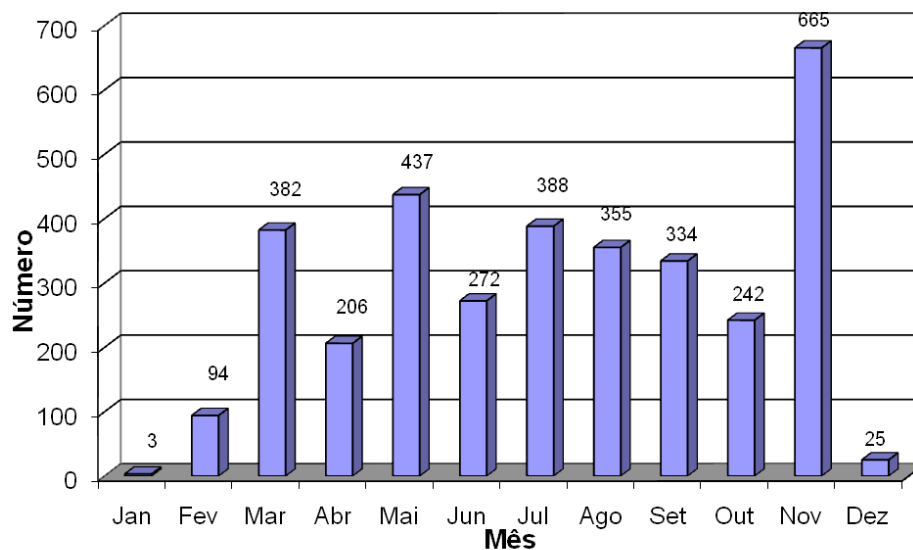
- In 2005, passed through courses, seminars, meetings and gatherings, ENFF made in, around 1,850 people.
- In 2006 passed the courses and training activities of ENFF, around 3,180 people, including students, teachers and visitors, national and international.
- In 2007 started the courses, seminars, meetings and training activities ENFF of about 4058 people, including students, teachers and visitors, national and international
- In 2008, there were 3493 participants in 76 activities.
- The year 2009 had 2850 students / the 72 different activities

Educandos/as em atividades

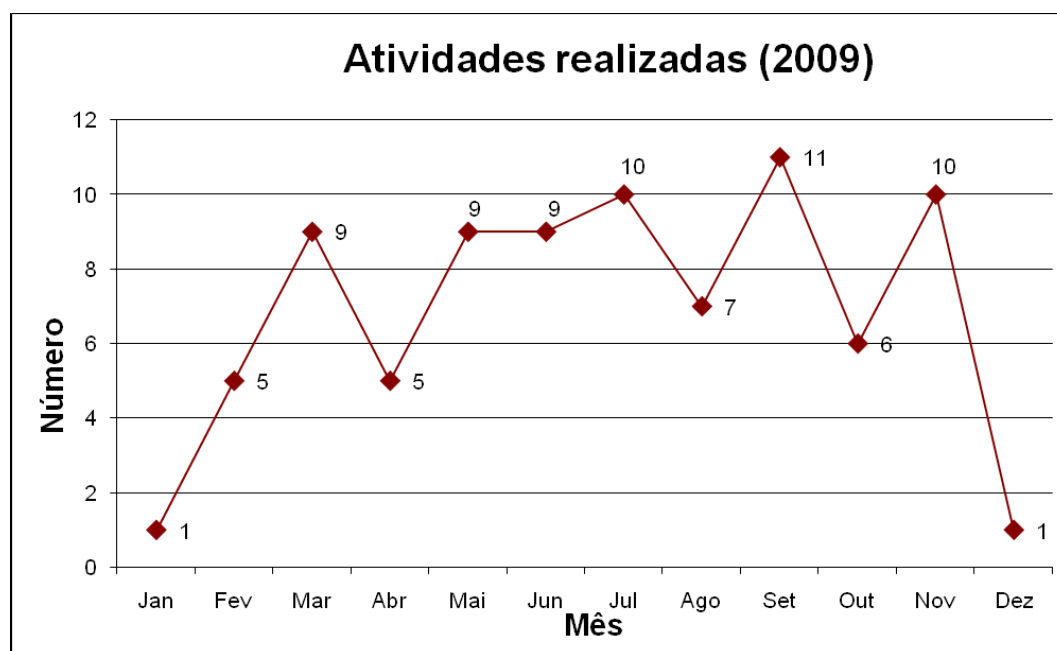


Graphic 1. Number of total students that pass through ENFF, in each year.

Militantes em atividades (2009)



Graphic 2. Monthly number of students that pass through ENFF in 2009.



Graphic 3. Number of activities realized, by month, in the year 2009.

In absolute numbers, 70.46% of the students were from the MST, 6.67% from the Consulta Popular and 17.66% of participants were from other agencies and organizations.

In 2010, until early June, about 1040 participants had been at ENFF engaged in 28 different activities.

On January 6, 2010, a great ceremony with more than 500 people celebrated the five years of ENFF. The professor of UNICAMP, Luiz Carlos de Freitas, the leader of the MST Ademar Bogo and Cuban teacher Izabel Monal explained the importance of education policy for the transformation of social reality and the world in which we live. After the lectures, a luncheon with music graced with all the guests.

Below are some pictures of the five years of ENFF.







Photos 27 to 34. Photos of different educational activities that occurred at ENFF in 2008

3. BACKGROUND

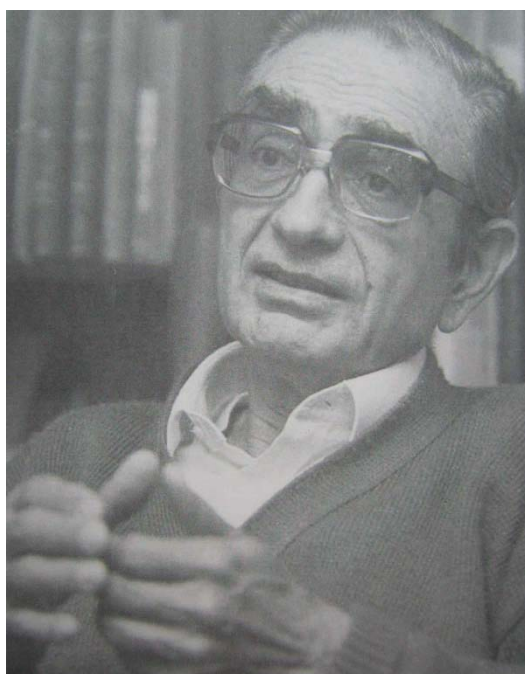


Photo 35. Florestan Fernandes, great intellectual and Brazilian militant, patron of ENFF.

3.1. Expansion of the accommodation capacity of ENFF

The growing demand for more courses at ENFF, and also for carrying out other activities, places for ENFF and the direction of the MST a concrete demand and immediate need: for the expansion and better adequacy of its physical space.

In this perspective, the increase in accommodation is a priority.

At various times it was necessary to transform classrooms into dormitories, and accommodate students in tents and other improvisations. Today ENFF has 4 accommodation blocks, with a total capacity of 184 people. However, we conducted many activities much larger

than this. For example, during the *"Latin America Seminar: 80 years and the legacy of Ernesto Che Guevara"* 250 people were participating, which required the use of the three classrooms of the educational building as dormitories.

Another issue is that quarters of the current accommodation block are very tight, have bunk beds and little comfort for students face longer activities or courses of long duration.

Another concern is with couples who come for training activities, do Rooms suitable for couples.



Photos 36 to 38. Existing dormitory blocks

The demand today is for the construction of 2 dormitory blocks for 104 people each, thus increasing the accommodation capacity by more 208 militants.

The design of new housing is being developed based on the demands of the school and from the preliminary study, we come to some basic information:

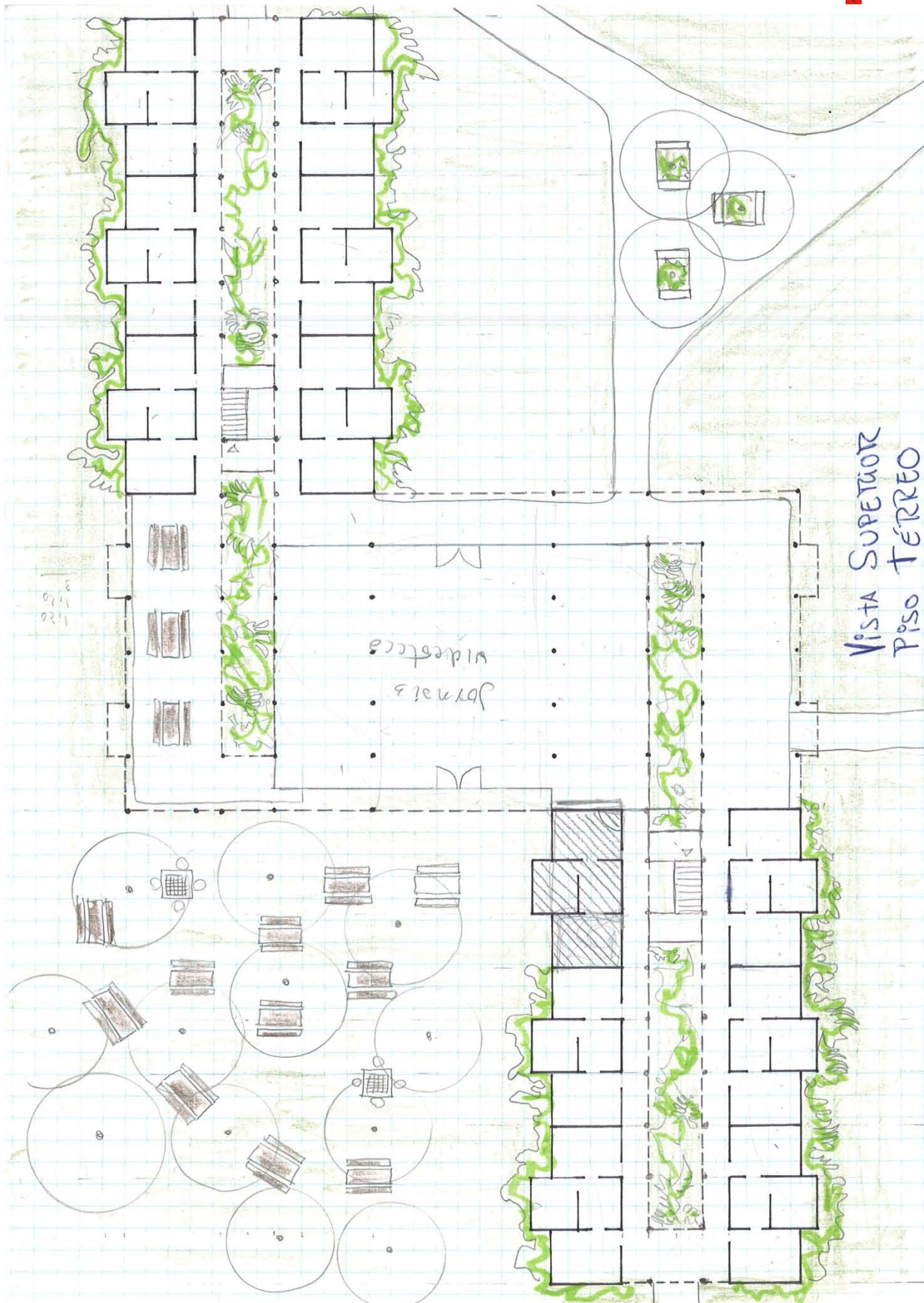
- The place specified in the previous project, north and east of the current housing laundry, is more appropriate allowing accessibility, sunlight and adequate ventilation;
- The preliminary study includes accommodation for 208 students / teachers in two blocks, Each dormitory will have three floors with a study area on each floor and reading area (library) on the ground floor connected to a reading area;
- Between the two blocks (which are parallel) on the ground floor there is a place for integration, study, fellowship and student services;
- On the ground floor of the two blocks will be rooms with full accessibility;
- Each apartment sleeps 4 in 2 rooms with bathroom and balcony;
- There will be solar heating for showers and reuse of rainwater;
- The planned construction system is of stonework with structural ceramics.

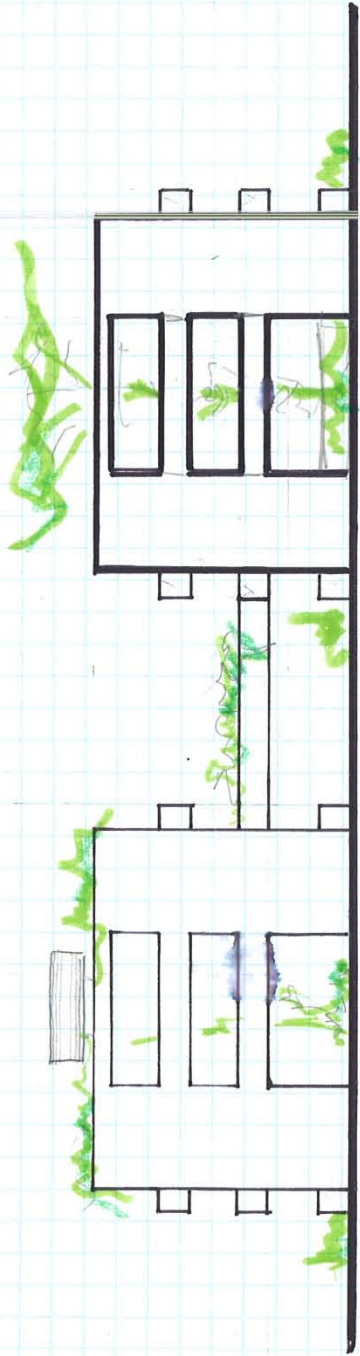
Each block will have the following footage and capacity::

Flúor	Area m²	No. rooms	Capacity people
Ground Floor	264	12	24
2nd	432	20	40
3rd	432	20	40
<i>Total 1 Block</i>	<i>1128</i>	<i>52</i>	<i>104</i>
<i>Total 2 Blocks</i>	<i>2256</i>	<i>104</i>	<i>208</i>

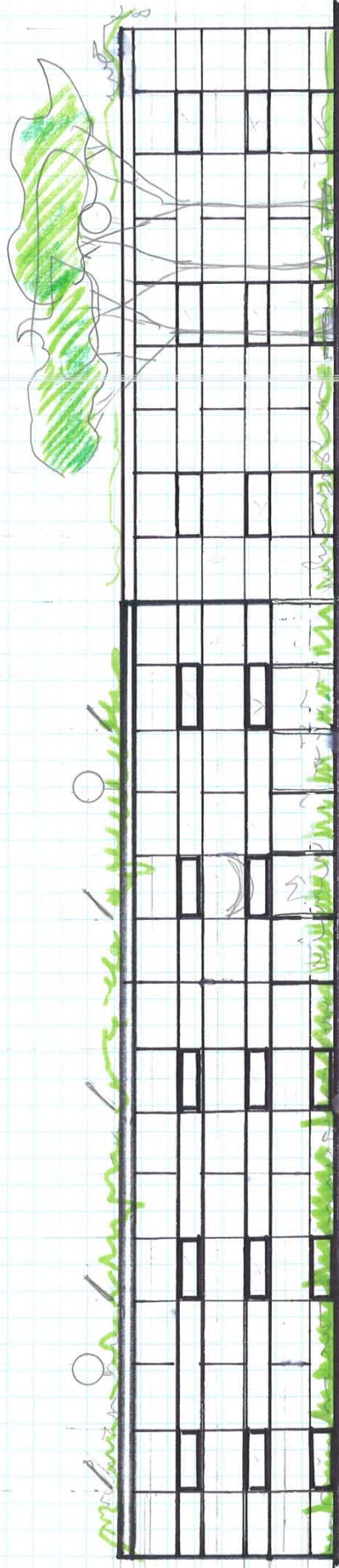
3.2. Project Plans

The following are the pre-set designs of two blocks:





VISTA LATERAL DOIS BLOCOS



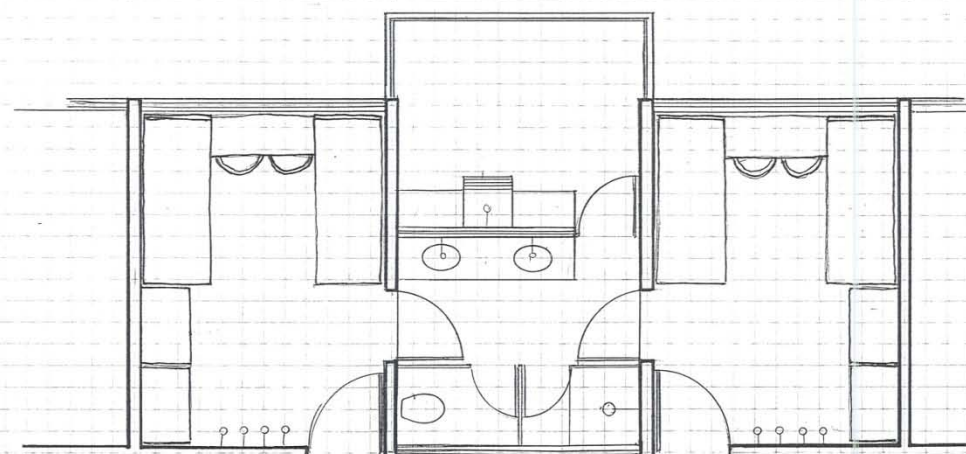
VISTA FRONTAL DOIS BLOCOS



VISTA FRONTAL PARTE FACHADA



DETALHE QUARTOS E BANHEIROS



A execução do projeto está dividida em 3 fases, conforme descrito abaixo:

<i>PHASE</i>	<i>OBJECTIVE</i>	<i>PERIOD</i>
Phase 1	Construction of the 1st block	January/2011
Phase 2	Construction of the 2nd block	July/2011
Phase 3	Construction of the patio between the blocks, landscaping, etc.	September/2011

4. Budget

We present the funds necessary for the project.

Construction of 1 Dormitory Block for Students							
Item	Quantity	Block (m²)	Total Area (m²)	Valor			
				(R\$)	Total (R\$)	Total (€)*	Total (US\$)**
1. Construction of the blocks							
Dormitory Block (construction)	1	1,128	1,128	1,100.00	1,240,800.00	563,027.50	696,413.54
Overhead costs and contingency (5% of the project)					62,040.00	28,151.37	34,820.68
Total					1,302,840.00	591,178.87	731,234.21

Item	Quantity	Value	Value		
		Unit (R\$)	Total (R\$)	Total (€)*	Total (US\$)**
2. Furnishings and other					
Single bed and mattress	102	300.00	30,600.00	13,885.11	17,174.61
Marital bed and mattress	2	600.00	1,200.00	544.51	673.51
Single bed accessories- blanket, sheets	102	100.00	10,200.00	4,628.37	5,724.87
Marital bed accessories - blanket, sheets	2	200.00	400.00	181.50	224.50
Bathroom accessories (towels, face cloths)	52	50.00	2,600.00	1,179.78	1,459.28
Wardrobes	52	500.00	26,000.00	11,797.80	14,592.80
Study tables	52	200.00	10,400.00	4,719.12	5,837.12
Chairs	104	80.00	8,320.00	3,775.30	4,669.70
Total			89,720.00	40,711.50	50,356.40

Item	Valor		
	Total (R\$)	Total (€)*	Total (US\$)**
1. Construction of the blocks	1,302,840.00	591,178.87	731,234.21
Furnishings and other	89,720.00	40,711.50	50,356.40
Project Total	1,392,560.00	631,890.37	781,590.62

*On 06/17/2010: € 1,00 = R\$ 2.2038

US\$ 1,00 = R\$ 1.7817