



VOCATIONAL TRAINING IN FRANCE

**A national obligation defined and implemented by the State,
the regions and the social partners**

A very academic, traditional initial training which favours the transmission of knowledge and therefore encourages inequalities

Example PISA OECD:

« Attitudes towards school of 15-year-old students surveyed in PISA 2018 »

UE 26 membres (données manquantes pour Chypre) plus les USA et la Grande-Bretagne

<https://www.telos-eu.com/fr/les-eleves-francais-et-leur-ecole.html>

Climat disciplinaire	Soutien scolaire	Qualité de la transmission	Ecoute, empathie	Incitation à la participation
1 Roumanie 7,3	1 Portugal 6,9	1 Bulgarie 7,4	1 Malte 6,6	1 Croatie 6,1
2 Lituanie 7,0	2 Malte 6,8	2 Roumanie 7,1	2 Danemark 6,4	2 Roumanie 5,9
3 Autriche 6,9	3 Grande-Bretagne 6,8	3 Lituanie 7,0	3 Portugal 6,4	3 Lituanie 5,8
4 Danemark 6,9	4 Suède 6,6	4 Lettonie 6,9	4 Roumanie 6,4	4 Etats-Unis 5,6
5 Estonie 6,8	5 Danemark 6,6	5 Portugal 6,8	5 Grande-Bretagne 6,3	5 Grande-Bretagne 5,5
		11 France 6,4		
Moyenne 6,5	Moyenne 6,1	Moyenne 6,4	Moyenne 6,0	Moyenne 5,3
				15 France 5,0
24 Malte 6,0	24 Belgique 5,5	24 Belgique 5,8	24 Slovénie 5,5	24 Finlande 4,6
25 Belgique 6,0	25 France 5,5	25 Allemagne 5,8	25 Croatie 5,4	25 Italie 4,6
26 Espagne 5,9	26 Croatie 5,4	26 Irlande 5,8	26 Slovaquie 5,3	26 Tchéquie 4,5
27 Grèce 5,8	27 Autriche 5,3	27 Autriche 5,7	27 France 5,2	27 Espagne 4,3
28 France 5,6	28 Slovénie 4,7	28 Pays-Bas 5,5	28 Tchéquie 5,0	28 Pays-Bas 4,1



***"The school is for teachers'
children.
Out of kindness, it accepts the
others! »***

A. De Peretti

- **1.3% of French gross domestic product,**
- **Nearly 1,750,000 employees benefited from training, skills assessment or VAE,**
- **and nearly 800,000 jobseekers entered training ,**
- **35 billion €**

THE FIELD OF VOCATIONAL TRAINING IN FRANCE IS COMPOSED OF TWO RELATIVELY AUTONOMOUS GROUPS:



- **initial vocational training concerns young people with full-time school status up to the age of 16, and apprentices**
- **continuing vocational training concerns young people who have left or completed their initial training and adults on the labour market**

« *WHY MAKE IT SIMPLE WHEN YOU CAN MAKE IT COMPLICATED ?* »

A lot of means, a voluntarist policy but a complex system that privileges:

- The men,
- of large companies,
- already trained.

<https://www.francecompetences.fr/la-formation-professionnelle/qui-fait-quoi/>

« FREEDOM TO CHOOSE YOUR PROFESSIONAL FUTURE » 2018

The latest law is proactive and innovative : (for us 😊)

- **takes into account the person (mixed individualised support and training, Personnel training account, ...)**
- **gives priority to taking into account and valuing the person's experience (development of apprenticeships, on-the-job training course, validation of acquired experience, ...etc)**



**AS A PREAMBLE, A PERSONAL OPINION:
IN A CONTEXTE OF A « EU OF SKILLS » CAN WE STILL
DIFFERENTIATE BETWEEN PEDAGOGY AND
ANDRAGOGY ?**

Philippe RISTORD

2023

An aerial photograph of rolling green hills under a warm, golden sunset sky. The hills are covered in lush vegetation, and a winding road or path is visible through the landscape. In the distance, more hills and a small town are visible under the hazy light of the setting sun.

MFR

CULTIVONS LES RÉUSSITES

FROM "ADOLESCENS" TO "ADULTUS": THE TIME OF "ADULESCENCE"?

***FROM THE LATIN LANGUAGE:
PRESENT PARTICIPLE: GROWING
PAST PARTICIPLE: HAVING FINISHED GROWING***



"There is no specific pedagogy for adult education, but there are pedagogies available for educators, whatever the audience, whatever the context..."

Philippe MAUBANT - 2005



"Education should not leave individuals at the end of school but should embrace all ages of life".

Condorcet 1743/1794»



« LIFELONG LEARNING » (UE 1995)

"learning activities, undertaken at any stage of life, with the aim of improving knowledge, skills and competences, from a personal, civic, social and/or employment-related perspective" source EU



IN THIS GENERAL CONTEXT, A UNIQUE
EXPERIENCE THAT PROMOTES THE
SUSTAINABLE DEVELOPMENT OF RURAL AREAS

A training offer that allows youth and adults to live on their
territory

The 1984 law (article 4) specifies that the MFRs participate in the public service of education by practising a « ***full-time teaching at an appropriate rhythm*** »



RURAL FAMILY TRAINING CENTERS

Presentation of the MFR network

SOMMAIRE

History

Main characteristics

Training based on work-based learning

Teaching team and administrators

The network in France and around the world

Training courses

Les Maisons familiales rurales

HISTORY



- Le Mouvement du Sillon : Marc SANGNIER*

- Le Secrétariat Central d'Initiatives Rurales (SCIR)

créé en 1920 a pour objectif la mise en place de syndicats agricoles

 **The first leaders of the MFRs are members of agricultural unions**

* *Marc SANGNIER développe ensuite le réseau des Auberges de Jeunesse (**youth hostels**) (Fondateur en 1912 de la ligue politique « La jeune république », élu député de 1919 à 1924).*

VALUES AND THINKING THAT INSPIRED THE MOVEMENT

- Social democracy of the early 20th century
- Humanist values
- Collective and civic responsibility
- Values of mutual aid and solidarity
- Popular education
- « New-pedagogies »



BIRTH OF THE MOVEMENT

- **1935: Experience with four young people in the Lot et Garonne :**
 - Correspondence courses
 - Follow-up by the parish priest
 - Alternating work on the family farm and school work in the presbytery
- **1937: The families meet in association. and buy a house**

The 1st MFR was born



STRUCTURING OF THE MOVEMENT

- 1942 : Creation of the National Union of MFR



L'Histoire des Maisons familiales
rurales– Lien vidéos

- 1945 :The Union President says: :

« The MFRs: neither Church nor State »

- 1945 :Adoption of the statutes :
 - Each MFR depends on a family association
 - The training is carried out in work-based learning (alternation training)
- 1945/1950 : Beginning of MFR pedagogy conceptualisation

Les Maisons familiales rurales

CHARACTERISTICS



MFR AS :

Maison: The students live together in a boarding school, get to know each other and participate in the life of the school. The school remains on a human scale with a small number of students.

Familiale: Parents are responsible for the running of the association and involved in their child's education.

Rurale: MFR structures are mostly located in the countryside. They are involved in the development of the territories.



Near 110 000 learners

45 000
students

20 000
apprentices

43 000
adults

MFR

CULTIVONS LES RÉUSSITES



données clés du Mouvement

MFR
CULTIVONS LES RÉUSSITES

TODAY, AN MFR IS ON AVERAGE :

- 150 students and/or apprentices, and 70 trainees in VET
- 150 to 200 members
- 300 training supervisors (work place mentor)
- 18 administrators in a board of directors
- a team of 20 employees including :
 - ✓ 1 director
 - ✓ 10 monitors
 - ✓ 9 other staff (secretary, housekeeper, cook, night supervisor, maintenance staff, etc.)



1ST CHARACTERISTIC: ESTABLISHMENTS ON A HUMAN SIZE



A family atmosphere



A friendly place to live

2ND CHARACTERISTIC: THE SCHOOL OF LIFE



Citizenship learning



The choice of boarding school

3RD CHARACTERISTIC: AN OPENNESS TO THE OUTSIDE WORLD

MFR : meeting place

MFR : local development actor



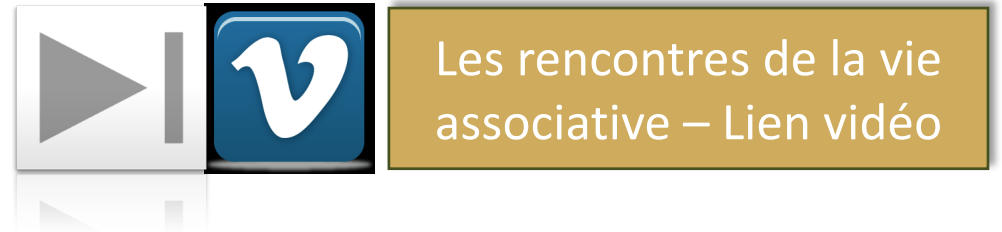
4TH CHARACTERISTIC: A SPECIAL PLACE FOR FAMILIES

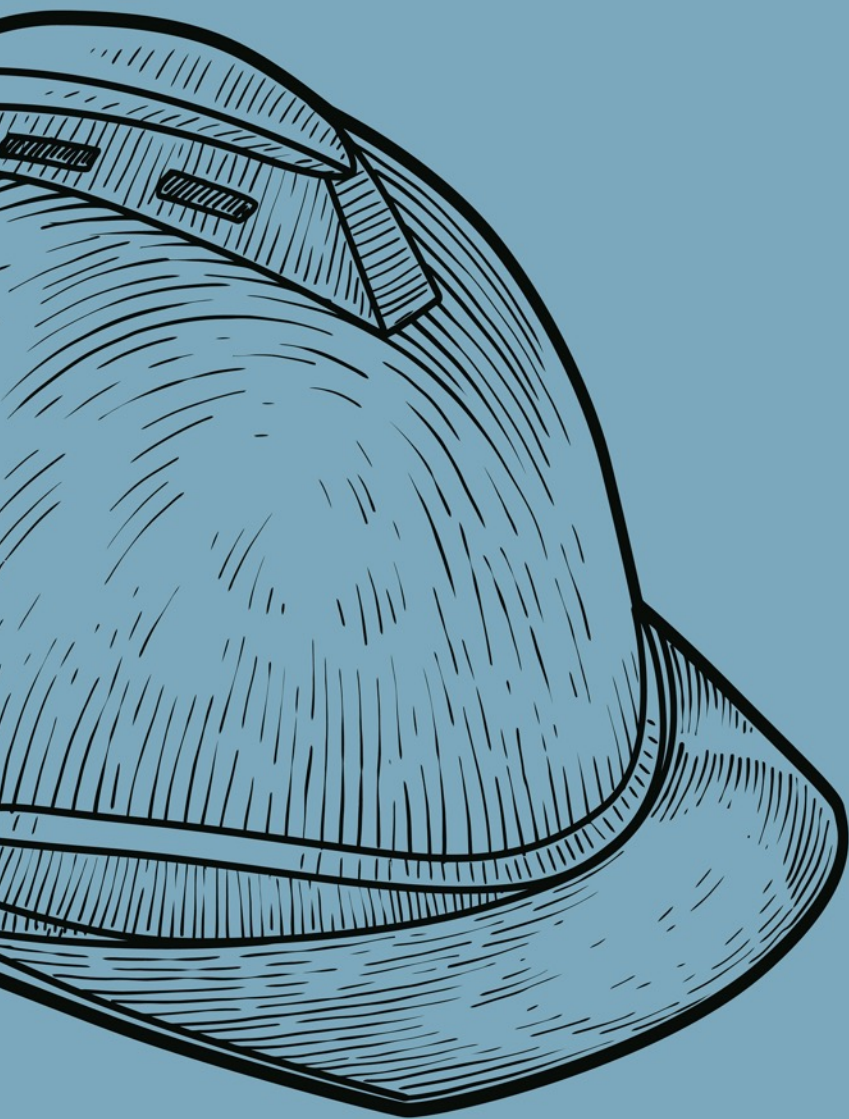
➤ responsible parents

➤ involved parents

➤ committed parents

➤ other relationships with their children: a dialogue on the work-based learning experience



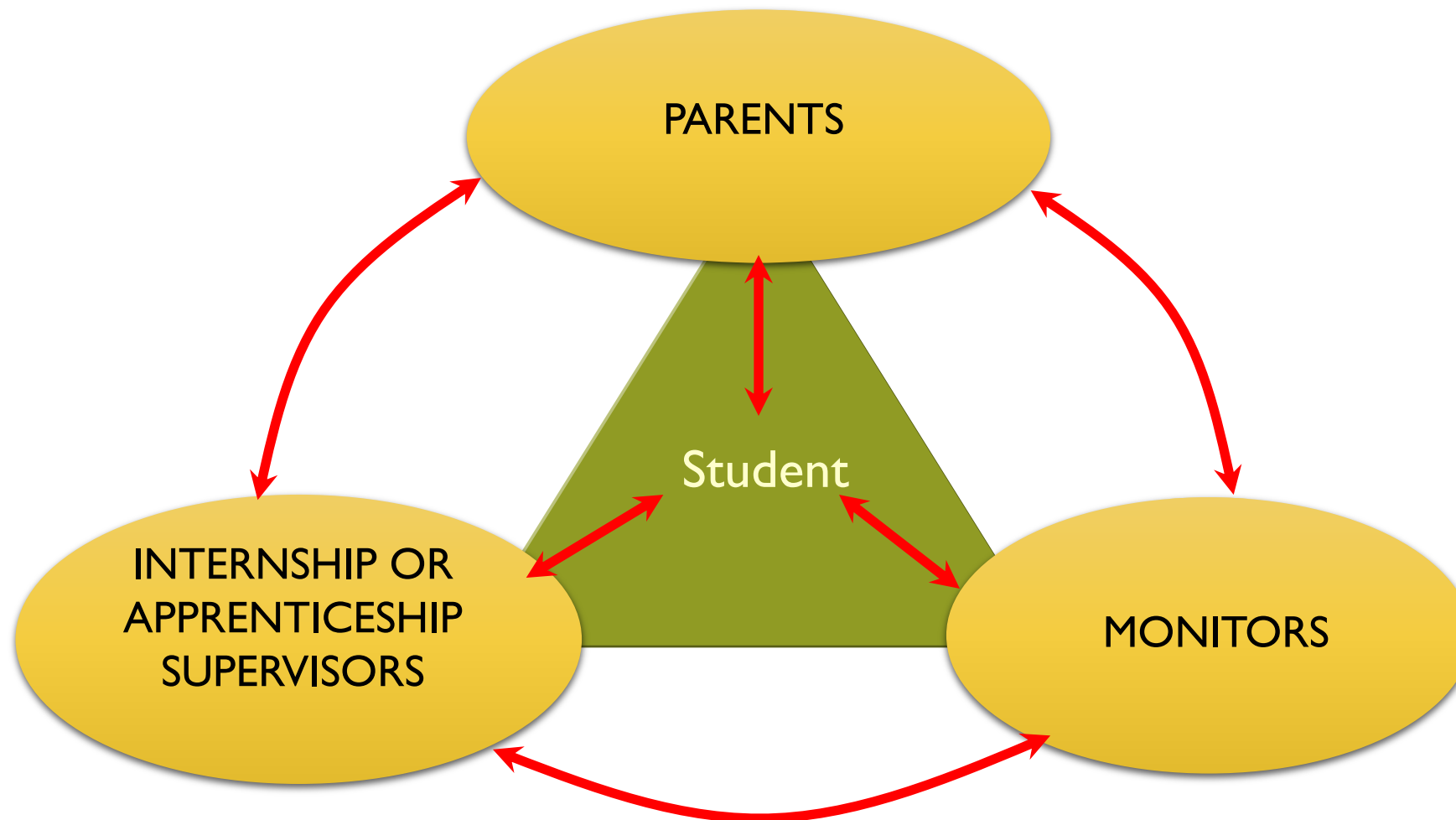


Les Maisons familiales rurales

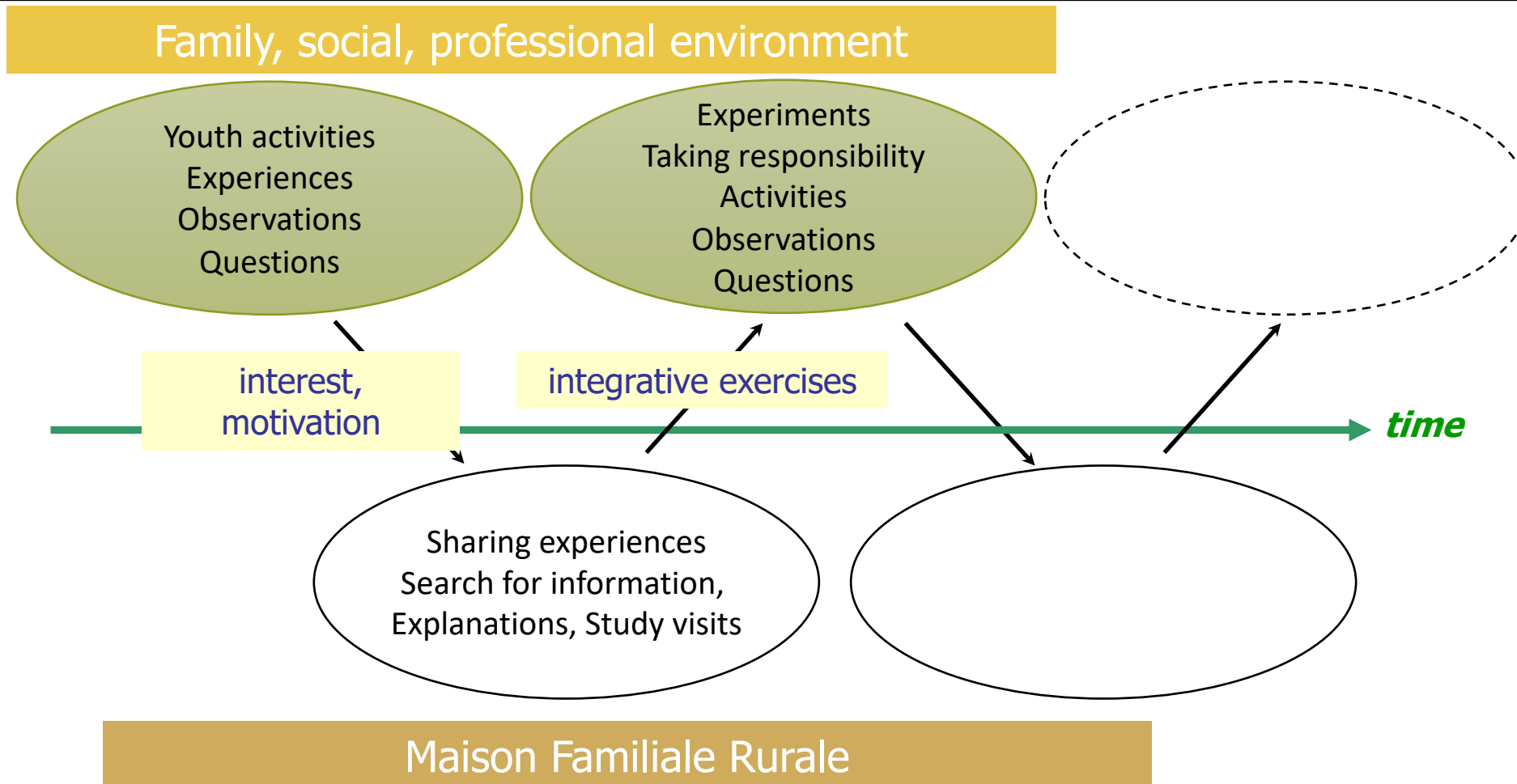
TRAINING BASED ON WORK- STUDY

(WORK-BASED LEARNING)

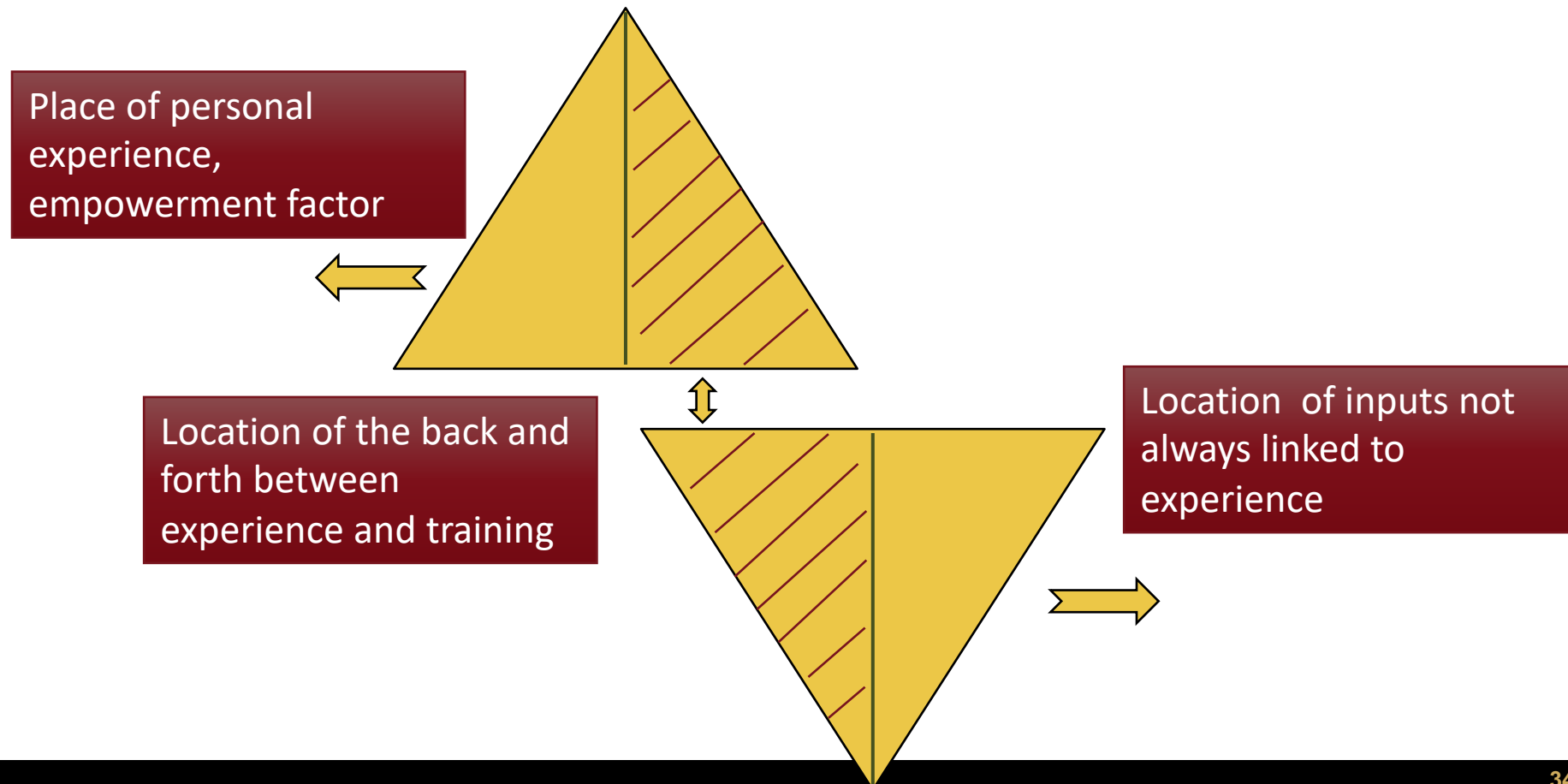
MOBILISE ALL THE ACTORS



WORK BASED LEARNING IN MFR



With integrative alternation



ENVIRONMENT



- EXPLORATION –
- REALISATION –
- OBSERVATION
- ☐ Looking at practices

▪ P.E.

FORMALISATION –
CRYSTALLISATION

- ☐ Expression
- ☐ Reflection
- ☐ Analysis

▪ EMSP

1) From the
SINGULARITY of
experience

MFR



DECRYSTALLIZATION

- ☐ Confrontation
- ☐ Contradiction
- ☐ Analysis
- ☐ Problematisation

▪ MC

2) To the confrontation
of SINGULARITIES

COMPREHENSION –
CONCEPTUALISATION

- ☐ Disciplinary
- ☐ Multiidisciplinary
- ☐ Interdisciplinary

- Courses (class)
- Training w
- Labo
- Groups W
- Docs
- Travels
- Visits
- speakers

p
é
d
a
g
o
g
i
c
a
l
e

3) Until the
CONFORMITY to the
training framework

ENVIRONMENT



APPLICATION –
EXPERIMENTATION

- ☐ Putting learning
into practice
 - Internship
 - Work

WBL MFR ITS...

- General education combined with vocational training
- A permanent pedagogical back-and-forth
- On work experience: work, deepen, exchange, study
- At the MFR: analyse, be reflexive
- A socio-professional project built step by step
- Easier social and professional integration
- Recognise that not everything comes from the teacher



Les Maisons familiales rurales

EDUCATIONAL TEAMS AND ADMINISTRATORS



EDUCATIONAL TEAM

The director organises the work of the educational team and the activities of the MFR. He/she directs. He/she is responsible for the functioning of the establishment and ensures the development of the MFR.

The supervisor participates in the daily life of the students and organises activities with them outside school hours. The night supervisors ensure the safety of the boarding students during the night.

The house mistress is responsible for the preparation of meals and the material comfort of the students. She is also responsible for solving problems related to daily life. She is responsible for the well-being of the students.

In the MFR, the teachers are called monitors, because they have a role of "guide" and accompaniment. In fact, the monitor ensures the training of the students, but outside the classroom, he/she participates in the follow-up of the students in training, in the educational supervision, etc. Their functions are broader than those of a teacher.

A broken door handle, rose bushes to be pruned, a classroom to be cleaned... The maintenance staff manages the daily life of the MFR, and together with the students, they take care of the upkeep of the premises, make repairs and do gardening.

The secretary-accountant keeps the accounts and monitors the purse strings in close collaboration with the director, president and treasurer. She is the person who will deal with the payment of catering and accommodation expenses. As secretary, she greets, answers the telephone, deals with administrative requests, and assists the team in the preparation of educational files.



- Trainer
- Facilitator
- Accompanist
(support)



➤ **Pedagogical training for the profession of monitor**

All newly-arrived monitors undergo pedagogical training at the MFR national pedagogical and resource centre

➤ **Instructor status**

Monitors are recruited and employed locally by each MFR, under a specific national collective agreement.

The association's members (mainly families, professionals, elected representatives, etc.)



The Management Board



The Board (at least a President, a Treasurer, a Secretary)

THE TASKS OF THE ADMINISTRATORS

- Guiding the activities of the association
- Managing the budget
- Animation of the association
- Educational role of the MFR
- Place in local development

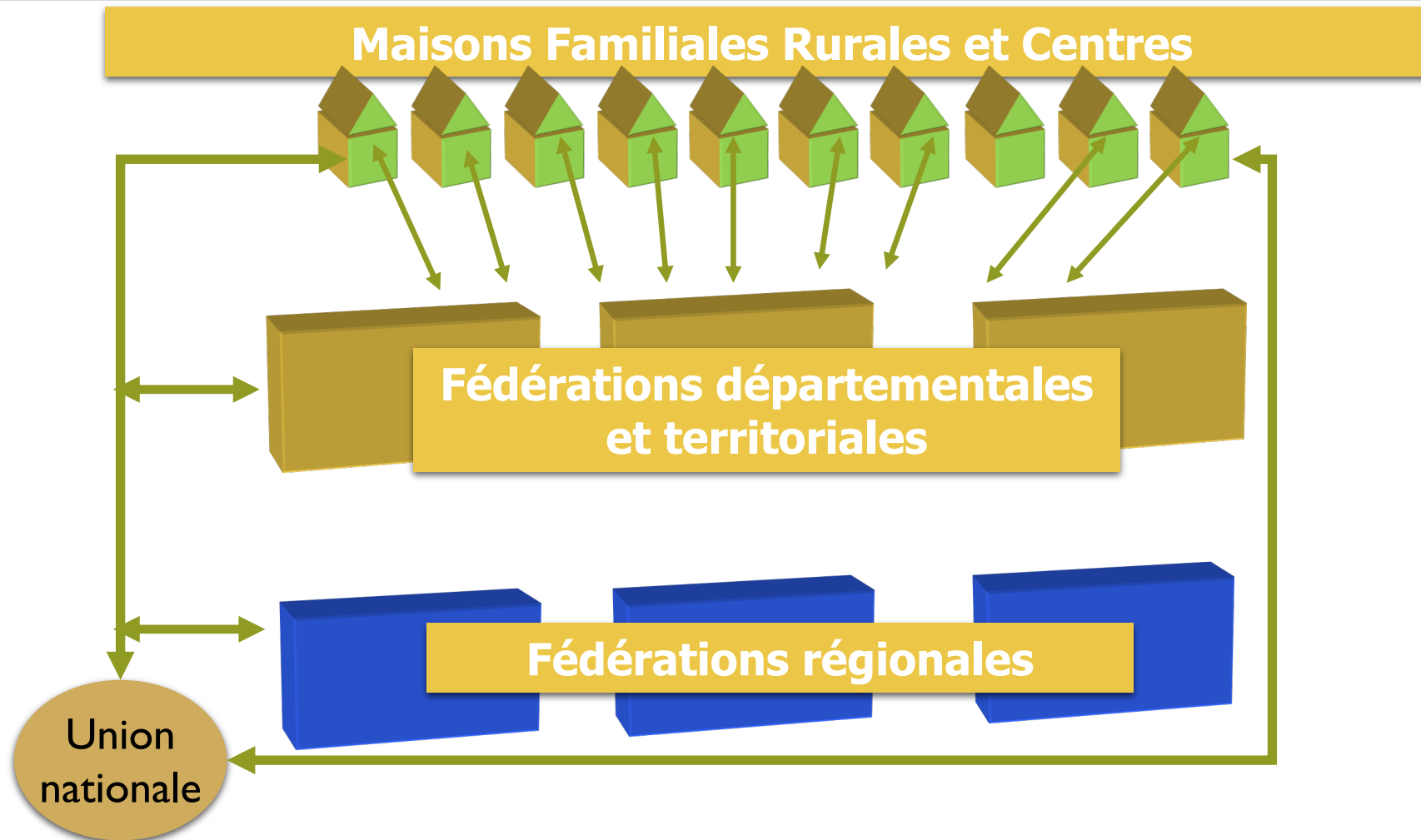


Les Maisons familiales rurales

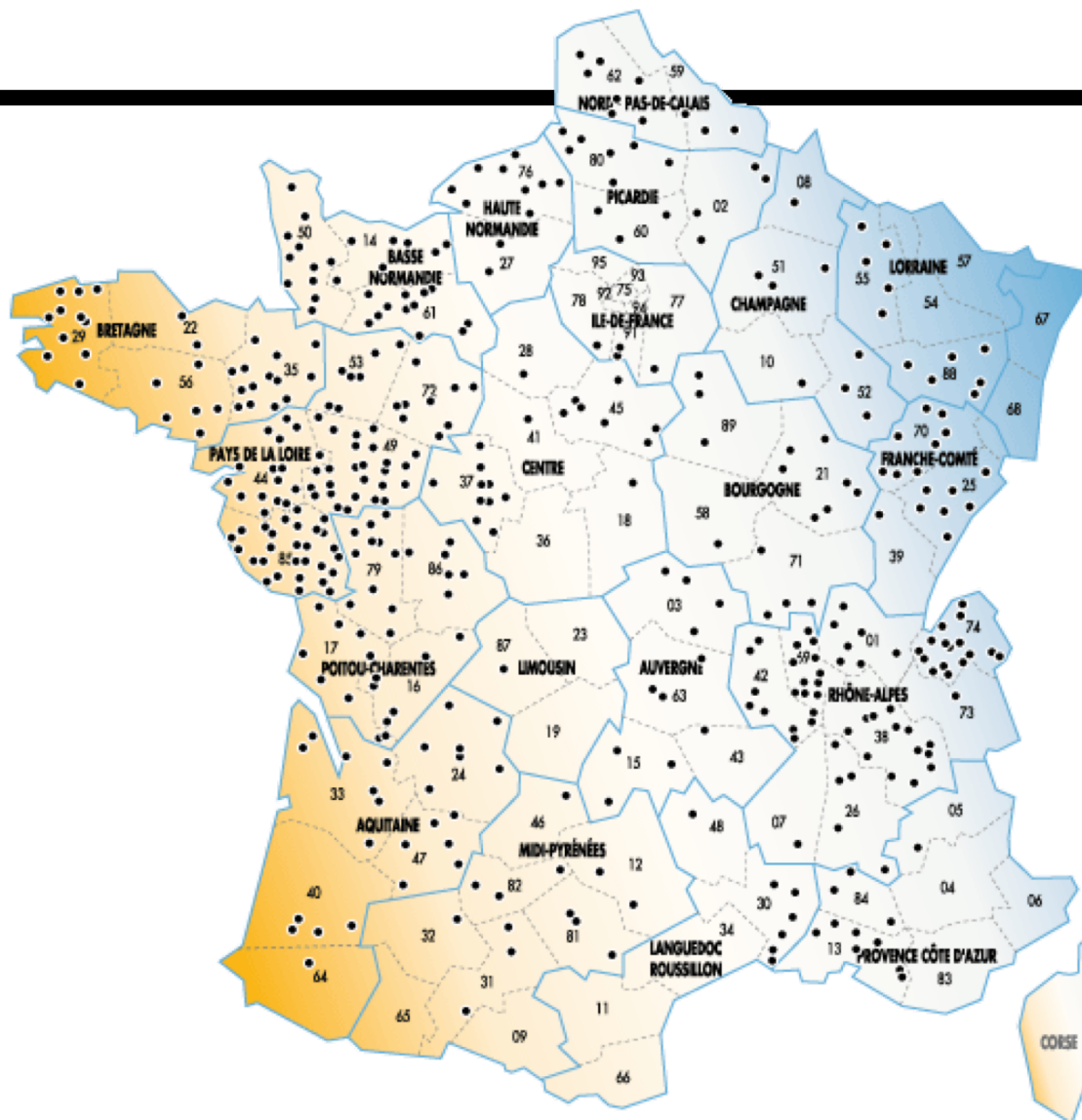
THE NETWORK IN FRANCE



AN ORGANISED NETWORK



MFR IN METROPOLITAIN FRANCE



- 427 MFR
- 61 federative associations

MFR IN OVERSEAS DEPARTMENTS

Guadeloupe (6 associations)



Martinique (1 association)



Guyane (3 associations)



Réunion (5 associations)



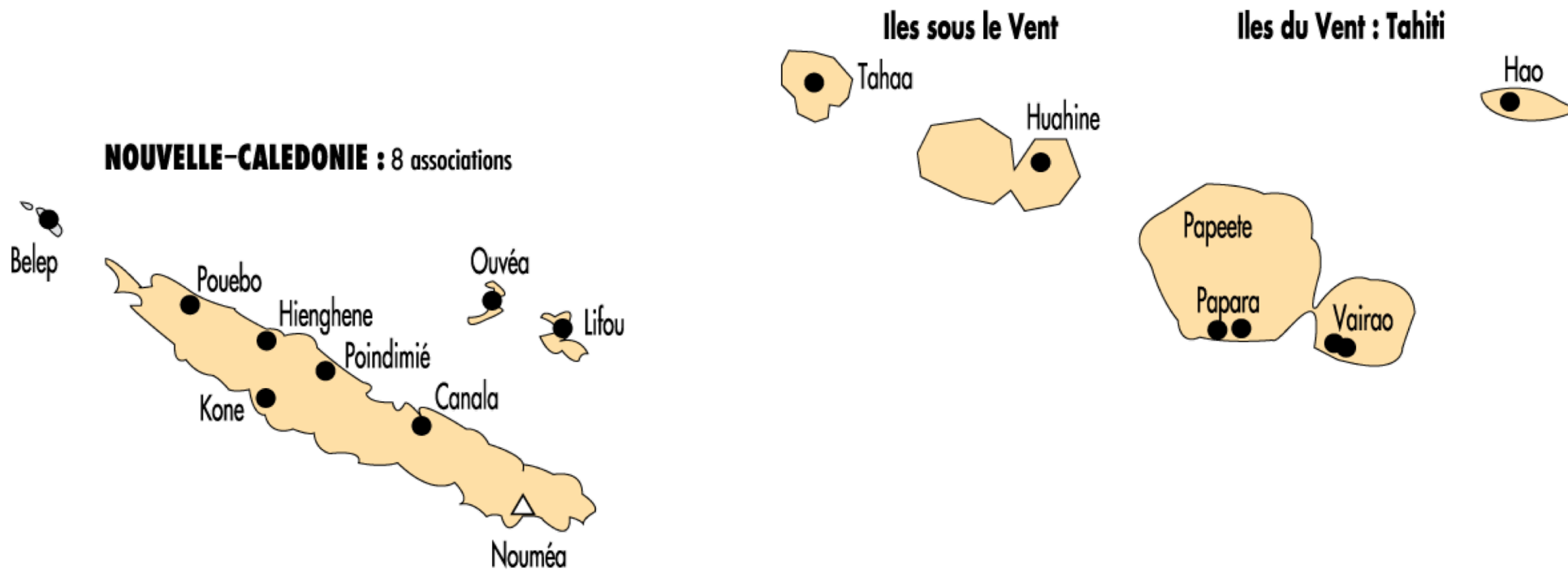
Mayotte (2 associations)



- 17 MFR
- 3 federative associations

MFR IN OVERSEAS TERRITORIES

POLYNESIE FRANÇAISE : 7 associations



Les Maisons familiales rurales

MFR AROUND THE WORLD



Nearly 700 MFR in partnership :

428 in Europe (France, Bosnia)

105 in Latin America

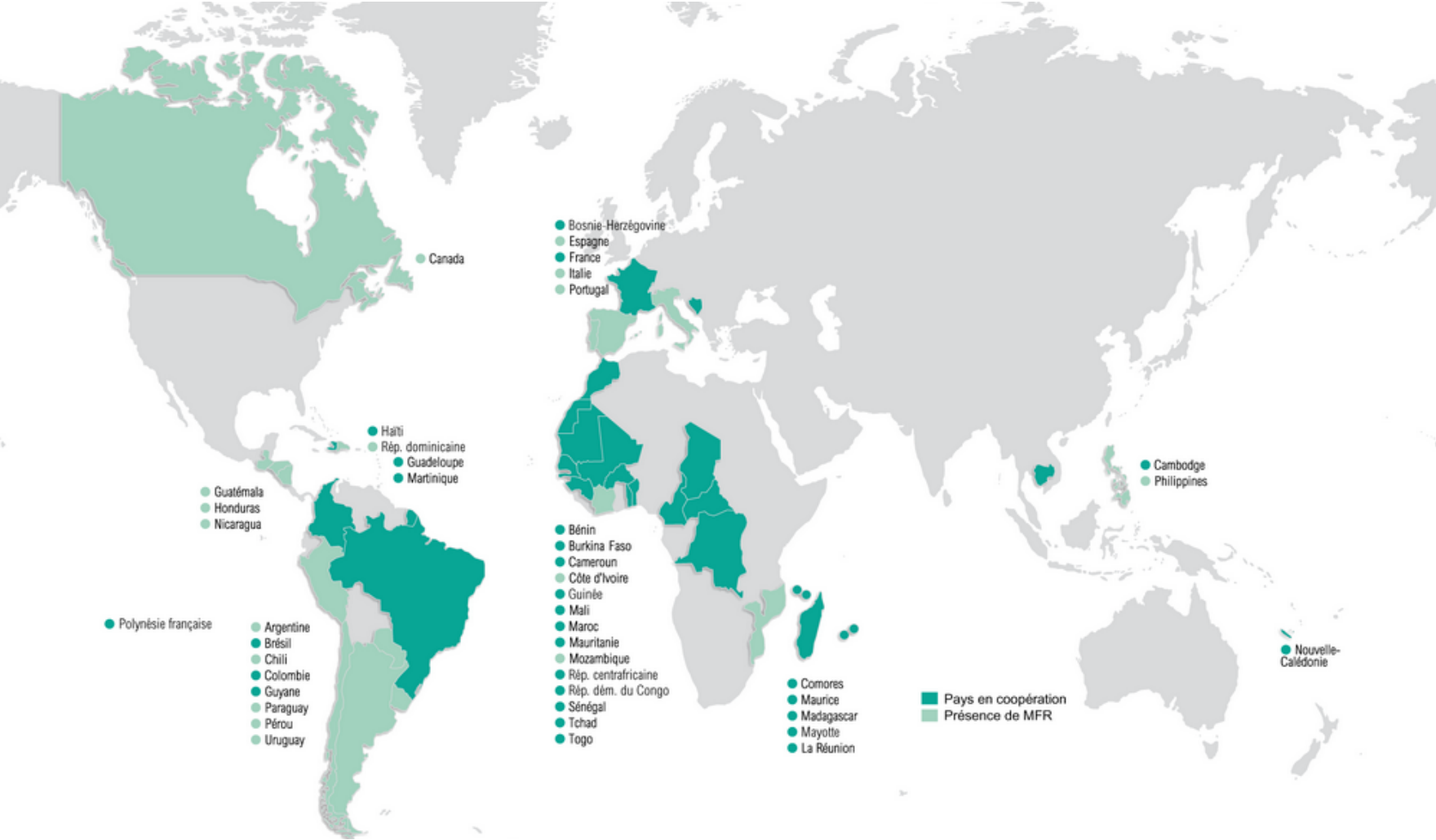
150 in Africa

3 in Asia

4 MFR in the Indian Ocean



MFR AROUND THE WORLD





*La Fondation MFR appuie des **acteurs locaux** qui ont
souhaité développer des **actions de formation des
jeunes** dans les zones rurales défavorisées, sur le modèle
des Maisons Familiales Rurales.*

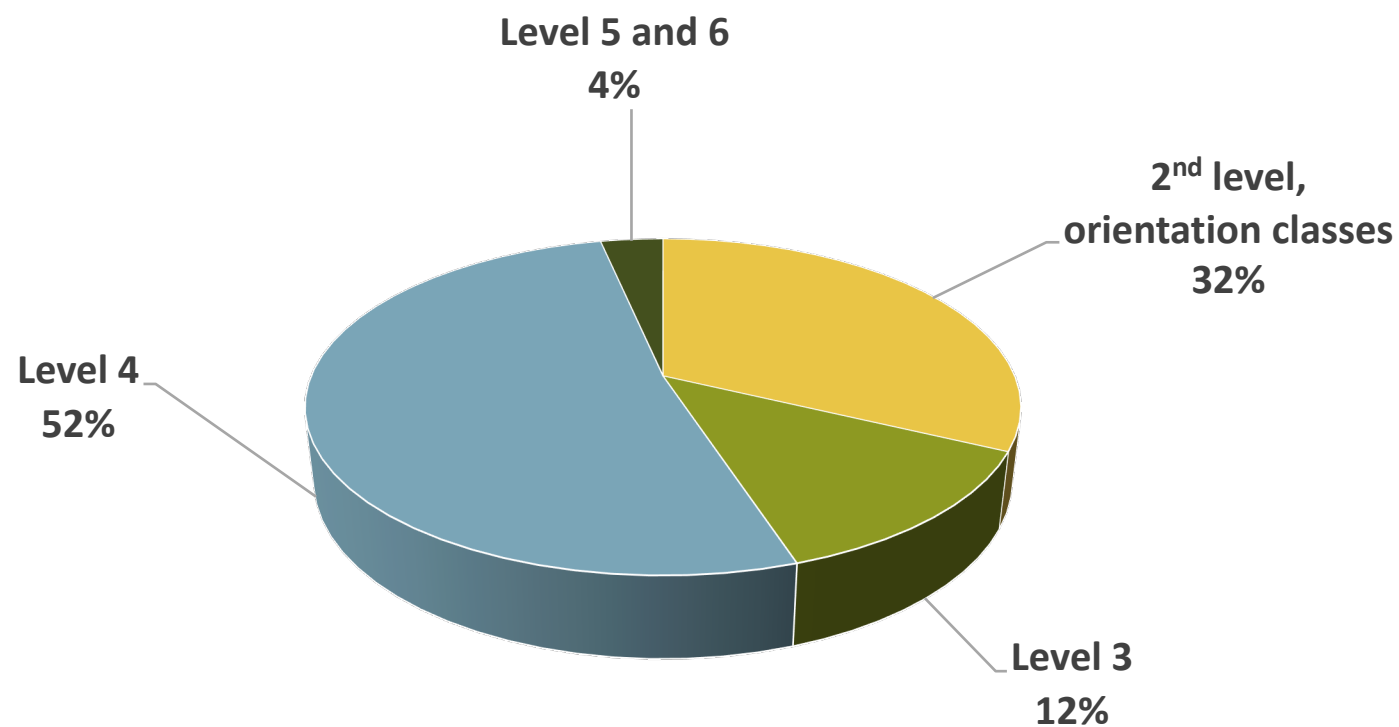
<http://fondationmfr-monde.org>

Les Maisons familiales rurales

TRAINING COURSES



DISTRIBUTION BY LEVEL (EDUCATIONAL STATUS)



A RANGE OF STATUTES TO SUIT EVERYONE

- work-based learning under school status
- apprenticeship or pre-apprenticeship
- professional training contracts
- continuing education - VET

THE JOBS PREPARED

- Agriculture and livestock
- Specialised livestock, animal care, aquaculture
- Horticulture and arboriculture
- Viticulture and oenology
- The horse trades
- Forestry
- Landscaping, gardens and green spaces
- Environmental protection, wildlife and maintenance of the countryside
- Building and wood
- Mechanics and equipment maintenance and operation
- Electricity and electronics
- Tourism, reception and entertainment
- Hotels and restaurants
- Food processing and foodstuffs
- Commerce, sales and warehousing
- Secretarial work, management, accounting, office automation and computing
- Personal, health and social services
- Security professions

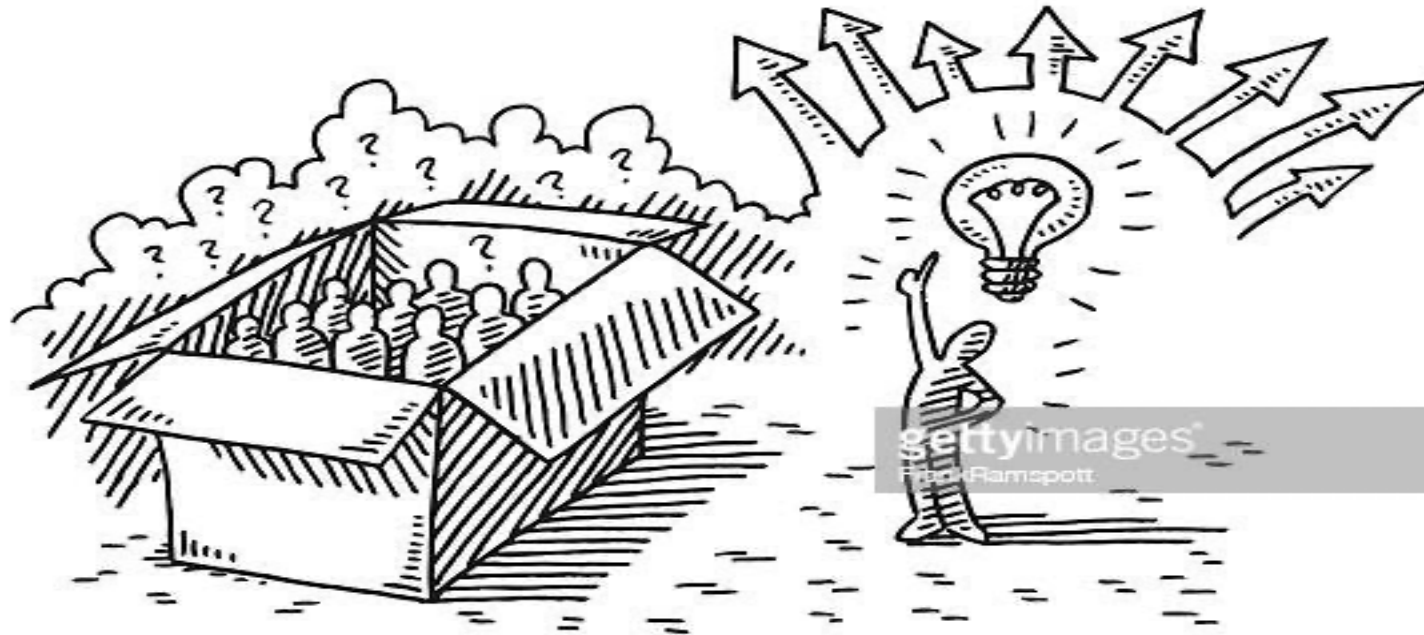




« *THIS IS NOT A PIPE* » -
RENÉ MAGRITTE – 1929



THINK OUTSIDE THE BOX



485474230



Thank you for your attention

