

THE MFR : Rural family training
centers

**A unique experience that
promotes the sustainable
development of rural
areas ?**



www.esf.hr



Projekt je sufinancirala Europska unija iz Europskog socijalnog fonda.

Philippe RISTORD

- National association for training and research on « alternation » (ANFRA)

National union of MFR



www.esf.hr

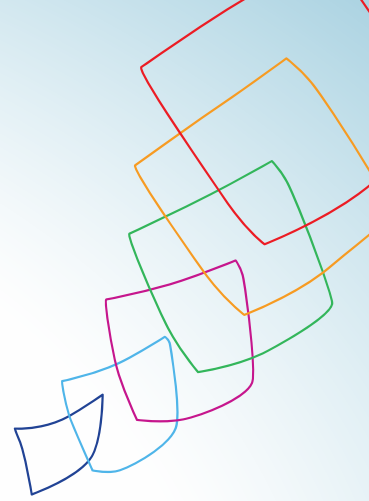


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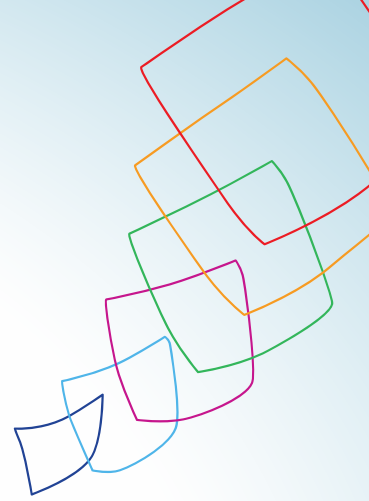
The MFR :

A unique experience that promotes the sustainable development of rural areas ?

- **Vocational training in France**
- **Pedagogy / Andragogy**
- **MFR around the world**
- **The network in France**
- **Characteristics**
- **Sustainable development and MFR**



VOCATIONAL TRAINING in FRANCE



A national obligation defined and implemented by :

- **the State,**
- **the regions**
- **and the social partners**

INCREASINGLY POPULAR



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

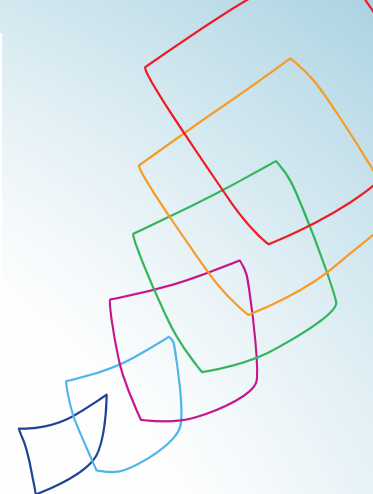
Example PISA OECD:

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

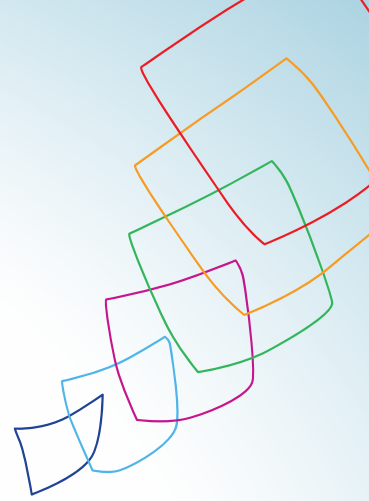
UE 26 membres (données manquantes pour Chypre) plus les USA et la Grande-Bretagne

<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 Slovaquie 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 Slovaquie 4,7	28 Pays-Bas 5,5	28 Tchéquie 5,0	28 Pays-Bas 4,1



André De Peretti



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

EFFORTS MADE FOR CONTINUING VOCATIONAL TRAINING AND APPRENTICESHIP



- **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)**



CULTIVONS LES RÉUSSITES

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

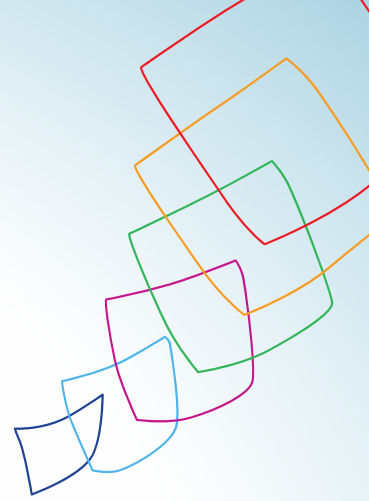


CULTIVONS LES RÉUSSITES

FROM "ADOLESCENS" TO "ADULTUS": THE TIME OF
"ADULESCENCE » AND « FIFTIES-ADO »?

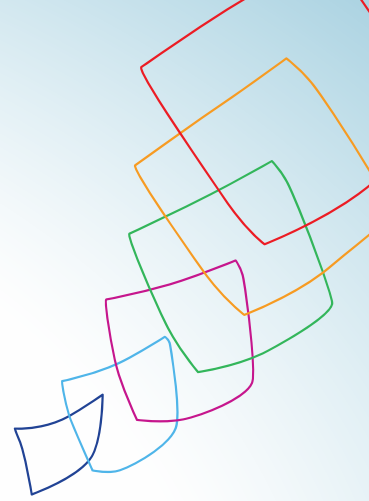
***FROM THE LATIN LANGUAGE:
PRESENT PARTICIPLE: GROWING
PAST PARTICIPLE: HAVING FINISHED GROWING***

Philippe MAUBANT - 2005



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

Condorcet - 1743/1794



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



« 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

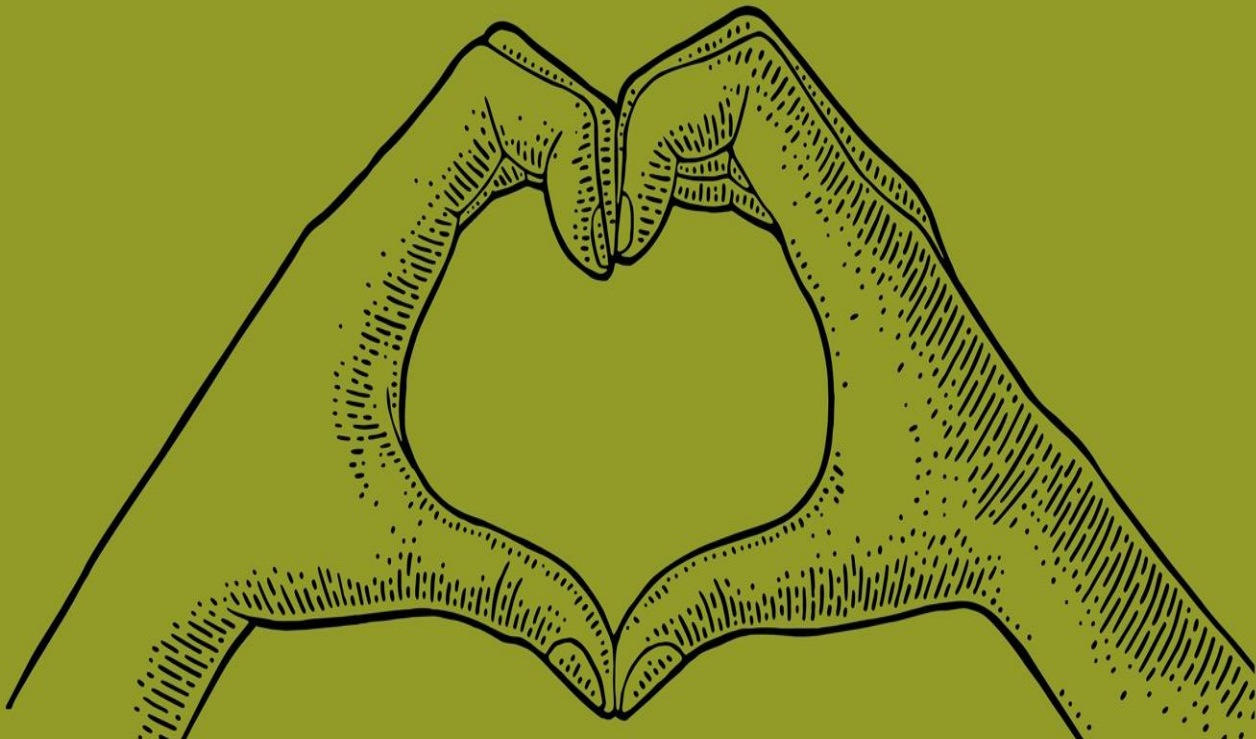


**IN THIS GENERAL CONTEXT, A UNIQUE EXPERIENCE
THAT PROMOTES THE SUSTAINABLE DEVELOPMENT OF
RURAL AREAS**

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

Les Maisons familiales rurales

MFR AROUND THE WORLD



MFR IN THE WORLD

Over 700 MFR in partnership :

433 in Europe (France, Bosnia)

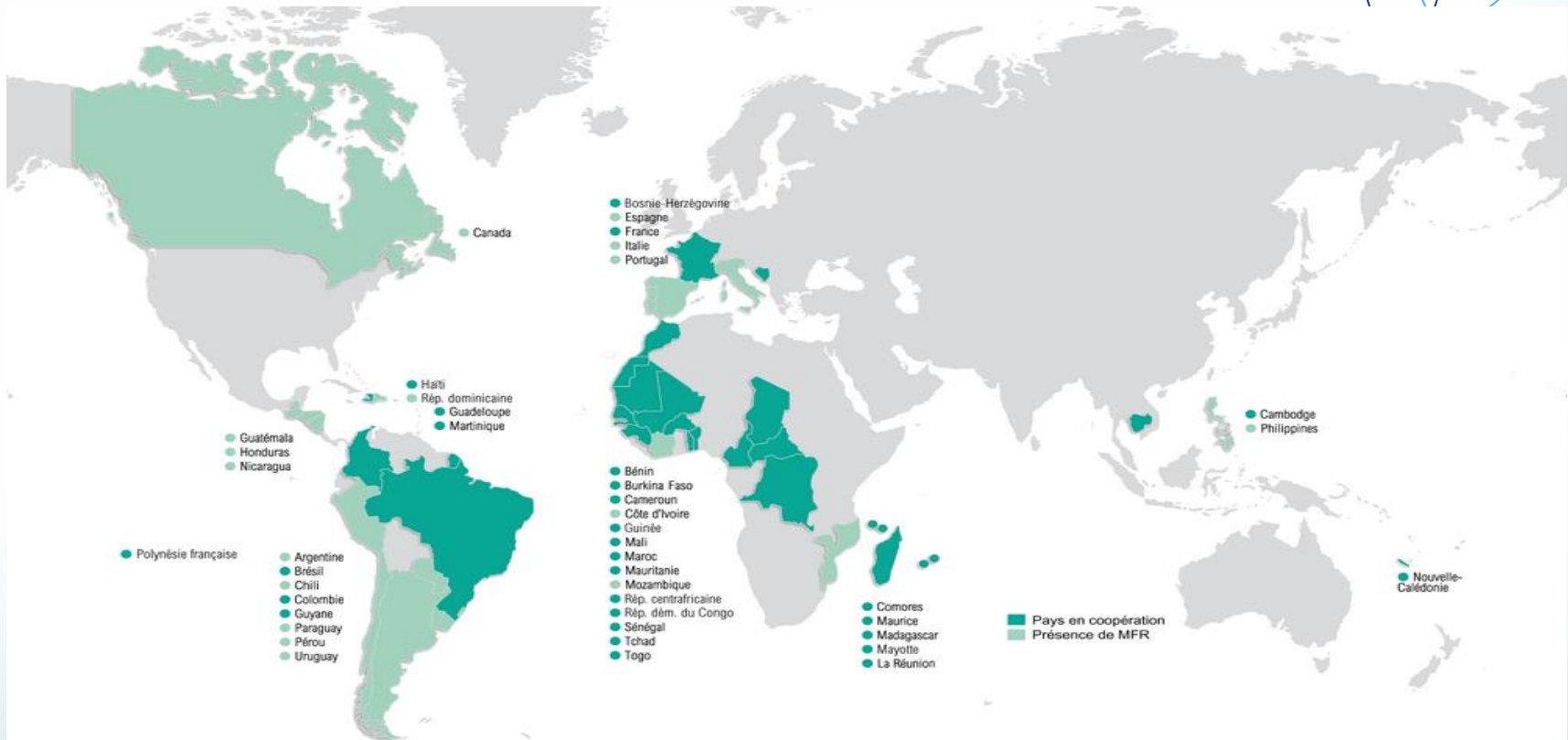
77 in Latin America

217 in Africa and in Indian Ocean

3 in Asia



MFR AROUND THE WORLD



THE MFR FOUNDATION



FONDATION
MFR MONDE

MAISONS
FAMILIALES
RURALES

*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

THE NETWORK IN FRANCE



MFR IN METROPOLITAIN FRANCE



- 430 MFR
- 60 federative associations
- 1 national association for training and research on « alternation » (WBL)

MFR IN OVERSEAS DEPARTMENTS

Guadeloupe (6 associations)



Martinique (1 association)



Guyane (3 associations)



Réunion (5 associations)



Mayotte (2 associations)

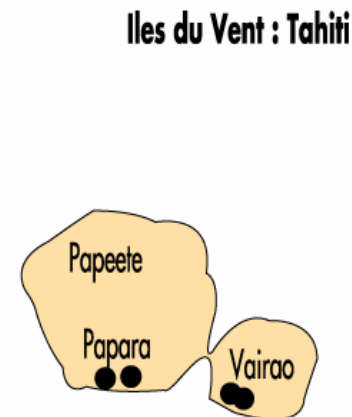
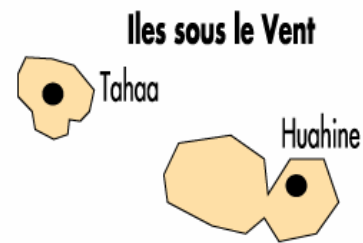


- 17 MFR
- 3 federative associations

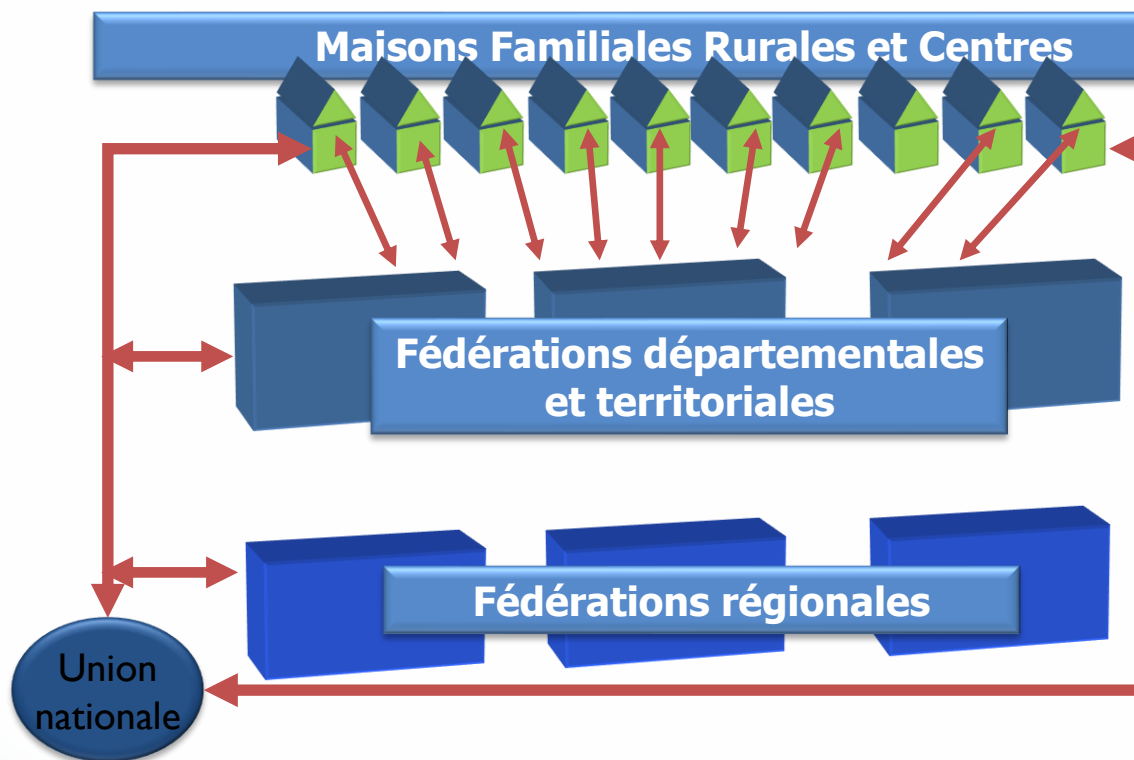
MFR IN OVERSEAS TERRITORIES

POLYNESIE FRANÇAISE : 7 associations

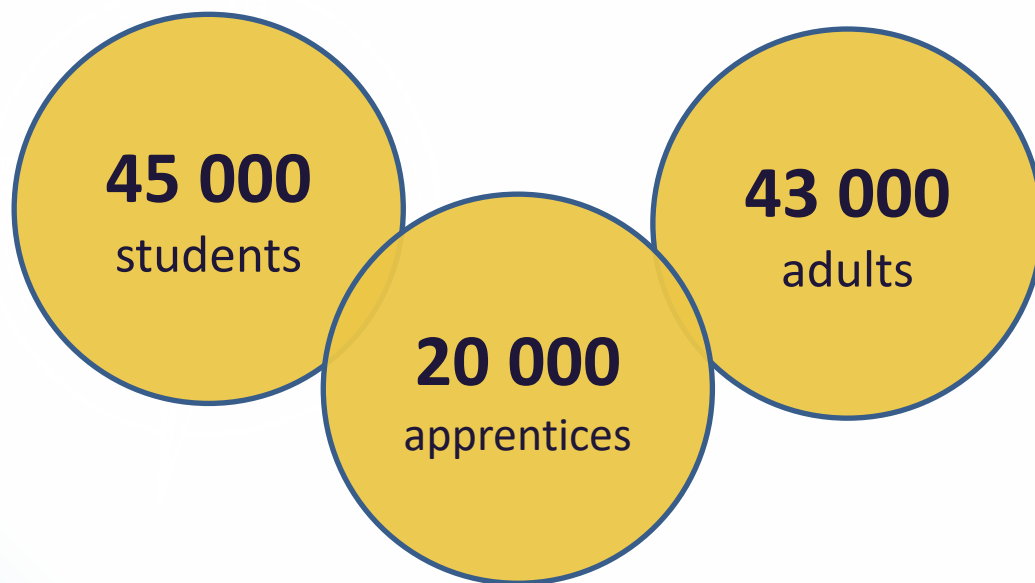
NOUVELLE-CALÉDONIE : 8 associations



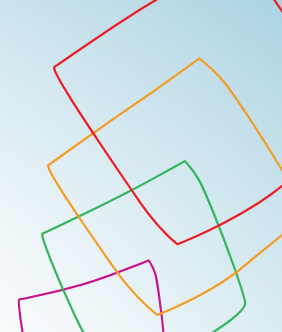
AN ORGANISED NETWORK



Near 110 000 learners



3/1/2023



MFR
CULTIVONS LES RÉUSSITES



A RANGE OF STATUTES TO SUIT EVERYONE

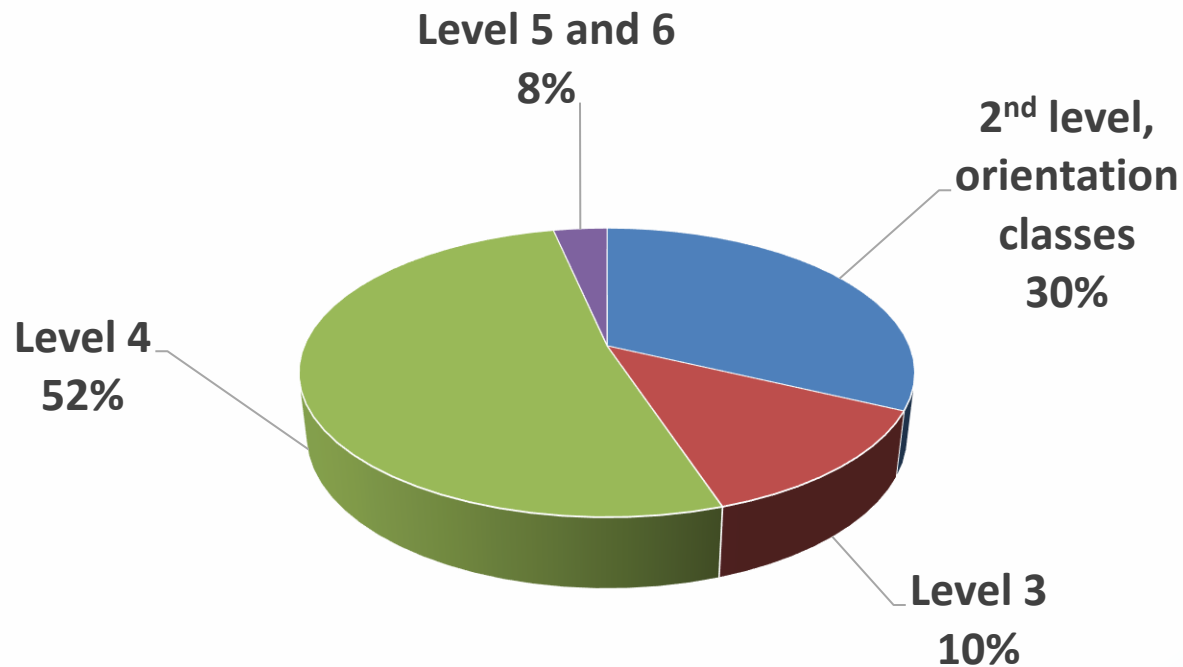
- work-based learning under school status
- apprenticeship or pre-apprenticeship
- professional training contracts
- continuing education - VET

Les Maisons familiales rurales

TRAINING COURSES



DISTRIBUTION BY LEVEL (EDUCATIONAL STATUS)



THE JOBS PREPARED : 18 PROFESSIONAL SECTORS

MFR
CULTIVONS LES REUSSITES



- 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



Les Maisons familiales rurales

HISTORY



THE INSPIRERS OF THE NETWORK



- 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

- 1945 :The Union President says: :

« *The MFRs: neither Church nor State* »



L'Histoire des Maisons familiales
rurales– Lien vidéos

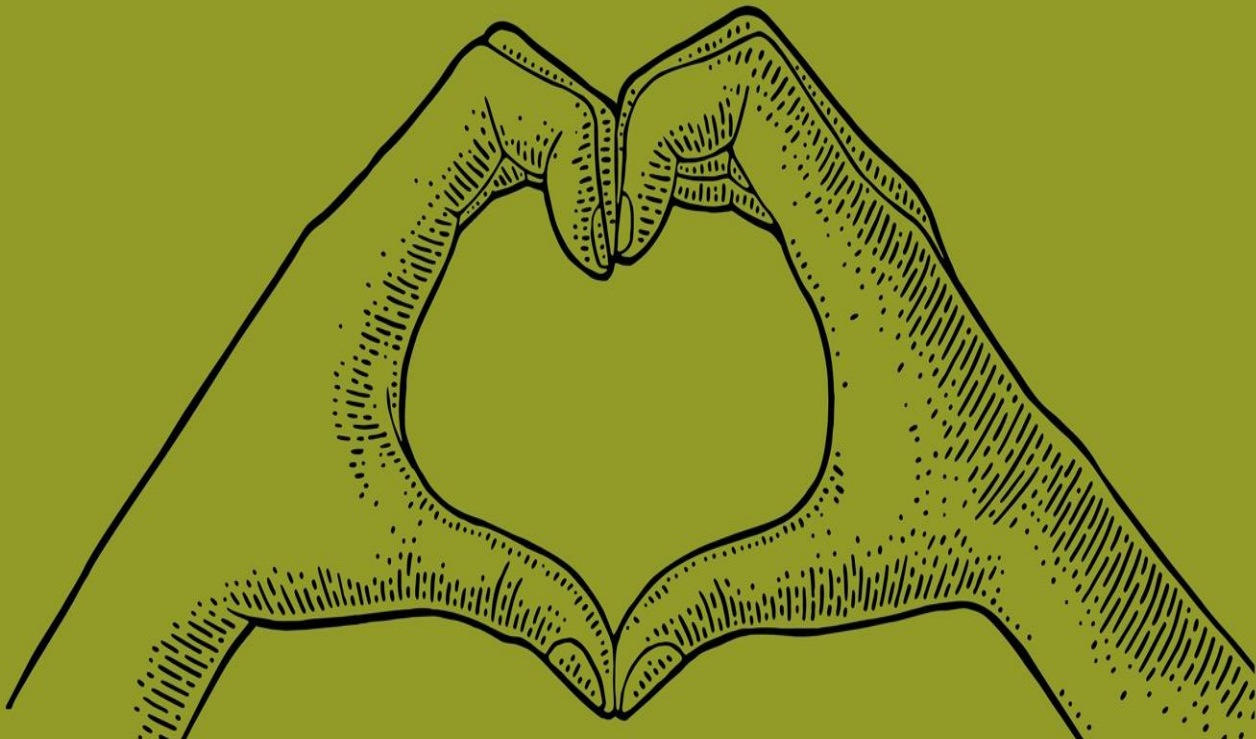
- 1945 :Adoption of the statutes :

- 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 (différent for adults in VET).

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



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 : HUMAN SIZED TRAINING ORGANISATIONS



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**



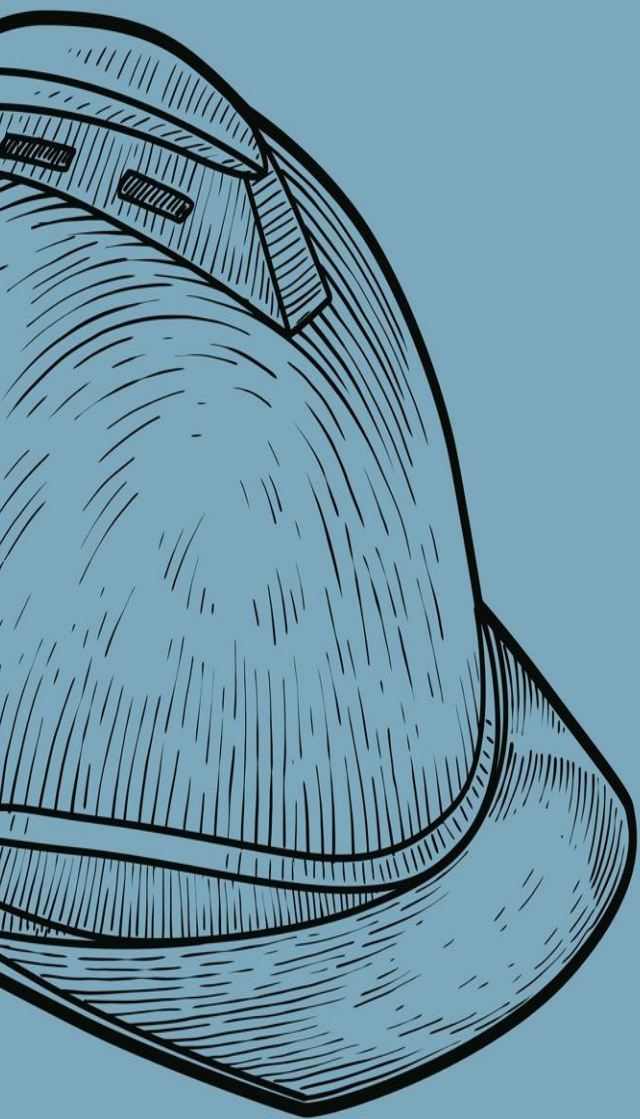
4TH CHARACTERISTIC : A SPECIAL PLACE FOR FAMILIES (ESPECIALLY FOR YOUNG PEOPLE)



- responsible parents
- involved parents
- committed parents
- other relationships with their children : a dialogue on the work-based learning experience



Les rencontres de la vie
associative – Lien vidéo



Les Maisons familiales rurales

TRAINING BASED ON WORK- STUDY

(WORK-BASED LEARNING)

A SINGULARITY IN THE WORLD OF TRAINING IN FRANCE...AND ELSEWHERE ?



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*** »



EXPLORATION
REALISATION
OBSERVATION

- ☐ Looking at practices

- P.E.

FORMALISATION
CRYSTALLISATION

- ☐ Expression
- ☐ Reflection
- ☐ Analysis

- EMSP

1) From the
SINGULARITY of
experience



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

Traditi
onal
peda
go

3) Until the
CONFORMITY to
the training
framework

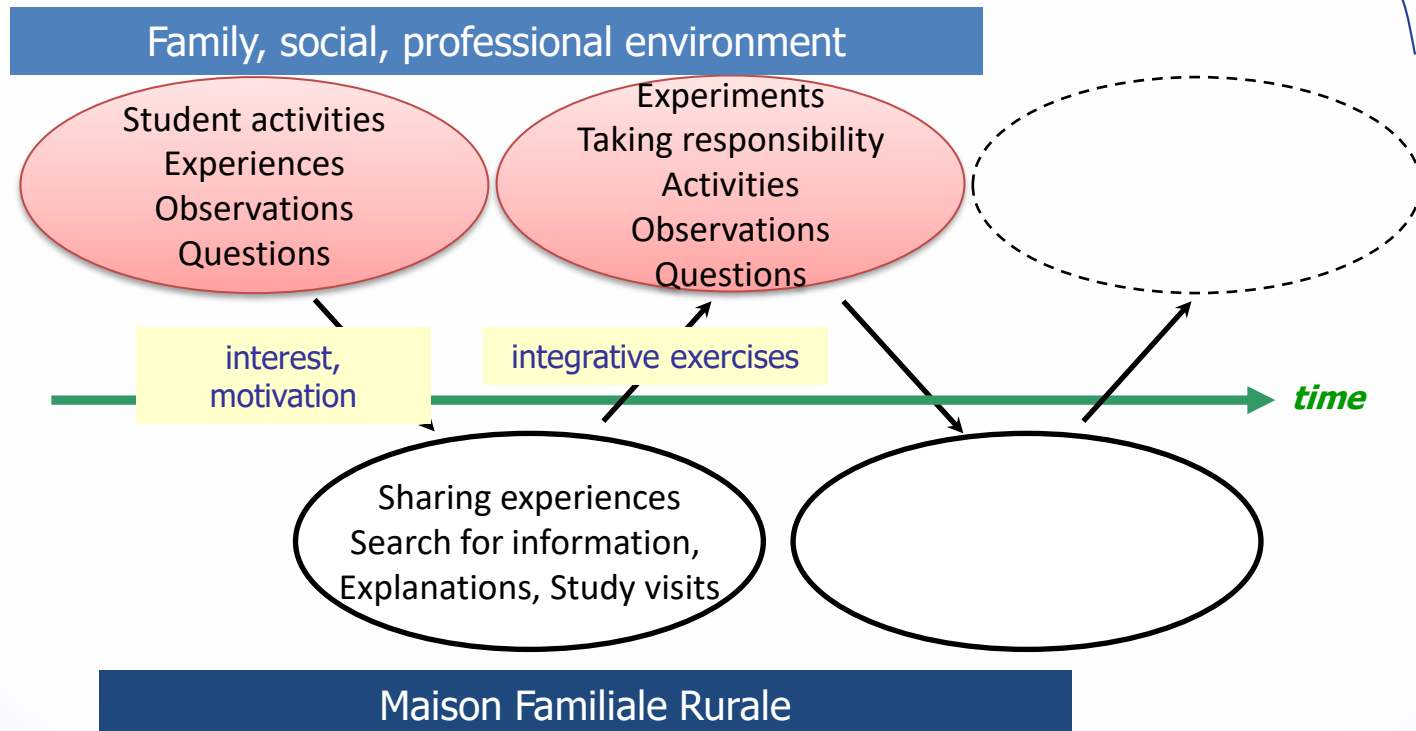


APPLICATION –
EXPERIMENTATION

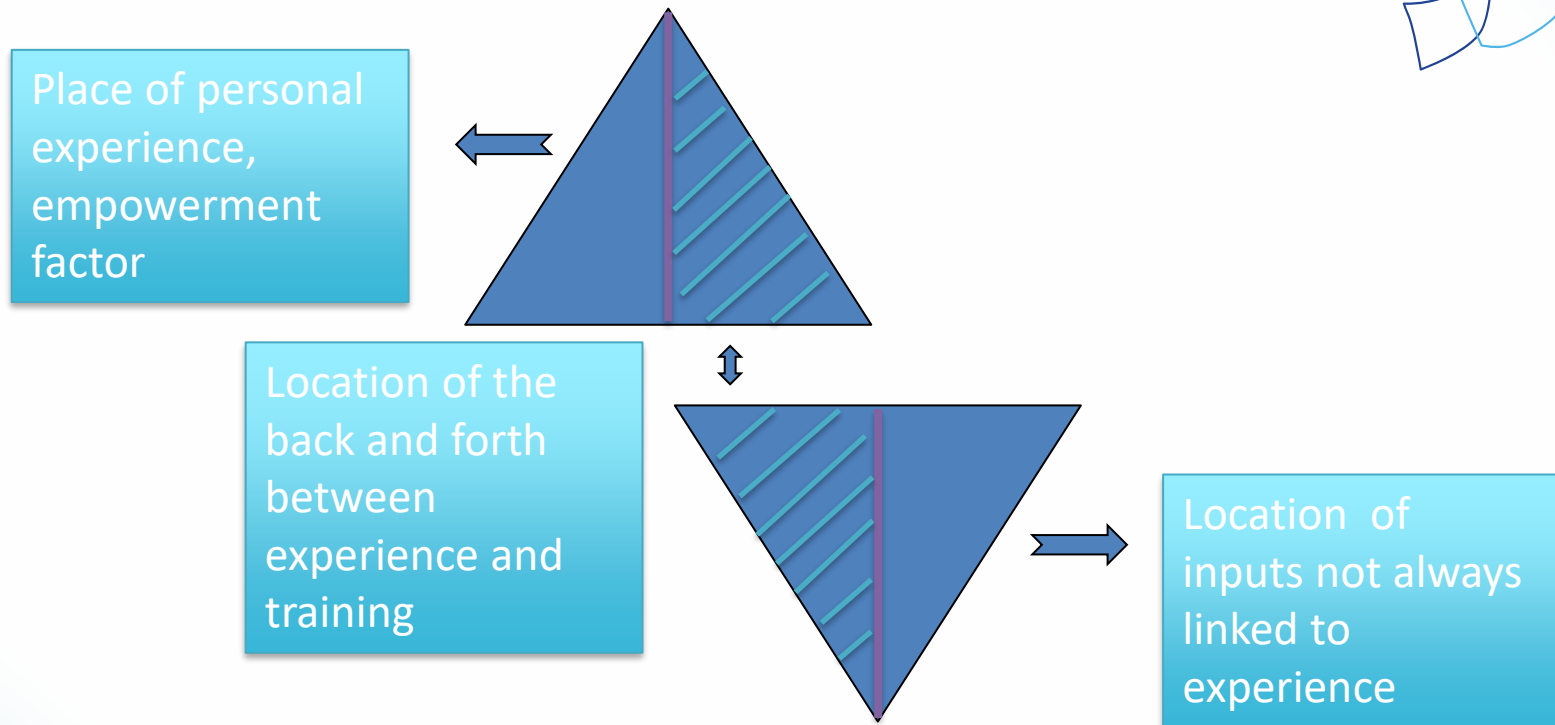
- ☐ Putting learning
into practice
 - Internship
 - Work



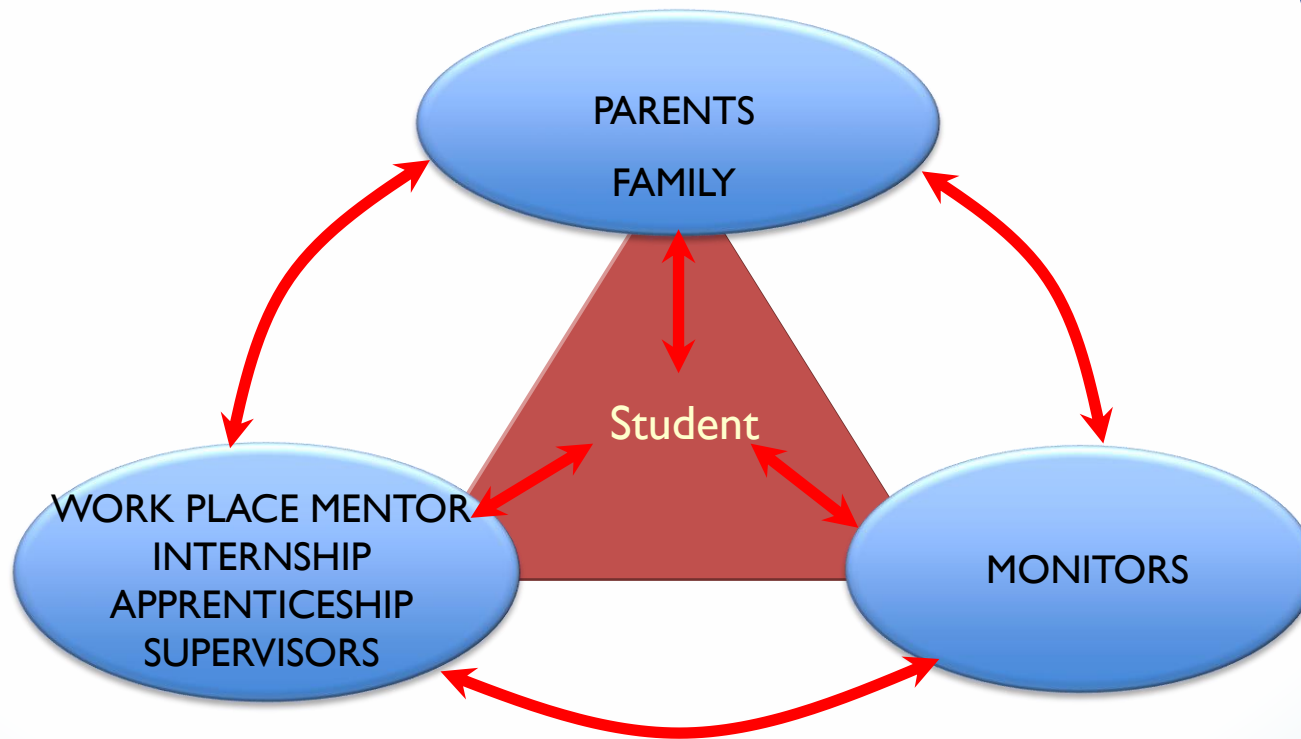
WORK BASED LEARNING IN MFR



With « integrative alternation »



MOBILISE ALL THE ACTORS



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



ASSOCIATIVE LIFE

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



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.

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.

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 MONITOR » : A “360° SUPPORT POSITION”



- **Mediator** between the resource (knowledge available everywhere) and the learner,
- **Stimulator** of motivation to learn,
- **Life project guide** for learners,
- **Community facilitator** (learners, parents, business tutors, etc..).

This complex posture of “**pathway architect**” implemented by MFRs requires new skills for trainers and therefore raises questions about their training.



THE MONITOR : TO SUMMARISE

- Trainer
- Facilitator
- Accompanist
(support)



BEING AN MONITOR IN AN MFR



➤ Pedagogical training for the profession of monitor

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

➤ Instructor status

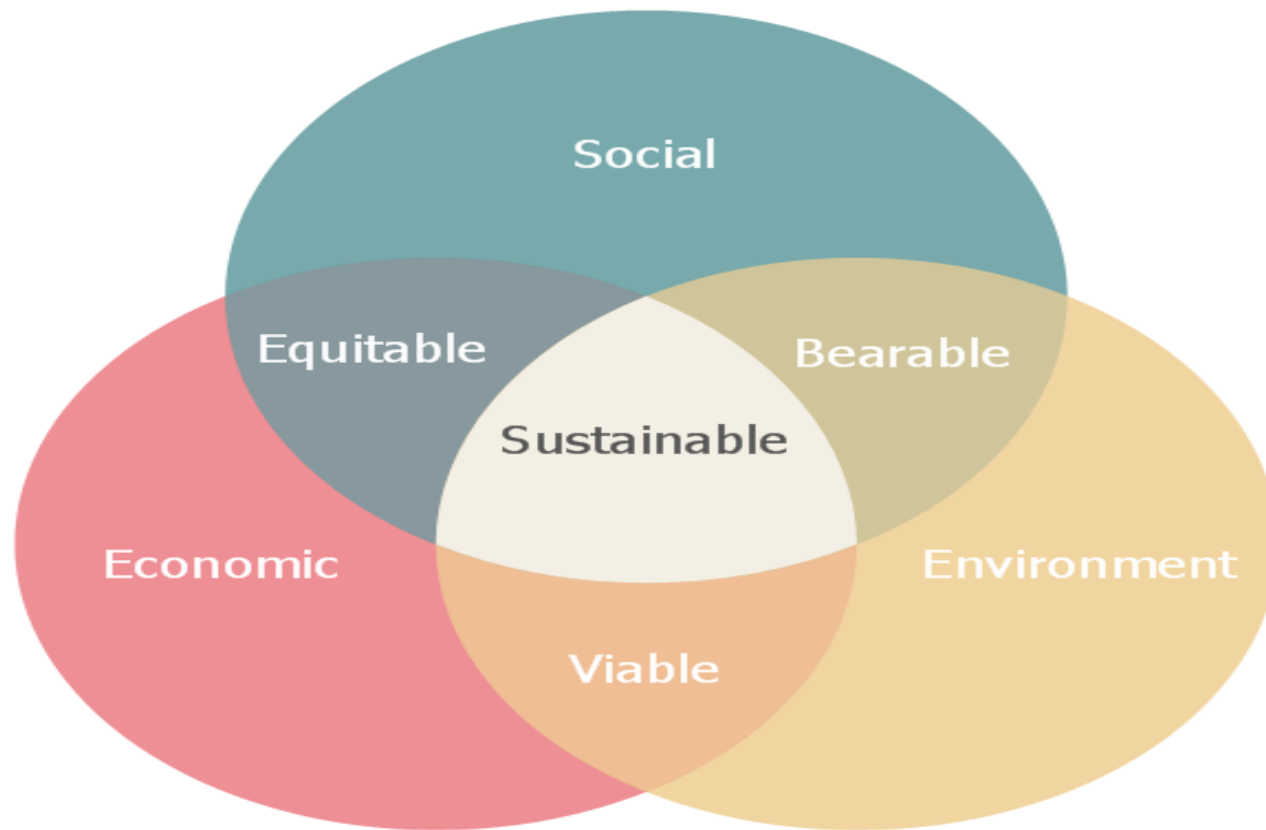
Monitors are recruited and employed locally by each MFR, under a specific national collective agreement.

Les Maisons familiales rurales

**A UNIQUE EXPERIENCE THAT
PROMOTES THE SUSTAINABLE
DEVELOPMENT OF RURAL
AREAS**



SUSTAINABLE DEVELOPMENT AND MFR



A GLOBAL APPROACH TO SUSTAINABLE DEVELOPMENT



- A local training offer for learners who are often not very mobile.
- Training organisations on a human scale that offer a place for catering and accommodation facilities.
- An associative governance that mobilises parents, elected representatives, institutions and professionals and reflects on the future of the territory.
- Actors in economic life as employers and by promoting short circuits and local economic activity.
- A pedagogy that gives back the " empowerment " to the learners throughout their lives and mobilizes the actors of the territory (« sustainable skills developpment »).
- Trainers with a global function of education, training and support.



THE CONCEPT OF APPLIED « LEARNANCE »

PHILIPPE CARRE – 2005: "A STABLE SET OF AFFECTIVE, COGNITIVE AND CONATIVE DISPOSITIONS, FAVORABLE TO THE ACT OF LEARNING, IN ALL FORMAL OR INFORMAL SITUATIONS, EXPERIENTIAL OR DIDACTIC, SELF-DIRECTED OR NOT, INTENTIONAL OR INCIDENTAL". PAGE 108)

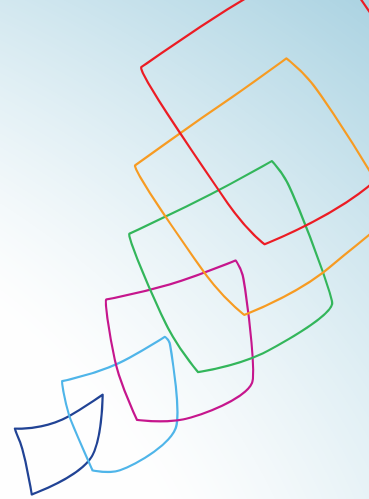
MFR
CULTIVONS LES REUSSITES

- To individuals : « sustainable skills developpement »
- To companies: « learnance » companies
- To the territory and its stakeholders: « learnance » territory



**« This not a pipe »
R MAGRITTE - 1929**

The French law on the quality of training organisations:



7
criteria

Between
25 and 32
indicators



- **Information**
- **Rights**
- **Teachers**
- **Ingeneering processes**
- **Training processes**
- **Documents**
- **Permanent improve**

MFR

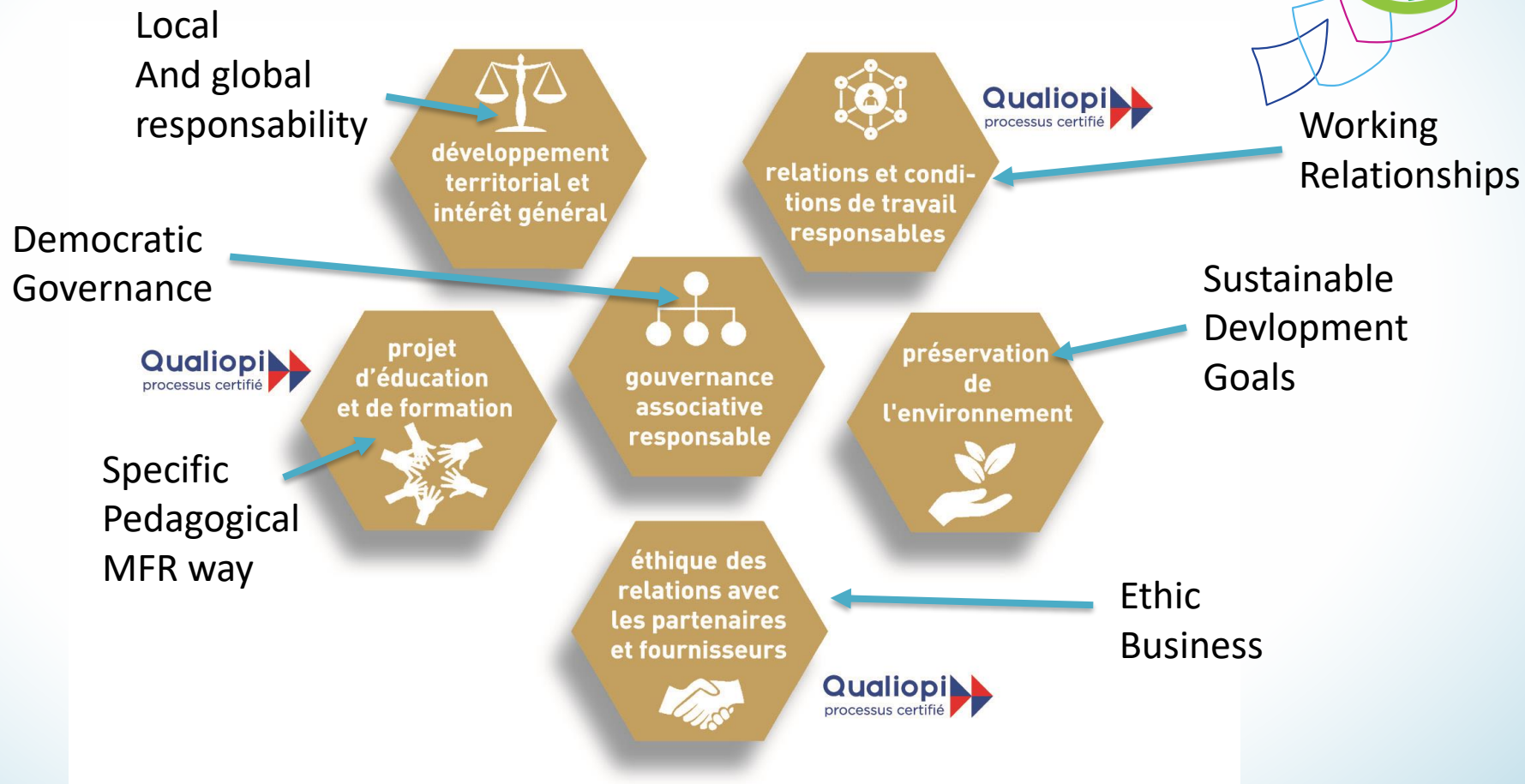
CULTIVONS LES RÉUSSITES



& SRO

In the same time,
in the MFR world... « societal responsibility of
organisations » (SRO)

SRO repository created for MFR, based on LUCIE ISO 26000



ENGAGEMENTS (E)	Importance des PA	PRINCIPES D'ACTION (PA)	Critère QOF	Indicateurs
Engagement 1 : Mettre en place une gouvernance associative responsable	Essentiel	PA1 : Garantir les conditions d'une appartenance au mouvement MFR		
	Essentiel	PA2 : Inscrire la RSO dans les décisions et l'action de l'association		
	Essentiel	PA3 : Garantir les conditions d'une gouvernance responsable		
	Essentiel	PA4 : Favoriser l'engagement		
Engagement 2 : Développer des relations conditions de travail responsables	Essentiel	PA5 : Développer les conditions de travail		
	Essentiel	PA6 : Favoriser la qualité des carrières		
	Essentiel	PA7 : Faire vivre les relations collaboratives		
Engagement 3 : Accompagner chaque personne dans le cadre du projet d'éducation et de formation	Essentiel	PA8 : Agir en faveur de l'accompagnement		
	Essentiel	PA9 : Accompagner de manière personnalisée		
	Essentiel	PA10 : Favoriser l'autonomie		
	Essentiel	PA11 : Favoriser la coopération		
	Essentiel	PA12 : Favoriser la coopération avec les partenaires et le territoire		
	Essentiel	PA13 : Favoriser l'accompagnement		
	Essentiel	PA14 : Favoriser le vivre ensemble		
	Essentiel	PA15 : Proposer un service de formation selon les critères		
	Essentiel	PA16 : Concevoir et mettre en œuvre une pédagogie de l'alternance à visée intégrative privilégiant l'expérience et la rencontre. en associant les acteurs socio-professionnels		
Engagement 4 : Viser le développement durable et l'intérêt général				

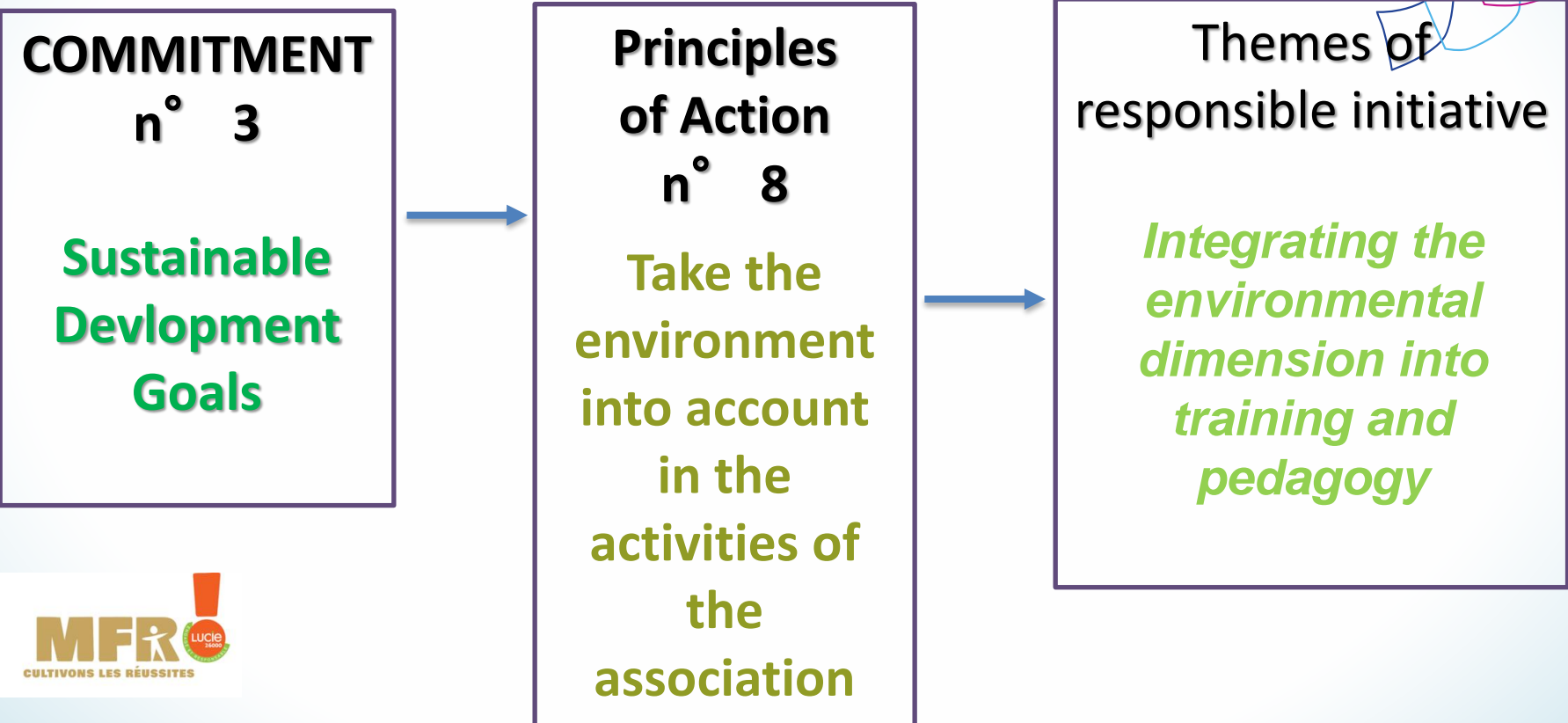
SRO :
6
commitments

SRO :
19
Principles
of Action

Qualiopi
processus certifié
RÉPUBLIQUE FRANÇAISE
32
indicators

66 questions : themes of responsible
initiatives

For example





***Thank you for your
attention***

