

# Mediation, a space for the construction of parents of roma pupils identity

*Brahim AZAOUI & Christel HOUEE*



ROM  
tels



Erasmus+

- A changing reality
  - A misunderstanding? (Dubet, dir., 1997)
  - A necessity? (M.E.N., 2006)
  - An obligation: see the Professional competence framework for professorship and education (MEN, 2013)
- How to cooperate?
  - Plurilingual projects including parents of allophone pupils: Goï (2008); Castellotti & Moore (2010); Audras, Leclaire & Ramdani (2016); <http://parents.ecml.at/fr-fr/Accueil>
- Roma pupils' parents and school
  - There exist « heavy schooling problems » (Rapport du DDD, 2009)
  - Need to communicate with them (cf. Guide for school mediators, 2009)
  - A paradoxical relation to school: between desire and rejection (Decroix & Lièvre, 2008; Berner et al. 2015)

- Participants

Parents	Nbr années en France	Nbr enfants	Nbr enfants scolarisés	Scolarisé(e) en Roumanie	Maitrise du français
Alexandrina	10	6	2/2	NON	ORAL/ A1.1 ECRIT/ NA
Violina	8	6	3/3	NON	ORAL/ A1 ECRIT/ NA
Nicu	6	4	2/2	OUI	ORAL/ A1+ ECRIT/A1.1
Revista <i>Ovidiu</i>	8	5	3/3	NON	ORAL/ A1.1 ECRIT/ NA <i>ORAL/ A1 ECRIT/A1.1</i>

- Multimodal analysis of discourses in interaction (Kerbrat-Orecchioni, 2005; Krafft & Dausendchön-Gay, 2001)

# Results

- The parents as mediators: linguistic experts?
  - An acknowledged and collaborative expertise



- But also an evolving expertise => an emerging metalinguistic consciousness (Gombert, 1996)



# Results

- **The parents as mediators: cultural experts culturels?**

- A analytical expertise

« Look over there (point to the painting) it looks like there used to be no houses, just a few on the sides. When was the painting done? »



- De-hierarchisation of cultural knowledge



# Results

- **Parental mediation, a space for the identity (re)construction of plurilingual locutors and social actors**

Construction of their plurilingual identity



Becoming social actors



- **Parental mediation, a space for the identity (re)construction of parents of students?**

- Increasing attention to the schooling of their children:  
attendance and homework

ABSENCES	SEPT-DEC.	
	2015-2016	2016-2017
ESTERA	128	26 (-102)
<b>SHAKIRA</b>	<b>70</b>	<b>88 (+18)</b>
ALEJANDRU	70	26 (-44)
SOLEDA	70	45 (-25)
SARAH	60	22 (-38)
ANDREA	72	39 (-33)

# Conclusion

- A space of mediation including parents
  - Acknowledgment of linguistic and cultural competences
  - Identity (re)construction on the social and school levels
- Roma parents: means and objectives of mediation
  - Parental mediation toward their own community/culture => linguistic and cultural experts
  - Mediation towards themselves/the children => building a parents of pupils identity
- What does it mean or imply to work with roma parents ?
  - « School must mobilise parents just as they are, and **associate** them to the educational model it wants to promote » (Meirieu, 1997)
    - => coconstruction of a collective project
    - => continuous collaboration