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

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Parents and school

• 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)
Méthodologie

• Participants

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

• 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
Results

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

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

<table>
<thead>
<tr>
<th>Student</th>
<th>Absences in 2015-2016</th>
<th>Absences in 2016-2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTERA</td>
<td>128</td>
<td>26</td>
<td>-102</td>
</tr>
<tr>
<td>SHAKIRA</td>
<td>70</td>
<td>88</td>
<td>+18</td>
</tr>
<tr>
<td>ALEJANDRU</td>
<td>70</td>
<td>26</td>
<td>-44</td>
</tr>
<tr>
<td>SOLEDA</td>
<td>70</td>
<td>45</td>
<td>-25</td>
</tr>
<tr>
<td>SARAH</td>
<td>60</td>
<td>22</td>
<td>-38</td>
</tr>
<tr>
<td>ANDREA</td>
<td>72</td>
<td>39</td>
<td>-33</td>
</tr>
</tbody>
</table>
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