

SCHOOL DROPOUT, ROMAN CHILDREN IN A PRECARIOUS SITUATION - CORRECTIVE ACTIONS AND RECORDED RESULTS

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Abstract: *Our scientific communication aims at the detailed presentation of the projects carried out for the roma children in the precarious situation in our educational school "adrian păunescu" high school of bârca, a municipality located in the department of dolj. We also focalized on the results obtained after the end of the projects. The projects we are considering are: pocu (operational project for the human capital), mens sana in corpora sano and winter celebration together. This projects aim at the professional integration (the first project), healthy eating (the second project) and the promotion of francophone culture (christmas celebration, extracurricular activity). We also insisted on the recorded results and on the impact of its actions on the target group.*

Keywords : *socio-cultural competence; sociolinguistic competence ; education ; training; professional integration.*

Introduction

Our analysis will focus first on the concepts of sociolinguistic competence and professional integration. Then, we will go to the detailed presentation of each project, the results obtained and the impacts on the learners. The third project "the winter feasts together" dedicated to the winter feasts (the christmas party in france and romania) aims to live together in the current french-speaking space marked by linguistic diversity and cultural diversity. The learners of the fle must have a sufficiently solid cultural and linguistic background in order to be able to cohabit peacefully in the new living space.

1. Sociolinguistic competence

In order to be able to establish a contact with people of different languages and cultures, fle learners must have "awareness of language and communication" (CEFR, 2000: 85). This means that they must have the capacity to assimilate a foreign language, to pronounce words/to form sentences. Since language is a social phenomenon, learners will need to have the capacity to make the language function in its social dimension (the learner as a user of the language). The use of a language places them in the french-speaking community: they are required to have knowledge of the language and, at the same time, to apply it in various socio-cultural situations: linguistic stays, linguistic cultural exchanges, competitions, festivals, guided cultural tours, etc. Consequently, learners of the fle will be expected not only to use the language

in a conversational exchange with the other, but also to adapt to this new space. It is also a "principle of cooperation" to form an image of the french-speaking world and this is developing in relation to the french-speaking people. In other words, it is a principle of involving learners in the community life in order to live better together.

2. Occupational integration

The major challenge of any professional training is to facilitate the professional integration of learners in the labor market. The professional integration is "a process which enables each individual or a group of individuals to enter the labor market under conditions favorable to obtaining employment" . This involves professional training and the creation of a new workspace that meets the requirements of each individual. Professional integration contributes to the development of individuals, makes it possible to enhance/integrate their theoretical knowledge into professional practice in order to progress better. To conclude, professional integration marks the transition of young people to adulthood and the development of their future professional career.

3. The projects: POCU, Mens sana in corpore sano, french-speaking christmas - presentation, goals, recorded results, effects.

We wanted to present the three projects carried out in our school. As we have already stated (see above), we will consider the results and effects of these projects on the target group.

The first pocu project concerns a certain number of modest families (Romanians and Roma) from the municipality of Bârca.

Through its fundamental objective (combating poverty and social exclusion) and through its specific objectives (facilitating access to education, social assistance, professional integration), this project is set out to reduce the number of socially excluded people by integrated measures: training/professional integration, food, social assistance, material support.

The beneficiaries of this project are 187 children and 187 parents from modest families in the town. Each child received an annual subsidy of 1800 national currency, of the food package and of the after school program. Children in precarious situations have received school supplies to avoid dropping out of school and thereby ensure their access to education.

the categories included in the project are 67 girls and 101 boys, 19 roma citizens (8 girls and 11 boys). All of them participated in counseling sessions organized by an educational advisor to limit dropout. Each student participated in the session accompanied by only one parent. Regarding the actions in which they participated: 172 students took part in after school activities, 15 students in the second chance program, we noticed that the results had been very satisfactory.

The after school program enabled children to participate in additional preparation courses for the examination and for obtaining the national

evaluation exam (pupils in the eighth class). All students took the national assessment exam at the end of the school year. The beneficiaries of the "second chance" program were children and adults who continued their education in order to better integrate into the job market.

The project aimed to improve the well-being of a number of children in our school and their families. This project started on March 19, 2018 and ended on June 15, 2018. It took into account the specific needs of the disadvantaged categories through concrete measures such as: reduction of poverty, increase in the degree of social inclusion in the local community, improving living and learning conditions for children who have dropped out of school for financial reasons. All of this concerned the dropout, a phenomenon that society and our high school have faced for many years.

In the commune 505 dwellings are quite poor: the houses are built of bricks or a sort of cob brick, most of them are too old, very few dwellings have been restored by own means.

As the town hall of the commune does not have the financial means necessary for the restoration of houses and for the socio-medical needs of the poor inhabitants and as there are no investors, the pocu project represents a good solution for these people. This is part of pa 4 (priority axis): social inclusion and the fight against poverty having as so 4.2. (Specific objective): the reduction of the number of people at risk of poverty and the social exclusion of disadvantaged categories through integrated measures.

The second project "mens sana in corpore sano" (carried out within the framework of Zefir, the Swiss-Romanian cooperation program, May 11, 2017 - June 16, 2017) focused on the harmonious development of the child on the social, emotional level (self-esteem, confidence in your own strength, managing your own emotions, presenting information on the risks of disease in the event of an incorrect diet, promoting a balanced lifestyle and a healthy, organic diet). On the other hand, the project also concerned access to health, free medical services, and sports activities for better physical condition.

The overall objective of the project remains to increase the well-being of children: the target group is made up of 56 students (12 to 14 years old). As for the activities organized within the framework of the project, we will mention them: meetings with nutritionists, medical executives, the organization of a small exhibition entitled "smoke harms health". The students designed advertising materials for organic food, for a healthy and peaceful life.

All of these actions had the following objectives:

- preventing and combating smoke for children,
- compliance with personal hygiene standards,
- avoidance of intellectual overwork,
- respect for children's leisure time,
- the promotion of a healthy and civilized lifestyle.

In what follows we will present the testimonies of three students after the end of this project:

Babolea Marius (seventh grade a) said that he learned new knowledge related to organic food and that the activities carried out were much more attractive than the activities carried out in the classroom (biology lessons). Ionescu Florentina Bianca (seventh grade b) said that she was very pleased with these actions and that she would like these activities to continue in our school. Pariş Maria Camelia (eighth grade a) mentioned that she was going to get involved in smoke-fighting campaigns among young people and adults because the latter represented a model for young people. The project "mens sana in corpore sano" promoted the maintenance of physical and mental health. Without health, we could not live.

It has been found that most children have changed their eating habits and they have learned to eat better. The activity borrowed the Latin saying uttered by iuvenal who argued for a true healthy spirit in a healthy human body. This has become the motto for an excellent physical condition. Health remains a major challenge for modern society: knowing how to keep good health and maintain physical condition is an essential condition of life. Hygiene is the symbol of health, sport means preserving health and work keeps intellectual capacities on the alert. These dimensions of well-being (physical, mental, emotional, intellectual, spiritual, professional) are interrelated and their interrelation with health is much more important and more effective.

The third project "winter feasts together" (December 5-December 20, 2017) is focused on promoting french-speaking cultural values and mutual respect for Romanian and french cultural values. "french-speaking christmas" is an extracurricular activity aimed at making learners aware of the traditions and winter festivals in France and Romania. The learners had the opportunity to grasp the differences and the similarities between the Christmas party among the French and the Romanian Christian tradition.

Several activities were carried out as part of the project: a Christmas workshop (french Christmas), a show with french Christmas carols (vive le vent, petit papa Noël, il est né le divin enfant). Speaking of the usefulness of songs, nursery rhymes, poems, dorina roman (1994: 53) stated that «[...] Rhythm and music facilitate the perception of the quality of phonemes and allow their good reproduction ". The children made Christmas greeting cards, and then they also wrote a small thank you letter addressed to Santa Claus for the surprise gifts. All the decorative items for their classroom were also made by themselves.

We also organized a French literary creation competition: the children wrote small compositions about the Christmas party. The participants in the competition imagined a dialogue with Santa Claus, the journey of Santa Claus, a festive-surprise meal for Santa Claus. These were rewarded with gifts and diplomas offered by the association of European dialogues, our partner in the "winter holidays together" project. The project was aimed at a target group made up of 60 primary school learners (third a, b and fourth a, b classes). The little schoolchildren received surprise gifts from the town hall for the winter holidays.

Based on an intercultural approach and on pedagogy of the project, our educational project offered to teach French civilization and culture. This makes it possible to "[...] bring together two different cultural systems, to compare them, appreciate them and study their reciprocal influences" (Nica, Ilie, 1995: 115). This kind of project has left the maximum autonomy to the learners who are willingly involved. Besides, the learner-user of the FL and the learner-social actor are the major currencies of the CEFR.

Language, civilization and culture are inseparable: language is the means of transmission of the civilization and culture of the people. It's the language that promotes them and makes them known all over the world today. Through language, people can communicate, share personal and professional experiences with their correspondents and make cross-cultural comparisons.

The children, too, had the opportunity to make these comparisons, to present the specificities of each language because each language is different from other languages by the fact that it has its own unique cultural treasure in the world. Teaching the civilization of a country means "studying the realities of the world today. "It is not a question of studying the modern world per se, but of studying the relationships which can link a traditional society still alive to a modern society whose manifestations are made every day more imperative" (idem: 114). In short, to teach the civilization and the culture of a country means to envisage the relations between people and their interlocutors, the contact of the two languages with their cultures, their civilizations. Learning a foreign language means not only acquiring new words, but also understanding the other, hearing it, seeing the way you live, think and manifest. In addition, this leads to the enrichment of one's own cultural knowledge, to be communicated through culture, tradition and civilization, because "the teaching of French as a foreign language without initiation into French civilization remains an incomplete education" (idem: 123).

General conclusions

The three projects came to the aid of children and their families, disadvantaged categories, with the general aim of professional integration through integrative measures (education, professional training, free medical care, personal hygiene, organic food, etc.).

The first project had the mission of social inclusion, material support to continue his/her studies, facilitate access to education for poor families in the commune.

The second project took place on two essential axes: learning to eat better (concern for the proper nutrition of children) and free access to medical services, social assistance.

An intercultural project for better European integration, "the winter feasts together" has fostered the learning of FL through French culture and civilization. Joining the intercultural and the linguistic constitutes a major challenge in the DL (thereafter didactics of language-cultures) while

communication in fle class and in out-of-class activities remains a fundamental issue in fle didactics.

All the activities organized within the projects have contributed to the strengthening the skills provided by the ceفر: knowing how to learn, know-how, interpersonal skills and good manners in a European space open to the universal.

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