SOCIO - PEDAGOGICAL DIMENSIONS OF DIVERSITY THROUGH TEACHING APPROACHES

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«The respect of diversity and the uniqueness of every individual are undoubtedly a fundamental premise of education. Education could be a factor of social cohesion only when it aims at the protection of the diversity of individuals and groups, whilst at the same time avoiding to be a cause of social exclusion” Jacques Delors (1996)

Abstract

Modern education aspires to be a factor of social cohesion, aiming at the protection of the diversity of individuals or groups, avoiding at the same time to become a cause of social exclusion.

The search for strategies, techniques and ways of highlighting the value of diversity in the school environment constitutes a major goal of Social Pedagogy. This goal emerges today as a necessity, given the fact that when we teach children to respect every form of diversity, we might achieve elimination of the problems that are created because of this diversity (rejection, hatred, aggression, violence, marginalization, exclusion, conflict etc) when the children become adults.

This research paper aims at highlighting the value and the respect of the many forms of diversity by elementary school children through «symbiosophia» (symbiosophie, according to Edgar Morin), meaning the wisdom of living among others, where human diversity is secured through human unity.

In our research attempt we place emphasis on organizing experiential individual and, mostly, group activities, which are mainly based on selected fairy-tales. These specific fairy-tales highlight the multitude of diversity (not only racial, cultural, religious etc), emphasize the uniqueness (anatomic, physiognomic, spiritual, emotional, social etc) of every child, cultivate respect towards the other and support active collaborative participation, securing at the same time the development of each child’s autonomy.