

Enhancing The Use Of Sculptures On The Theme Of Migration In Education: Transformative Learning As An Approach To Understanding Social Equality

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Abstract: Taking into account reports on the role of transformative learning through art in the development of critical thinking and the transformation of ideas (Iyer–Raniga & Andamon, 2016; Şahin & Dogantay, 2018; Spanaki, 2023), the present study was designed and conducted at the University of Crete. A total of 124 students in sciences participated. They utilized New Technology, transformative learning through the arts, and the “Problem-Based Learning” technique. After logging into the Padlet platform, they observed and commented on the sculptures posted by their lecturer, on the theme of migration, such as “Immigrant’s mother” (city of Gijón), “Angels Unaware” (Vatican), and answered the main question: *Can the use of sculptures help to deepen understanding of human rights, in order to promote social equality among students from different cultural backgrounds?* In the research findings, participants expressed a positive view regarding the use of the sculptures in order to foster positive attitudes toward the phenomenon of migration. The responses were categorized into three thematic sections: a) understanding / empathy (106 /124 references), b) migration as a social phenomenon (91/124 references) and c) advocacy for human rights (89/124 references). This qualitative study is a case study, and, as such, is subject to certain limitations. However, it provides an impulse for further use of art and sculptures in order to understand “human rights” with the aim of eliminating racism and stereotypes. Art appears to be a useful strategy for fostering an understanding of fundamental human rights and phenomena like migration. An important challenge would be to investigate the role of art—and specifically sculpture—in shaping the attitudes and perceptions of students in primary and secondary education

Keywords: sculptures, migration, human rights, empathy, intercultural education, science, social equality

I. Introduction

Migration and cultural diversity acquire special dimensions as social phenomena (Vlachou, 2017). The primary goal of contemporary societies is to transform the attitudes of their members through the use of various techniques, including artistic exploration to highlight certain characteristics of vulnerable groups (Scarpati, 2018; Škafar, 2018) in order to promote “social equality.” At the same time, the concept of “equality” is also embedded within the framework of Sustainable Development, with an emphasis on society. “Equality” is defined in the Charter of Fundamental Rights of the European Union (EU) through the use of concepts such as understanding, acceptance, and respect for diversity (ethnic, cultural, etc.). Through this Charter, the principle of equality is linked to the dimension of “society” along with “justice” and “equality before the law” (Dimadama, 2008; UNESCO, 2005). The primary purpose of the Charter is to strengthen the protection of rights in order to promote social progress (Akrivopoulou & Anthopoulos, 2015). The principle of equality is the state in which all members of society have equal rights, equal freedoms, and equal opportunities, with people being treated as equals, regardless of gender, ethnicity, social class, religion, language, and other characteristics. Within this framework of “social equality,” the issue of population migration is also being discussed. Migration is a global phenomenon that modern societies frequently face. This has created a necessity for the implementation of inclusive programs regarding migration, in order to eliminate marginalization, delinquency, and the exclusion of certain groups, and increase opportunities for participation in social life. Education can contribute to the implementation of activities and programs that will help students understand the difficulties faced by migrant populations, thereby increasing their empathy toward the phenomenon of migration (Farrell, 2019).

The use of social-emotional teaching strategies is of vital importance. Such strategies create a backdrop for developing friendships, recognizing emotions, and resolving conflicts and problems (Loh & Ang, 2020). Through such strategies, students can share knowledge and emotions, as well as ideas, thoughts, and perceptions regarding pluralism as well as marginalization and exclusion, by fostering an empathetic attitude (Hatzisotiriou

& Angelidis, 2018). The capacity for empathy is often developed through the emotions, thoughts, and attitudes that students experience through their creative expression (Hogg & Vaughan, 2010). By cultivating empathy, each unique student places themselves in ‘another’s shoes’, overcoming their individual reality and understanding more truths and realities in the interpretation of situations, with a positive impact on the achievement of social cohesion (Simopoulos, 2014). Additionally, Hogg & Vaughan (2010) emphasize that education creates opportunities for the development of emotions and thoughts and shapes attitudes that are positive for the formation of “empathy.” According to other researchers, also, participation in groups and the exchange of ideas and opinions influence an individual’s behavior and attitudes toward “others” around them (McLeod, 2023).

In accordance with the above principles and within the framework of children’s holistic development, education must draw on their life experiences and encourage their participation in processes and activities that foster critical thinking, with the aim of helping them become “empathetic” citizens who are not influenced by discrimination and prejudice. Intercultural education also plays a role in implementing effective teaching that supports the elimination of stereotypes. Often, methods and techniques such as teamwork, the Project method, the use of new technologies, and experiential learning contribute to combating discrimination and cultivate concepts such as solidarity, respect, and acceptance of diversity (Nikolaou, 2011b).

The arts also serve this purpose, as they seem to highlight migration-related themes in each historical period through music, song, visual and plastic arts, theater, and cinema. The arts represent the inclusion of people from different cultural and social backgrounds into a new social context (Damanakis, 2019). One approach, therefore, being explored in contemporary schools for its outcomes relates to transformative learning through the arts (Nikkhah, 2011; Iyer - Raniga & Andamon, 2016; Şahin & Dogantay, 2018; Spanaki, 2023). According to Mezirow et al. (2007), transformative learning supports a deeper understanding of the situations and assumptions that shape the perceptions, beliefs, and emotions of members of society (Mezirow et al., 2007, p. 67). People develop critical thinking through rational dialogue and their interaction with others. In “Transformative Learning,” learners are actively engaged in the dialogue process and, through their interactions within the group, come to understand their experiences. Equality, freedom, and social justice are achieved through the provision of equal opportunities to participate in the dialogue process. This is followed by an understanding of others’ experiences through relationships of trust and appropriate conditions for communication (Mezirow & Associates, 2007, p. 53). In a similar manner, elements are evaluated that will lead to respect for and acceptance of a different culture and another civilization (Mezirow et al., 2007, pp. 327–328). Spanaki (2023) studied the attitudes of science students at the University of Crete regarding the use of visual arts in science education. She highlighted the students’ enthusiasm for the implementation of laboratory courses that teach science through art, as well as their beliefs regarding the usefulness of art in acquiring knowledge about the sciences.

Regarding the role of art, Kokkos (2011) emphasized the potential of the observer who engages intellectually and emotionally, approaching a work of art to offer his or her own interpretation (Kokkos, 2011, p. 78). Furthermore, art “cultivates a way of thinking...and helps challenge assumptions entrenched in society and develops a critical approach to learning” (Kokkos, 2011, p. 78).

Based on the assumption of the necessity to develop programs focused on promoting diversity, social equality, and understanding of immigrants (Farrell, 2019) this study focused on gathering the perceptions of students at the University of Crete regarding the use of sculptures in understanding the phenomenon of migration and human rights, with the aim of fostering social equality.

II. Methodology of the present study

The present study is considered to be an action research, also, more specifically a case study because of its implementation at the University of Crete. Science’ and technology’ students participated on the field of a pedagogical course regarding the interculturalism in education. Data analysis is supported by qualitative analysis (Robson, 2010). A case study refers to a purposefully selected sample from a much more general sample group. This sample is used for a specific purpose, and the researchers take into consideration that the participants are being involved in a way that facilitates ‘learning by doing’ (Krain, 2016).

III. Aim sample procedure

The aim of this case study was to investigate students’ perceptions regarding the use of sculptures on a basic question: *Can the use of sculptures help to deepen understanding of human rights, in order to promote social equality among students from different cultural backgrounds?*

The sample was 124 students (64 boys, 60 girls) from the Departments of Biology, Physics, Chemistry, Mathematics and Computer Science as part of the Certificate of Pedagogical and Teaching Proficiency at University of Crete.

They utilized new technology, transformative learning through the arts, and the "problem-based learning" approach. After logging into the Padlet platform, they observed and commented on the sculptures posted by their lecturer, on the theme of migration, such as "Immigrant's mother" (city of Gijón), "Angels Unaware" (Vatican), and answered the central question: Can the use of sculptures contribute deeper understanding of human rights, in order to foster social equality among students from different cultural backgrounds?

The participants answered open-ended questions about the thoughts evoked by the sculptures posted in a digital environment (Padlet). Qualitative data analysis followed, specifically thematic analysis (Tsiolis, 2018). Thematic analysis involves systematic identification, understanding, and subsequent organization of recurring patterns of meaning (Braun & Clarke 2012, p.57). In this way, the researcher gains cognitive access to the meaning of their data (op. cit. in Tsiolis, p. 98), following five steps: a) transcription of open-ended questions, b) familiarization with the data and identification of excerpts, c) coding, d) transition from codes to themes, and e) reporting of findings (Tsiolis, 2018). Additionally, this research is considered a case study, as it concerns a specific population and was chosen because the case study explores in depth the thoughts and perceptions of the participants (Robson, 2010).

Images were used from the following 6 sculptures:

- a) The Raft of Lampedusa (underwater sculpture) by Jason deCaires Taylor, 2019,
- b) The Greek Migrant, by Giorgos Chouliaras, Montreal, 2017,
- c) Immigrant's mother, Ramon Muriadas, Spain 1970,
- d) Angels Unaware, by Timothy P. Schmalz, 2019,
- e) Travelers (Les Voyageurs), Bruno Catalano, since 2004 in Italy and Spain
- f) Sculpture made entirely by hand outside the port of Copenhagen (Denmark), Suste Bonnen, 2016

IV. Results

A thematic analysis was conducted, and the following points emerge from the textual representation of the thoughts and opinions regarding the sculptures:

Key words- References	Indicate answers
<p>Understanding / empathy</p> <p>106 /124</p>	<p>Angels Unaware: This sculpture has the power to raise viewer's awareness and remind them to show kindness and empathy toward their fellow human beings, at every opportunity....</p> <p>The Raft of Lampedusa: I believe this sculpture depicts the often tragic fate of people attempting to migrate by sea. The sea has a dangerous mean of transportation, and many people have lost their lives in their quest for a better future. The sculpture depicts a person's final attempt to succeed, yet also shows that this obstacle does not stop them from trying.</p> <p>Sculpture in Denmark: This sculpture depicts a man calling for help as he drowns in the water. His pain, despair, and anxiety are expressed through his hands, which reach out as his last hope for life and survival. It describes both a literal and a metaphorical situation. In the literal sense, it depicts a person—perhaps a migrant—who has reached Denmark but drowns at sea before he can set foot on land and find a new home. At the same time, it describes the situation experienced by many people who are metaphorically drowning in their problems, their worries, and their thoughts. It promotes empathy and understanding for people who migrate in search of a new home.</p> <p>Travelers: The decision to leave one's homeland is not an easy one. In case of immigrants, this decision is forced upon them. It is sad to want to stay in your own country and you can't. They feel unwanted in their own land and must leave their life behind.</p> <p>Immigrant's mother: It provokes reflection and makes us think about the impact that migration can have, even on those who do not leave but remain in their</p>

	<p>homeland while saying goodbye to their loved ones as they depart.</p> <p>Greek Migrant: helping migrants and refugees by offering them hospitality, support, assistance with their inclusion in society, and opportunities in education and employment.....every one of us could be “in their shoes”</p>
<p>Migration as a Social Phenomenon</p> <p>91/124</p>	<p>Sculpture in Denmark: This sculpture clearly conveys the uncertainty and anguish experienced by people forced to migrate in search of a better life. However, the journey toward a “better tomorrow” is marked by various hardships that can even lead to death, due to the severe exploitation and inhumanity directed at this social group. Realism and immediacy are among the main characteristics of this work, as it vividly and truthfully depicts contemporary social realities.</p> <p>The Raft of Lampedusa: The issue raises awareness of the plight of migrants, as well as the abandonment of seafarers. This issue raises awareness of the plight of migrants, as well as the abandonment of seafarers. Unfortunately, it is a sad reality that some people do not truly care about others.</p> <p>Greek immigrant: memories of his homeland are fading... that is why he looks up at the sky... Migration is a historical, enduring reality, with many people's journeys into "uncertainty" throughout the centuries, and many uprooted lives... Migration «marks» the human soul...</p>
	<p>Angels Unaware: It vividly and realistically portrays the experience of migration, focusing on many crucial aspects of this difficult process. The sculpture succeeds in reflecting the pain of migrants, and clearly shows that migration is not simply a journey, but a matter of survival or not ... The figures of the migrants share the same difficulties and the same dreams in every era and across all social levels. This lends the work to a timeless value, as migration has always existed and continues to be a part of human history.</p> <p>Travelers: The work powerfully captures the emotional and psychological state of migrants throughout the centuries. The gaps in their bodies show what they leave behind—their homeland, their memories, their roots. Despite this, they continue to move forward, hoping for a new beginning.</p> <p>Immigrant’s mother: Her gaze remains fixed on the sea, and her hand is stretched out in front of her as if she were trying to reach something. I believe this work addresses a theme we often see in art but also in real life...</p>
<p>Advocacy for human Rights</p> <p>89 /124</p>	<p>Sculpture in Denmark: This painting, which is one of the amazing works created for migration that illustrates the hardships and trials faced by people seeking a second chance at life, whether as migrants or refugees. These people lose their homes, jobs, and loved ones, and arrive in a new place with nothing but the hope of a better tomorrow. Migration and refugee status are not a choice; they are a necessity. The statue aims to raise awareness among viewers regarding the migrant crisis and their rights</p> <p>The Raft of Lampedusa: It highlights the harsh conditions of displacement, the emotional and physical exhaustion of the refugees, as well as the human dimension of this tragedy. Through the image invites us to reflect on the consequences of migration and the need for humanitarian aid and solidarity.</p> <p>Travelers: Something is always missing, and that is home. Every moment they think about their lost families, lost safety, carrying a bag with the essentials. They leave 'years' of their lives behind.</p> <p>Greek immigrant: The heavy clothing symbolizes the burden they carry in the face of the difficulties of their new life. The sculpture of the Greek immigrant is</p>

	<p>not simply a work of art, but a tribute to all those who embarked on the difficult journey of immigration. It represents separation, hope, resilience, and the fight for a better life. It is a reminder of what it means to leave everything behind and start from scratch, armed only with faith and the willingness to survive.</p> <p>Angels Unaware: It is a powerful and inspiring work of art about the human cost of migration and the urgent need for survival and safety... these people need someone to help them survive... and reach their destination...</p> <p>Immigrant's mother: An expression of exhaustion, sadness, pain, and despair is evident. a scene of separation involving the exhausted mother who wants her child close to her but is forced to part with it</p>
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V. Discussion- conclusions

The basic question of the present study, “Can the use of sculptures help to deepen understanding of human rights, in order to promote social equality among students from different cultural backgrounds?”. The participants’ answers categorized at three indicative thematic sections: **a) understanding / empathy, b) migration as a social phenomenon and c) advocacy for human rights.**

This study investigated the impact of transformative learning through the arts—specifically sculpture—on the development of thoughts and ideas that can help foster an understanding of the need for social equality. The ideas expressed by the students demonstrate the impact of sculptures on the theme of migration on their thoughts and beliefs, as well as on their emotions. As observers, they become more sensitive and often, through this process, form attitudes and values, reducing stereotypes through the development of empathy (Kokkos, 2011; Farrell, 2019; Hogg & Vaughan, 2010; McLeod, 2023; etc)

This study was based on the following assumptions:

- a) Cultivating empathy allows individuals to put themselves in ‘another person’s shoes’, transcending their own individual reality, which has a positive impact on the achievement of social cohesion (Simopoulos, 2014). For this reason, the participants’ thoughts regarding human rights are recorded.
- b) Understanding the difficulties faced by migrant populations can increase students’ empathy toward the phenomenon of migration (Farrell, 2019). For this reason, participants’ thoughts on understanding the phenomenon of migration are explored.
- c) Participation in groups influences one’s attitudes and behavior toward the “others” around them (McLeod, 2023), and equality is fostered by providing equal opportunities for participation in the dialogue process (Mezirow & Associates, 2007, pp. 327–328). For this reason, students participated in an application where they could read and reflect on the positions of other participants at any time (Padlet).
- d) Regarding the role of art, Kokkos (2011) notes that it “cultivates a way of thinking...and helps challenge assumptions established in society and develops a critical approach to learning.” For this reason, the participants’ thoughts regarding the sculptures and their use in shaping attitudes and beliefs were explored.
- e) Differentiated learning has often same purpose on students’ teaching with interculturalism learning (Spanaki, 2025). That’s why the technique “Problem - based Learning” was used.

Based on the above, the students participated in an activity using the new technology (Padlet), where they observed and analyzed the sculptures and answered the main question.

Data analysis revealed that a very large percentage of participants supported the use of the sculptures to increase students’ understanding of migrants/refugees and foster empathy. Their views align with those of researchers who have argued for the need for programs that help foster an understanding of the human rights, particularly vulnerable groups (Scarpati, 2018; Škafar, 2018). They are also in agreement with researchers who emphasize the importance of fostering empathy toward difference in general and, more specifically, toward the phenomenon of migration (Hogg & Vaughan, 2010; Simopoulos, 2014).

After the assignment was completed, the students reported *‘that they enjoyed reading others’ opinions, they thought about many things that had not previously occurred to them, and they frequently returned to Padlet to read what other participants had posted’*. These findings appear to be in line with McLeod (2023), who argued that the group plays an important role in shaping opinions and attitudes. The participants made particular reference to the historical phenomenon of migration that affects societies. For example, *“The sculpture “Immigrant's Mother” by Ramón Muriedas Matorra depicts a woman with an expression of anguish and anticipation, gazing out to sea, symbolizing the pain and hope of mothers who bid farewell to their children as they emigrate. The sculpture represents the history of migration and its impact on the local community and the family throughout the ages.....”* This perspective seems to shape their beliefs regarding phenomena that all

societies have experienced in every historical period. Their views align with those of earlier scholars who argued that the arts highlight immigration themes (song, visual and plastic arts, theater, and cinema, etc.), highlighting the need for the inclusion of people from different cultural and social backgrounds (Damanakis, 2019).

These views are consistent with those of other researchers who argue that transformative learning through the arts fosters a deeper understanding of the situations and assumptions that shape the beliefs, beliefs, and emotions of members of our society through critical reflection and understanding of others' experiences (Mezirow et al., 2007; Nikkhah, 2011; Iyer -Raniga & Andamon, 2016; Şahin & Dogantay, 2018; Spanaki, 2023). People develop these through rational dialogue and their interactions with others. In "Transformative learning," learners are actively engaged in the dialogue process, and through their interactions within the group, they develop attitudes toward social equality, freedom, justice, and the need for equal opportunities (Kokkos, 2011; Mezirow et al., 2007, p. 53)

This qualitative study is a case study, and as such is subject to certain limitations; however, it provides an impulse for further use of art and sculptures in understanding "human rights" with the aim of eliminating racism and stereotypes. Art appears to be a useful strategy for fostering an understanding of fundamental human rights. An important challenge would be to investigate the role of art—and specifically sculptures—in shaping the attitudes and perceptions of students in primary and secondary education.

This proposal concerns the promotion of the arts in education in order to foster inclusive attitudes toward all students, regardless of their ethnic background or culture, and to eliminate stereotypes, prejudices, and racism. The results suggest that the use of sculptures is effective in fostering attitudes of social equality, respect for human rights, and social harmony.

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