





WP5 – FINAL CONFERENCE REPORT

Erasmus+ KA220-SCH Strategic Partnership in School Education

-DICOMI-

DIGITAL COMICS OF MIGRATION

[2023-1-TR01-KA220-SCH-000166103]

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1. INTRODUCTION

Work Package 5 (WP5) was designed to ensure the effective planning, monitoring, evaluation, and overall coordination of the DICOMI project throughout its implementation period. The work package provided a structured framework for overseeing project activities, tracking progress against objectives, identifying potential challenges, and ensuring the quality of project outputs and outcomes. Continuous monitoring and evaluation were embedded within the project management process to support timely decision-making, facilitate communication among partners, and maintain alignment with the project's goals related to digitalization, comic-based learning, and the social inclusion of migrant students.

The primary activities of WP5 consisted of project partner meetings and evaluation events organized at different stages of the project. These meetings served as key mechanisms for planning future activities, reviewing completed tasks, monitoring the achievement of project milestones, and discussing strategies for improving implementation. Project meetings were held in Germany, Sweden, the Netherlands, and Istanbul on two separate occasions, bringing together partner organizations to exchange experiences, assess progress, and coordinate upcoming activities. In addition, a series of small-scale meetings supported ongoing communication, monitoring, and reflection among project stakeholders, contributing to the continuous evaluation of project processes and results.

The final conference represented the culminating activity of WP5 and served a dual purpose of evaluation and dissemination. The event provided an opportunity to present the project's achievements, outputs, and impact to a wider audience while also reflecting on lessons learned throughout the implementation process. During the conference, partners reviewed the effectiveness of the DICOMI modules, teacher training activities, student implementation results, and dissemination efforts. The event also facilitated the sharing of good practices and recommendations for future initiatives addressing migration, inclusion, digital learning, and comic-based education. Together, the project meetings, small-scale meetings, and final conference functioned as the key multiplier and evaluation activities of WP5, ensuring both the quality of project implementation and the broad dissemination of its outcomes.

The final conference aimed to evaluate and disseminate the project results and outputs with stakeholders as teachers, graduate students, school learders, policy makers, scholars and academicians. To improve the evaluation and dissemination of the project, the project partners determined to collaborate with an internation symposium with a wide range of participants from different roles. International symposiums provide eligible opportunities to reach different parties and

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large audiences. Thus, DICOMI Final Conference has been held at the same time with the USOS International Symposium with a large participants of teachers, school leaders, graduate students of education and academics. USOS Symposium has a long tradition for being organized for the 24th time in Türkiye in 2026. It is a peer-reviewed congressed and compatible with the Turkish Ministry of Education conference principles, which makes the Conference a suitable venue to meet numerous teachers.

For the Final Conference, each partner organization prepared a scientific abstract based on the process and the results of the DICOMI Project. Each partner organization prepared abstracts on different topics according to their expertise area. Education, arts, migration, testimony-based stories, comics and digital comics were the core topics of focus for the partner organizations. Each partner prepared their scientific abstracts and sent them to the project for peer review. All abstract were accepted for presentation in the Conference. In addition, one workshop on comics and migration is organized.

2. DESCRIPTION OF THE PARTICIPANTS

2.1. PARTICIPANTS TO THE FINAL CONFERENCE

The Final Conference is organized on 14th and 16th May, 2026 at Yildiz Technical University, Istanbul, Türkiye. Different types of participants were available for the event, increasing the impact and dissemination of the project. The partner organizations attended 7 different sessions to increase the number of participants, dissemination effect and the impact of the project. Yildiz Technical University presented 2 papers and one workshop, Gires 1 presentation, Institute for Roma 1 presentation, 29 Mayis University 1 presentation, King Danylo University 1 presentation in different sessions. Nordic NGO did not attend the Final Conference.

The sessions had 91 participants in total. All participants were active listeners to the presentations, with engaging questions directed to the presenter partners. The participants included school teachers, graduate students, school principals, academics, scholars, policy makers and other stakeholders of education.

2.2. PARTICIPANTS TO THE OTHER MULTIPLIER EVENTS

In addition to the final conference, each partner organized meetings with relevant stakeholders. They organized national meetings with teachers, school leaders, educators, immigrant families, students, and other relevant stakeholders and end-users of DICOMI Project. The meetings

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were held in Germany, Netherlands, Sweden, Türkiye and Ukraine, with total 154 participants. In total, 245 participants attended multiplier events.

3. FINAL CONFERENCE PRESENTATIONS

3.1. PRESENTATIONS OF YILDIZ TECHNICAL UNIVERSITY

As part of the DICOMI Final Conference, the paper *"Comics Design for Migration: Know How To"* was presented to project partners, educators, researchers, and stakeholders interested in migration, inclusion, and innovative educational practices. The presentation focused on the process of transforming the migration experiences of families from different countries into educational comics and highlighted the methodological steps followed during the design, adaptation, and validation of the comic materials. Particular attention was given to the integration of authentic migration stories, the use of expert feedback during the design process, and the development of learning modules based on the 3E Framework. Participants expressed strong interest in the systematic approach used to convert real-life migration experiences into age-appropriate educational resources. Many attendees emphasized that the presentation provided valuable guidance for educators and researchers seeking to develop inclusive learning materials on sensitive social issues.

The discussion following the presentation demonstrated the relevance and transferability of the DICOMI approach. Participants highlighted the importance of using visual narratives to address topics such as migration, displacement, belonging, and social adaptation. Several attendees noted that the comics succeeded in presenting complex experiences in a way that was accessible, engaging, and emotionally meaningful for young learners. One participant commented, *"The presentation clearly showed that comics can make migration stories visible without simplifying them. This is a powerful way to help students understand the human side of migration."* Another participant remarked, *"What impressed me most was the careful transformation of real experiences into educational materials. The methodology can easily inspire teachers and project developers working on inclusion and diversity."*

The presentation also generated valuable discussions regarding the role of comics in promoting empathy, intercultural understanding, and inclusive education. Participants appreciated the project's emphasis on authenticity, expert consultation, and pedagogical adaptation when dealing with sensitive topics related to migration and forced displacement. Many attendees considered the paper an important contribution to the growing field of comic-based education and highlighted its potential for wider application in schools across Europe. As one participant stated, *"The DICOMI comics are not only educational materials; they are tools for dialogue, empathy, and social inclusion."* Overall,

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feedback collected during the conference indicated that the presentation successfully disseminated the project's innovative methodology while encouraging participants to consider comics as a valuable resource for addressing migration and diversity in educational settings.



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Comics Design for Migration: Know How To

Genç Osman İlhan [1], Büşra Tombak Ilhan [2,*], Eda Tekin [3], Muhammed Faruk Erdoğan [4] & Gamze Kaba Hocaoğlu [5]

Abstract

Comic books are considered an art form that combines sound and text, appealing to a wide readership across different age groups. Using comic books for educational purposes increases motivation, interest, and curiosity, while also supporting socialization and integration. Highly effective in classrooms with high levels of diversity and among disadvantaged groups, comic books were used as the primary design tool in the "Comics of Migration" Erasmus+ project. As part of the project, interviews were conducted with migrant families in Turkey, Germany, the Netherlands, Ukraine, and Sweden to gather their migration stories. These stories were reviewed by the project team, and themes for migration integration and social adaptation in education were identified. The stories obtained from the families were then adapted into comic books based on these themes. The 10 themes carefully addressed the challenges before, during, and after migration, the problems of adaptation and socialization, and explained that migration is a natural process through the migration of different species. In all scenarios, names, countries, and stories were kept confidential. Expert opinions were sought from field specialists at every step of the design and adaptation of the comic books for educational purposes. Lesson designs were created for the prepared comics using the 3E design method, and each design was named a "module". The aim of this study is to explain the steps, methods, and points of attention followed in the process of transforming the stories of immigrant families into educational comics, and to evaluate the prepared comics in terms of adaptation and educational materials. In this context, the comics were presented to 20 experts from four countries in the fields of education, history, migration, graphic design, and art, and their evaluations were examined. While the data obtained were used in the editing of the prepared comics, it also revealed that attention should be paid to symbolism, color, expression, tone, and message in preparing educational materials on sensitive issues such as migration and adaptation. It is expected that these points of attention will guide researchers and educators in material design.

Keywords: Migration, comics, educational materials, adaptation, design

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Migration-Themed Comics in Classroom

Genç Osman İlhan [1,*], Şahin Oruç [1], Büşra Tombak Ilhan [2], Fatih Özdemir [1], Gözde Çalış [3] & Veysi Aktaş [4]

Abstract

The use of comics as educational materials positively influences students' motivation, their interest in the lesson, and their learning outcomes. The Erasmus+ KA220 School Partnerships Project titled "Digital Comics of Migration" (2023-1-TR01-KA220-SCH-000166103) aims to harness this potential of comics to foster an understanding of war-induced migration—an issue that has significantly shaped education in recent years—and to promote inclusive education.

This study focuses on the implementation of migration narratives transformed into comic formats at the 7th-grade level in lower secondary education, with the aim of supporting students' multidimensional understanding of the phenomenon of migration. The main objective of the research is to examine the effects of a 10-module comic-based instructional design (Dicomi) on 7th-grade students' perceptions of and attitudes toward migration in a public school located in the Esenyurt district of Istanbul.

The instructional design used in the study was developed within the framework of a structured program consisting of 10 modules. Each module includes the reading of a migration-themed narrative, the support of this narrative with audio-visual elements, and students' participation in guided discussions.

A mixed-methods research design was adopted in the study. Data collection tools include a social-emotional learning scale, teacher reflections, and an analytical rubric for evaluating student products. Descriptive analysis techniques were employed in the data analysis process.

The findings are expected to demonstrate that the comic-based instructional process increases students' awareness of migration, facilitates their understanding of diverse perspectives, and enhances their narrative construction skills. In this regard, the study offers a practical model for the use of comics as an interdisciplinary instructional tool in social studies and Turkish language courses.

Keywords: Comics, migration, empathy, learning design, Erasmus+

Full book of the Conference abstracts is available at https://usos.congress.gen.tr/files/kongre/226/editor/2026-ususozet.pdf

3.2. PRESENTATION OF 29 MAYIS UNIVERSITY

As part of the DICOMI Final Conference, researchers from Istanbul 29 Mayıs University presented the paper "Stories of Survival: A Phenomenological Study on Forced Migration Narratives and Educational Experiences". The presentation explored the lived experiences of forcibly displaced

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families and examined how migration before, during, and after displacement shaped both family life and children's educational trajectories. Drawing on phenomenological interviews with migrants living in Türkiye, the study provided a powerful account of the challenges associated with war, loss, displacement, social adaptation, and access to education. Conference participants highly appreciated the presentation for bringing authentic migrant voices to the forefront and complementing the objectives of the DICOMI project with empirical research evidence.

The presentation generated considerable interest among educators, researchers, and project stakeholders because it highlighted the human realities behind migration statistics and policy discussions. Participants were particularly moved by the accounts of families who had experienced conflict, insecurity, and forced displacement, yet continued to view education as a source of hope and opportunity for their children. The findings reinforced the importance of creating supportive and inclusive educational environments for migrant students. One participant commented, *"The presentation reminded us that migration is not only a political or social issue but also a deeply human experience. Understanding these stories helps educators respond more sensitively to the needs of migrant children."* Another attendee noted, *"The voices of the families brought a level of authenticity that is often missing in discussions about migration and education."*

The discussion following the presentation emphasized the relevance of the study for teachers, school leaders, and policymakers working in increasingly diverse educational settings. Participants highlighted the value of phenomenological research in revealing the emotional and educational dimensions of forced migration and considered the findings highly relevant to the development of inclusive educational practices. Several attendees noted strong connections between the research findings and the goals of the DICOMI project, particularly in relation to empathy, social inclusion, and understanding the experiences of migrant learners. As one participant stated, *"Research like this helps us see migrant students not through stereotypes but through their lived experiences, challenges, and strengths."* Overall, feedback collected during the conference indicated that the presentation contributed significantly to discussions on migration, education, and inclusion, while encouraging participants to adopt more empathetic and student-centred approaches in their educational practices.

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Voices of Survival: A Phenomenological Study of Forced Migration Narratives and Educational Experiences

Gülşah Taşçı [1], Mehmet Akıncı [2] & Yunus Emre Ömür [3,*]

Abstract

To phenomenologically explore the lived experiences of forcibly displaced families and understand the impact of migration on their lives and their children's educational journeys.

A qualitative phenomenological research design was employed. In-depth interviews were conducted with forcibly displaced individuals residing in Turkey to capture their pre-migration, transit, and post-migration narratives.

The narratives reveal that families endured severe trauma, including constant bombings, loss of relatives, and systemic violence, which forced them to flee for mere survival. Upon resettlement, while physical safety was achieved, participants faced significant adaptation challenges such as severe language barriers, cultural shifts, and growing social exclusion or prejudice in the host community. Despite these adversities, parents demonstrated profound resilience and prioritized their children's safety and education as a beacon of hope for the future. Educational environments were highlighted as highly beneficial compared to their home countries; although language differences initially posed challenges, schools acted as safe spaces that provided better systems and protected children from violence.

The lived experiences of displaced families underscore the complex realities of forced migration and the profound losses they carry. The study highlights that while host countries provide essential physical safety, inclusive education systems are pivotal in shaping a positive post-migration experience. Acknowledging these authentic migration stories through a phenomenological lens emphasizes the need for empathetic educational interventions to support the academic and socio-emotional well-being of migrant children.

Keywords: Forced Migration, Phenomenological Research, Refugee Education, Lived Experiences.

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3.3. PRESENTATION OF KING DANYLO UNIVERSITY

As part of the DICOMI Final Conference, researchers from King Danylo University presented the paper *"Education in the Context of Migration: The Role of Creative Media in Supporting Migrant Children."* The presentation addressed one of the most pressing educational challenges of our time: supporting children affected by migration, displacement, and armed conflict. Drawing on experiences related to the wars in Ukraine and Syria, the presenters demonstrated how creative media,

particularly digital comics, can facilitate the educational, social, and psychological adaptation of migrant children. Participants showed strong interest in the paper as it provided both a theoretical framework and practical examples illustrating how creative educational approaches can reduce barriers to learning while promoting inclusion and well-being. The presentation was widely recognized as a valuable contribution to contemporary discussions on migration education and child-centred support mechanisms.

A key strength of the presentation was its ability to connect research evidence with the practical achievements of the DICOMI project. The speakers emphasized that migrant children often face linguistic, cultural, social, and emotional challenges that cannot be addressed solely through traditional educational methods. By presenting digital comics, illustrations, and interactive storytelling as tools for adaptation and engagement, the paper highlighted how creative media can create more welcoming and supportive learning environments. Participants particularly appreciated the focus on children's emotional experiences and the role of schools in fostering belonging and resilience. One attendee commented, *"This presentation showed that creative media are not simply teaching tools; they are bridges that help children reconnect with learning, express their emotions, and feel accepted in their new environments."* Another participant remarked, *"The integration of research findings with the DICOMI experience provided convincing evidence that digital comics can support both academic learning and psychosocial well-being."*

The discussion that followed reflected the strong impact of the presentation on conference participants. Educators, researchers, and project stakeholders highlighted the importance of developing educational practices that recognize the complex realities of migrant children while promoting empathy, inclusion, and social cohesion. Many participants noted that the paper offered a compelling vision of education as a space not only for learning but also for healing, adaptation, and empowerment. The presentation was praised for demonstrating how creative media can transform difficult migration experiences into opportunities for dialogue, understanding, and personal growth. As one participant stated, *"The most powerful message of this paper is that inclusion begins when children's stories are heard and valued. Creative media give them that opportunity."* Overall, the presentation strengthened the conference's focus on inclusive education and reinforced the potential of digital comics and other creative media to support migrant children in building successful educational and social futures.

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Education in the Context of Migration: The Role of Creative Media in Supporting Migrant Children

Iryna Matolich [1,*] & Anna Tereshkun [2]

Abstract

In today's world, migration processes have become large-scale, particularly as a result of armed conflicts in Ukraine and Syria. A significant number of children are forced to change their place of residence, school, social environment, and language context, which creates serious challenges for the education system. It must not only ensure learning but also support the psychological adaptation of the child. In this context, the use of creative media as a tool for educational and socio-psychological support for migrant children becomes especially relevant.

The aim of the study is to analyze the role of creative media (in particular digital comics) in the process of migrant children's adaptation and their integration into the educational environment.

The research methods include the analysis of scientific sources, the generalization of practical experience in the use of creative media in education, as well as elements of a qualitative approach to studying the educational and socio-psychological aspects of migrant children's adaptation.

The results of the study show that children who have experienced forced displacement face linguistic, cultural, and social difficulties, as well as psychological consequences of traumatic experiences. It has been established that the use of creative media, particularly digital comics, illustrations, and interactive stories, contributes to a better understanding of learning material, reduces language barriers, fosters emotional expression, and increases students' engagement in the educational process. An example of practical implementation is the DICOMI project (Erasmus+), which is based on the creation of digital comics derived from real migrant stories and promotes empathy and social cohesion.

The conclusions indicate that creative media are an effective tool for supporting migrant children, as they combine educational, adaptive, and psychological functions. Their integration into the educational process contributes to the formation of an inclusive, humane, and socially responsible environment that responds to the contemporary challenges of migration education.

Keywords: child migration, creative media, education

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3.4. PRESENTATION OF GIRES INSTITUTE

As part of the DICOMI Final Conference, Gires Institute presented the paper *"Comics as Testimony: Memory and Migration in DICOMI."* The presentation offered a thought-provoking perspective on the role of digital comics as a medium for preserving, communicating, and transmitting migration experiences across generations. Drawing on oral testimonies collected from displaced individuals, the presentation demonstrated how DICOMI transformed personal stories of migration into accessible visual narratives that combine factual experiences with emotional depth. Participants were highly engaged by the presentation, which highlighted the potential of digital comics to bridge individual memories and collective understanding while making complex migration experiences meaningful and relatable for younger audiences.

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A central theme of the presentation was the concept of comics as a form of testimony. The speaker illustrated how visual storytelling can capture experiences of displacement, trauma, resilience, and adaptation in ways that traditional educational materials often cannot. Participants particularly appreciated the project's commitment to preserving authentic migrant voices while translating them into educational resources that foster empathy and intercultural dialogue. Many attendees noted that the presentation expanded their understanding of comics beyond their educational function and introduced them as tools for safeguarding memory and promoting social awareness. One participant remarked, *"This presentation showed that comics are not only stories; they are testimonies that preserve human experiences and make them accessible to future generations."* Another attendee commented, *"The idea of transforming oral histories into visual narratives is both innovative and powerful. It allows students to connect emotionally with experiences that might otherwise remain distant or invisible."*

The discussion following the presentation emphasized the broader significance of the DICOMI approach for education, memory studies, and social inclusion. Participants highlighted that preserving migration stories through creative media can strengthen empathy, challenge stereotypes, and encourage meaningful reflection on contemporary social issues. The presentation was praised for demonstrating how educational materials can simultaneously support learning, historical understanding, and intercultural communication. Several participants expressed interest in applying similar approaches within their own educational and community contexts. As one participant stated, *"When memories are transformed into stories that young people can see, read, and discuss, they become a powerful force for understanding and inclusion."* Overall, the presentation was regarded as one of the most intellectually stimulating contributions to the conference, reinforcing the value of digital comics as tools for preserving memory, amplifying marginalized voices, and fostering more inclusive and empathetic educational environments.

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Comics as Testimony: Memory and Migration in DICOMI

Konstantinos Karatzas

Abstract

This presentation examines the use of digital comics as a medium for preserving and communicating oral testimonies of migration within the Erasmus+ project Digital Comics of Migration (DICOMI). Drawing on narratives collected from displaced individuals, the project transforms lived experiences into visual stories that bridge individual and collective memory.

The presentation argues that comics function as a form of testimonial practice, capturing both factual and emotional dimensions of migration, including trauma, displacement, and resilience. Through the interplay of text and image, digital comics provide a space where dramatic experiences can be processed, represented, and transmitted to wider audiences, particularly in educational contexts.

By converting oral histories into accessible visual narratives, DICOMI contributes to the preservation of memory while fostering empathy and intercultural understanding. More broadly, the project demonstrates how such an approach can be applied to similar stories across different historical and geographical contexts—especially those that have remained overlooked or inaccessible to younger generations. In this sense, digital comics can serve not only as vessels for safeguarding narratives but also as tools for presenting history and strengthening intergenerational connections.

Keywords: Oral testimony; memory; migration; digital comics; visual storytelling; trauma; DICOMI

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3.5. PRESENTATION OF INSTITUTE FOR ROMA

As part of the DICOMI Final Conference, Gires Institute presented the paper *"Implementation of Digital Comics of Migration."* The presentation provided a comprehensive overview of the practical

implementation of the DICOMI programme and highlighted how digital comics were successfully integrated into educational activities addressing migration, inclusion, and intercultural understanding. Participants were introduced to the project's pedagogical approach, which combined visual storytelling, digital learning tools, and interactive classroom activities to engage students in meaningful discussions about migration and diversity. The presentation attracted considerable interest from educators and project stakeholders because it demonstrated how complex and often sensitive topics can be transformed into accessible and engaging learning experiences for young learners.

A particular strength of the presentation was its focus on the implementation process and the tangible impact of the project on teachers and students. The presenter explained how the modules progressed from simple concepts, such as migration in nature, to more complex human experiences involving displacement, conflict, adaptation, and social inclusion. Participants appreciated the emphasis on active learning strategies, including role-play, creative writing, discussion activities, and digital comic creation. Many attendees highlighted the value of combining digital tools with intercultural education to increase student engagement and participation. One participant commented, *"The presentation clearly demonstrated that digital comics can turn difficult social issues into learning opportunities that students genuinely enjoy and understand."* Another participant noted, *"What makes DICOMI particularly impressive is its ability to connect digital skills, creativity, and empathy within the same educational framework."*

The discussion that followed focused on the broader educational significance of the project and its potential for transferability across different countries and educational contexts. Participants emphasized that the DICOMI approach provides an innovative model for addressing migration, diversity, and inclusion while simultaneously supporting digital competence development. Several attendees expressed appreciation for the project's practical orientation and the evidence presented regarding student engagement, teacher development, and intercultural learning outcomes. As one participant stated, *"This project shows that when technology is combined with meaningful stories, students do not simply learn about migration—they learn to understand people."* Another participant remarked, *"DICOMI is an excellent example of how European cooperation can produce educational resources that are innovative, inclusive, and highly relevant to contemporary social challenges."* Overall, the presentation was very well received and reinforced the conference's key message that digital comics can serve as powerful tools for learning, inclusion, empathy, and active citizenship in diverse educational environments.

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Implementation of Digital Comics of Migration

Sanja Sulejmanova

Abstract

The Digital Comics of Migration (DICOMI) its beyond learning program, its a fresh new start of changing how complex things can be taught in the classroom and how Comics can change children's understanding on issues that, nowadays, are far more noticeable and present in their lives. implemented under Erasmus+ Programme, DICOMI project explores how digital comics can elevate teaching and learning about migration, inclusion, and intercultural awareness on level that is enjoyable and easy-to-learn not only for students, but teachers as well. IRMI, a non-governmental organisation from Germany, working as a partner in this project, had implemented planned activities on ground, and, by this presentation we would like to show how Comics can change complex terms into engaging learning materials. You will learn more about how one of the working packages was transformed in workshops and which steps were taken to ease the implementation. In this process, teachers and students were our participants, helpers, trainees, mentors and mentees and at the end, good pals. More precisely, teacher training blended presentations, discussions, and hands-on practice with the platform's tools. In this process of learning and gaining data and mapping what might go even better, several surveys were included. The surveys brought us more information that will surely help us continue building and creating projects that are valuable for the community and the society. Such a project, not only fosters teacher and student confidence, but encourages dialogues about complex related themes, such as war, conflicts and, humanize migration stories inside and outside the learning space - the classroom. Nonetheless, children's curiosity should always be our motivation. Through comics and complementary worksheets, this time the little learners explored migration from natural analogies, starting from simple as can be, a bird migration. Later, moving all the way to human experiences shaped by war, displacement. Activities evolved from simple comprehension tasks to creative writing, role-play, and reflection on global challenges like climate change. Overall, the DICOMI program proved to be an effective educational innovation tool, successfully linking digital learning with intercultural education. It strengthens teachers' professional competencies and empowers students to understand migration as both a natural and human phenomenon. By combining visual storytelling with interactive digital tools, the project proved that comics can make sensitive topics accessible, foster creativity, and cultivate empathy and solidarity among young learners, preparing them for life in an increasingly diverse European society and fast changing world.

Keywords: Migration, Comics, Digital

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3.6. WORKSHOP ON COMICS AND EDUCATION

As part of the DICOMI Final Conference, a hands-on workshop on comics and education was organized and facilitated by Genç Osman İlhan from Yıldız Technical University. The workshop introduced participants to the educational potential of comics and explored how visual storytelling can be used to address complex social issues such as migration, diversity, and inclusion. During the session, participants were informed about the nature of comics as multimodal learning tools that combine visual and textual elements to support student engagement and understanding. The workshop highlighted research findings demonstrating the positive effects of comics on literacy development, critical thinking, communication skills, digital competence, civic awareness, and social competences. Participants showed strong interest in the pedagogical applications of comics and actively engaged in discussions on their use in formal and non-formal educational settings.

The workshop also included an interactive component in which participants were guided through the process of creating short comics on migration-related themes. Working individually and in small groups, participants developed storylines, selected characters, and designed visual narratives that reflected experiences of migration, belonging, adaptation, and intercultural dialogue. This practical activity enabled participants to experience firsthand how comics can be used to encourage creativity, empathy, and perspective-taking. Many participants noted that the comic creation process helped them better understand the educational value of storytelling and demonstrated how students can actively construct knowledge rather than passively consume information. The activity generated lively discussions and allowed participants to exchange ideas on how comic-based learning could be integrated into different subjects and educational contexts.

The workshop concluded with a presentation of the illustrations and digital comics developed within the DICOMI project. Participants examined the migration stories represented in the comics and reflected on their potential to support inclusive education and foster understanding of migration experiences. Feedback from attendees was overwhelmingly positive, with many emphasizing the originality and educational value of the DICOMI approach. One participant stated, *"The DICOMI comics show that migration can be taught in a way that is both educational and deeply human. They help learners understand experiences that are often difficult to explain through traditional teaching methods."* Another participant commented, *"This workshop convinced me that comics are powerful educational tools. They improve literacy and creativity while helping students develop empathy and a more positive understanding of migration and diversity."* Overall, the workshop successfully

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demonstrated the potential of comics to enhance learning, promote inclusion, and support the development of key competences needed in contemporary multicultural societies.



4. CONCLUSION

The DICOMI Final Conference successfully fulfilled its objectives of evaluating project outcomes, disseminating project results, and fostering dialogue among educators, researchers, project partners, and other stakeholders. The conference provided a comprehensive overview of the project's achievements and created opportunities for participants to reflect on the impact of the DICOMI approach on teaching, learning, and inclusion. Together with the small-scale meetings organized throughout the project, the conference formed an important component of the project's evaluation and multiplier event strategy. These events enabled partners to continuously monitor progress, collect feedback, assess the quality of outputs, and share results with wider educational communities across Europe.

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Feedback collected during the conference demonstrated a high level of satisfaction with both the quality of the project outputs and the overall implementation process. Participants particularly appreciated the project's use of authentic migration stories collected from families and transformed into educational comics. Many attendees emphasized that the real-life narratives gave the comics credibility, emotional depth, and educational value. The stories allowed readers to understand migration through the experiences of individuals and families rather than through abstract concepts or statistics. Participants frequently described the comics as engaging, thought-provoking, and emotionally powerful resources that successfully combined educational objectives with meaningful storytelling.

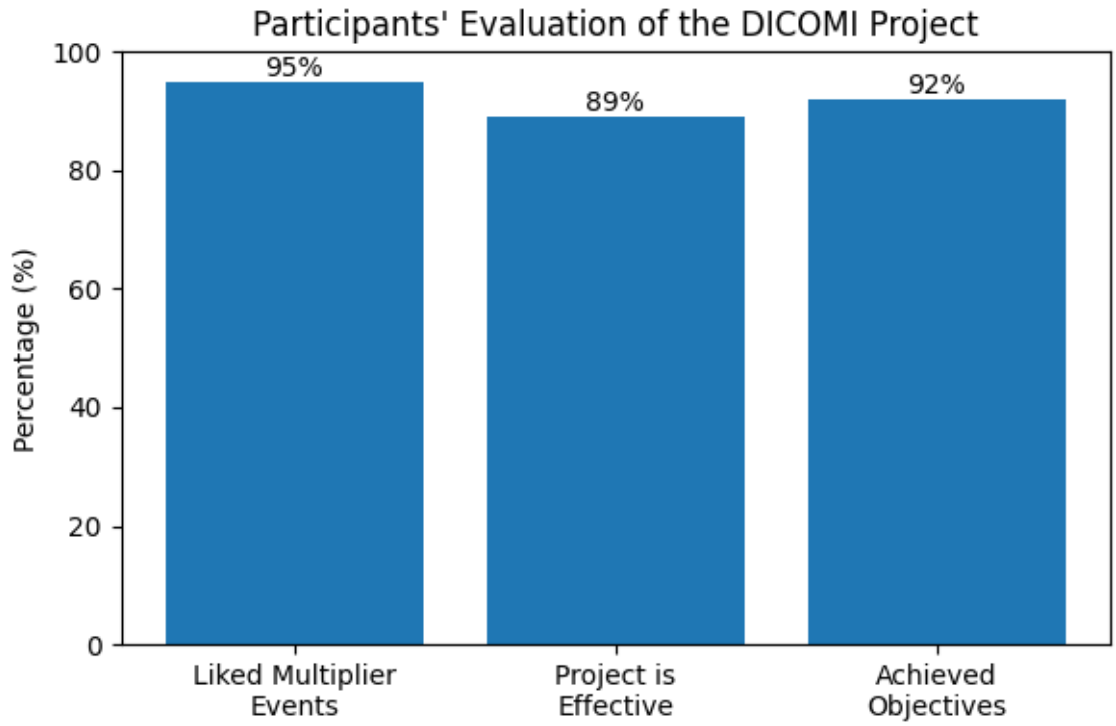
Conference participants also highlighted the relevance of the DICOMI Learning Programme and comic-based materials for addressing contemporary educational challenges. They considered the modules highly effective for teaching topics related to migration, war, diversity, social inclusion, and intercultural understanding. In addition, participants emphasized the project's contribution to the development of key competences, including communication, critical thinking, empathy, digital competence, civic competence, and collaborative skills. The integration of digital comics, online tools, and interactive learning activities was viewed as an innovative approach that supports the digitalization of education while maintaining strong pedagogical value. Several participants also noted that the modules effectively connected migration-related topics with environmental awareness and global challenges, encouraging students to reflect on the interconnected nature of social and environmental issues.

Another recurring theme in participant feedback was the role of comics in promoting creativity and artistic expression. Attendees observed that comics appeal to learners across different age groups and educational backgrounds, making them versatile and accessible educational tools. The combination of visual design, storytelling, and creative production was seen as particularly effective for increasing student engagement and motivation. Participants believed that comic-based learning creates opportunities for students to express their ideas, emotions, and experiences while developing artistic and digital skills. Overall, the conference confirmed that the DICOMI project successfully produced innovative, high-quality, and transferable educational resources. The positive evaluations received during the conference and small-scale meetings indicate that the DICOMI comics and learning programme have strong potential to support inclusive, creative, and digitally enriched education in diverse educational contexts across Europe.

The quantitative data also displays the effectiveness of the Final Conference and Multiplier events. At the end of the multiplier events and Final Conference, a questionnaire is presented to the participants. The results show that %95 of the participants liked the organization of multiplier events.

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% 89 of the participants believed in the effectiveness of DICOMI Project, % 92 of the participants thought DICOMI project has accomplished its objectives.



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