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# WP4 – SMALL SCALE MEETINGS REPORT

# [IRMI]

# [Germany]

## Erasmus+ KA220-SCH Strategic Partnership in School Education

**-DICOMI-**

DIGITAL COMICS OF MIGRATION

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## Contents

1. INTRODUCTION 3
**2. DESCRIPTION OF THE PARTICIPANTS 4**
**3. ANALYSIS OF THE MEETING 5**
2.1. RECOMMENDATIONS FOR STUDENTS 5
2.2. RECOMMENDATIONS FOR FAMILIES 6
2.3. RECOMMENDATIONS FOR TEACHERS 6
2.4. RECOMMENDATIONS FOR DECISION MAKERS 7
3. CONCLUSION 9
First small scale meeting 9
Second small scale meeting 9

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## 1. INTRODUCTION

During the implementation of *Work Package 3 (WP3),* we established contact with several primary schools in Wuppertal and the region around, from where we received considerable interest in the DICOMI project and learning materials and teaching resources. Building upon this engagement, in line with the preparation for the activities under *Work Package 4 (WP4),* we reconnected with some of the teachers who were willing to participate in one of the workshops.

Moreover, collaborators of our organisation, such as civil society actors and school staff from the schools that took part in the implementation of WP3, were helpful resources in reaching more interested stakeholders and policymakers to the small scale meetings.

The two small-scale meeting formats were conducted in situ. This allowed the participants to engage directly with the materials and discussions in their local context. This approach supported a more interactive and practice-oriented exchange among educators, teachers, policymakers, young students, parents, migrant organisation representatives and stakeholders.

(i) First small-scale meeting:

Took place in Wuppertal, on 3 April 2026, with ten (10) participants, representing local schools, parents, young students,and migrant organisations representatives The main focus of the meeting was introducing the DICOMI project objectives, DICOMI platform and exploring the digital learning modules through open discussion. The participants shared impressions and had a chance to take a closer look at printed handouts, both in English and German.

(ii) Second small-scale meeting:

Held in Wuppertal, on 10 April 2026, with fifteen (15) participants from educational and migrant organisations, stakeholders, policy actors, NGO representatives and teachers. The participants reviewed the Comics and the interactive tools before engaging themselves in open discussion, which led to interesting discussion and the

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exchange of notes on how these resources could support awareness-raising and inclusive education practices.

During the two meetings, we put a special focus on the digital experience with a presentation of the Comics and questions provided. For that reason, we made a presentation and an open panel discussion while showcasing the Comics from all ten modules using a projector and printed handout materials. This format allowed participants to engage directly, as well as to reflect on how the modules can be further used in further settings of their work or institutions that engage with youth. In this manner, the participants with more experience in open panel discussions and decision-making settings had the chance to exchange perspectives and to highlight some challenges. The most interesting point raised during the meetings was that there are many more conflicts and wars today than those presented in the Modules. It was emphasised that children and young people are increasingly exposed to these complex situations, since the coverage on ongoing conflicts is mainstreamed on many media sources and social services, where kids and youngsters, simply out of curiosity or through school contacts and friends, have easy access.

## 2. DESCRIPTION OF THE PARTICIPANTS

A total of 25 participants attended the two small-scale meetings. The group included primary school teachers, school staff, young students, parents, representatives of migrant and civil society organisations, NGO professionals, education stakeholders, and local policy actors. The participants represented a diverse mix of people working directly with children and young people, as well as individuals involved in inclusive education, migration, community engagement, and local decision-making.

## 3. ANALYSIS OF THE MEETING

The two small-scale meetings were held in person in Wuppertal, Germany on 3rd April and 10th of April 2026. Both meetings took place in an accessible and welcoming setting that allowed participants to view the DICOMI platform, digital comics and learning modules through a projector, while also consulting printed materials in English and German.

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Briefly, the meetings had begun with a brief introduction of DICOMI project, objectives and educational resources, and practical exploration of the comics that lead to an open panel discussion. Participants that took part were actively involved throughout the sessions, engaging by asking questions and sharing impressions, with special outputs on how such resources could be used in schools, youth work, migrant organisations and other educational settings.

## 2.1. RECOMMENDATIONS FOR STUDENTS

Participants recommended integrating digital comics into both formal and non-formal education as an accessible and engaging way of introducing complex topics such as migration, identity, displacement, war, inclusion, and social cohesion. Comics should be used during classroom lessons, workshops, group discussions, language activities, and project-based learning. It was noted that materials are of high value and should not be treated only as supplementary entertainment, but as resources that help students understand different perspectives and express their own experiences. For both immigrant and local students, the comics can support empathy, critical thinking, creativity, and local students should be encouraged to understand how unfamiliar schools, cities, playgrounds, and communities may feel hostile or unwelcoming to newly arrived children.

Inclusive education should be based on respect, equal participation, and continuous emotional and institutional support. Particular attention should be given to children displaced by war, whose emotional and psychological needs may require additional support from teachers, school counsellors, families, NGOs, and specialised institutions.

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## 2.2. RECOMMENDATIONS FOR FAMILIES

Participants noted that families should be introduced to the DICOMI comics through school events, family workshops, information sessions. Parents could use the comics together with children to initiate conversations about migration, identity, belonging, discrimination, conflict, and peaceful coexistence. The visual and narrative format may make these subjects easier to discuss, particularly when children or parents have limited proficiency in the local language.

The DICOMI materials can also help families understand the emotional challenges experienced by children entering a new school or community. For migrant families, the comics may provide reassurance that their experiences are recognised and can be discussed in a respectful way. Participants stressed that family inclusion should be planned through regular communication between schools, parents, migrant organisations, integration centres, and community services. Information should be available in clear language and, where possible, in several languages. Families should be invited to participate in school activities and discussions rather than being approached only when a problem occurs. Cooperation with organisations such as migration and integration centres could also help families access educational resources and relevant support services.

## 2.3. RECOMMENDATIONS FOR TEACHERS

Participants recommended providing teachers with ready-to-use lesson plans, methodological guidance, discussion questions, classroom activities, and printed or downloadable materials linked to the digital comics. Since migration, war, identity, and displacement can be sensitive subjects, teachers should also receive guidance on how to facilitate discussions safely, respond to emotional reactions, and avoid placing migrant students in uncomfortable situations.

Teachers should be supported in creating inclusive learning environments for both migrant and local students. This could include training on intercultural

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communication, trauma-sensitive education, anti-discrimination approaches, language-sensitive teaching, and the management of difficult classroom discussions. Participants emphasised that responding to the needs of children affected by migration or war should be a continuous process supported by school leadership, counsellors, NGOs, integration centres, and other institutions.

The DICOMI materials were considered especially valuable because they provide practical and accessible educational resources rather than only theoretical recommendations. Teachers should be encouraged to adapt the comics to different subjects, age groups, language levels, and learning needs. The materials can be used in civic education, language learning, history, social sciences, arts, media literacy, and interdisciplinary project work.

To strengthen digitalisation, teachers require sufficient equipment, stable internet access, technical support, and time to become familiar with new tools. Participants also recommended stronger cooperation among schools, NGOs, and European educational projects. Schools should be encouraged and supported to apply for national and European grants, particularly because many institutions lack dedicated staff for project development and digital innovation.

### 2.4. RECOMMENDATIONS FOR DECISION MAKERS

Participants recommended that comics-based education be recognised as a meaningful pedagogical approach and integrated into curricula, teaching guidelines, elective activities, and interdisciplinary learning. Digital comics could be used in subjects such as civic education, languages, history, social sciences, arts, and media literacy. Their use should be connected to learning outcomes related to empathy, intercultural understanding, critical thinking, digital competence, and social and emotional learning.

Assessment should not focus only on memorising factual information. Students could instead be evaluated through reflection, discussion, creative assignments, group work, presentations, or the development of their own stories and comics. Such approaches would allow teachers to assess both knowledge and the ability to understand different perspectives.

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At policy level, inclusive education should be strengthened through long-term funding, professional development for teachers, psychological and counselling services, multilingual support, and stronger cooperation between schools, families, NGOs, migrant organisations, integration centres, and public institutions. Decision makers should also promote policies that respond to the emotional and social needs of children affected by migration, conflict, and displacement. Participants recommended making resources such as the DICOMI digital comics more visible through the websites and platforms of schools, municipalities, integration centres, educational authorities, and relevant national institutions. Open-source materials should be promoted because they can be accessed and adapted by a wider range of educators and learners.

To boost digitalisation, decision makers should address inequalities in school infrastructure and ensure that all schools have adequate equipment, internet connectivity, technical support, and trained personnel. Additional support should be provided to schools with limited project-management capacity so that they can participate in European programmes and benefit from available funding opportunities. Digital policy should combine technological investment with inclusive pedagogy, human interaction, and emotional support, ensuring that digital innovation contributes to coexistence, resilience, and peacebuilding.

## 3. CONCLUSION

### First small scale meeting

The groups' reflection was mostly based on how new environments, especially schools, playgrounds, cities, and towns, in children's minds can look and feel like a hostile place, where a child as a newcomer can feel unwelcome or treated differently.

During the open panel discussion, some integration centres in Germany were pointed out, (i) Zentrum für Migration & Integration Wedding - AWO Landesverband Berlin e.V., (ii) BAMF - Bundesamt für Migration und Flüchtlinge - Integration courses, and (iii) Sprach- und Integrationszentrum. These institutions may include links to the Digital Comics when entering their sites, and in future, could also serve as valuable

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partners by linking to the Digital Comics developed within the DICOMI project, helping educators and learners access creative tools that foster empathy, understanding, and social cohesion.

Participants agreed that empathy, institutional support, and innovative teaching methods are essential for addressing these issues and heavy topics in general. The Dicomi project was recognised as a strong model of inclusive and digital education. Its digital comics effectively combine emotional engagement, creativity, and accessibility. Overall, the discussion confirmed that digitalisation and open-source tools can foster collaboration and meaningful learning experiences for all students.

## Second small scale meeting

During the second panel discussion, the opening questions on migration and war were what sparked this discussion. Participants agreed that although it was hard to agree that was and migration are multidimensional phenomena. This is felt everywhere, and are shaping not just the economic and political situation of one country, but also the emotional and social realities of families and schools.

The group collectively highlighted that education systems must be ready to respond to the emotional and psychological needs of children displaced by war. And responding to their needs should be a continuous process, built with empathy and understanding, as well as with the support from other institutions. This panel discussion highlighted that digitalisation and learning by digital comics is a win-win situation, bringing results for the children as learners and teachers as tutors. Schools should remain open for collaboration with NGO's, European educational projects and induce more collaboration among schools. Stakeholders had also noted that schools are not making enough effort to applyy for grants and EU projects, when there are plenty of open opportunities. Contrary, the parents noted that schools are often missing project-wise staff and not all schools have the same equipment for implementation of such project tools. In this case the DICOMi project emerged as a model combining innovative and inclusive pedagogy, bringing ready and easy-to-use materials, rather than abstract ideas. Thanks to the inclusive workshops with the kids, formal and non-formal learning was successfully implemented.

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The group had also agreed that demystifying complex themes such as migration, identity, migration, push and pull factors enables students to grow empathy and see the other side of the coin, leading to a conclusion that education in times of migration and post-conflict recovery must combine digital innovation with human empathy, fostering environments where learners not only acquire knowledge but also develop social and emotional competencies necessary for coexistence, resilience, and peacebuilding.

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