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WP4 – SMALL SCALE MEETINGS REPORT

NORDIC HORIZON INSTITUTE

SWEDEN

Erasmus+ KA220-SCH Strategic Partnership in School Education

-DICOMI-

DIGITAL COMICS OF MIGRATION

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1. INTRODUCTION

We organised two small-scale stakeholder meetings in Sweden to gather feedback and recommendations on migration, inclusive education, digital storytelling, comics in education, and the digitalisation of learning.

The meetings were designed to bring together individuals working in different areas connected to education, integration, migration support, digital learning, and community development. The aim was to create a space where participants could exchange experiences, discuss current challenges, and offer practical recommendations to support the development of the DICOMI Recommendation Programme for students, families, teachers, and decision-makers.

Both meetings involved participants from a variety of professional backgrounds, including teachers, school representatives, NGO practitioners, migration support professionals, digital education specialists, community actors, and individuals involved in policy and decision-making processes. This diversity of perspectives enriched the discussions and allowed participants to examine the project themes from different professional and practical viewpoints.

The first small-scale meeting was held on 3 June 2026 and brought together nine (10) participants. The second meeting took place on 4 June 2026 and involved twelve (11) participants. In total, twenty-one (21) stakeholders participated in the consultation process.

During both meetings, participants were introduced to the overall objectives of the DICOMI project and given an overview of the digital platform, educational modules, and digital comics developed for the project. Many participants were already familiar with the project themes and demonstrated an interest. The platform demonstration enabled participants to explore the available resources and discuss their practical application within schools, community organisations, and educational programmes.

The meetings were structured around guided discussions using the WP4. Participants reflected on the impact of migration and conflict on education, the role of teachers and institutions in supporting inclusion, the educational value of comics and digital storytelling, and the opportunities and challenges associated with digital learning. Particular attention was given to how educational resources can support empathy, social cohesion, participation, and meaningful dialogue among young people from diverse backgrounds.

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The discussions were highly interactive and generated a wide range of practical suggestions. Participants drew on their professional experiences and highlighted both successful practices and gaps in educational support systems. A recurring theme throughout both meetings was the importance of creating learning environments where all students feel represented, understood, and able to participate regardless of their background. Participants also emphasised the value of creative and visual learning methods, such as digital comics, in helping young people engage with complex social topics in a safe and accessible way.

The findings and recommendations presented in this report are based on the discussions, reflections, observations, and notes collected during the two small-scale meetings. These contributions will support the development of the DICOMI Recommendation Programme and provide practical guidance for educators, families, institutions, and policymakers seeking to strengthen inclusive and digitally supported education.

2. DESCRIPTION OF THE PARTICIPANTS

A total of twenty-one (21) stakeholders participated in the two DICOMI WP4 small-scale meetings organised by Nordic Horizon Institute NGO in Sweden. The participants represented a broad range of professional backgrounds and brought practical experience from the fields of education, migration, inclusion, digital learning, youth work, community development, and public administration.

Meeting	Date	Participants
Small-scale meeting 1	3 June 2026	10
Small-scale meeting 2	4 June 2026	11

Table 1. Overview of Small-Scale Meetings

The stakeholder group was diverse, and the discussions reflected different perspectives on migration, inclusive education, digitalisation, and the use of creative learning approaches. Participants included teachers from primary and secondary education, school leaders, education advisors, policymakers, youth workers, social workers, NGO representatives, digital education specialists, teacher trainers, curriculum developers, community outreach officers, human rights educators, cultural mediators, and parent representatives

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Several participants had direct experience working with migrant, refugee, and displaced children and families, while others were involved in the development of educational policies, digital learning strategies, teacher training programmes, and community-based integration initiatives. Many participants highlighted their experience supporting multilingual classrooms, promoting intercultural dialogue, developing inclusive teaching materials, facilitating communication between schools and migrant families, and strengthening digital competences among educators and learners.

The participation of community organisations, migration support professionals, and parent representatives provided valuable insights into the challenges faced by migrant families beyond the classroom environment. At the same time, the involvement of digital education experts and teacher trainers contributed practical recommendations on how digital tools, storytelling methods, and comics can be integrated into contemporary learning environments.

3. ANALYSIS OF THE MEETING

The two small-scale meetings were held on 3 June 2026 and 4 June 2026. The meetings were organised as interactive consultation sessions aimed at collecting stakeholder perspectives on migration, inclusive education, digital storytelling, comics in education, and the digitalisation of learning.

The first meeting involved ten participants, while the second meeting brought together eleven participants. Both meetings followed a similar structure, consisting of a project presentation, demonstration of the DICOMI platform and digital comics, guided discussions based on the WP4 stakeholder questions, and an open exchange of experiences and recommendations.

At the beginning of each meeting, participants were introduced to the objectives of the DICOMI project and the role of Work Package 4 in developing recommendations for students, families, teachers, and decision-makers. An overview of the DICOMI digital platform was presented, including examples of the educational modules and digital comics developed throughout the project. This allowed participants to familiarise themselves with the learning resources before engaging in the discussion sessions.

Since many participants were already familiar with the themes of the project, the discussions quickly moved beyond general observations and focused on practical experiences from schools, community organisations, support services, and local initiatives. Participants reflected on the realities faced by migrant and refugee learners, the challenges experienced by educators and families, and the opportunities offered by creative and digital learning approaches.

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Stakeholders openly shared examples from their professional practice and demonstrated a strong interest in identifying solutions that could support more inclusive and engaging educational environments. The combination of educational practitioners, digital learning experts, community representatives, policymakers, and migration support professionals created opportunities for meaningful exchanges between sectors that do not always interact directly.

One of the things emerging from both meetings was the importance of representation and belonging within educational settings. Participants repeatedly emphasised that students are more likely to engage with learning materials when they can recognise their own experiences, cultures, and challenges within educational content. The digital comics developed through DICOMI were viewed as a useful tool for creating these connections and encouraging discussion around complex topics that are often difficult to address in traditional classroom settings.

Another recurring topic concerned the growing diversity of classrooms and the need for educational approaches that promote empathy, understanding, and mutual respect among students from different backgrounds. Participants noted that schools increasingly require practical tools that support dialogue on migration, identity, inclusion, discrimination, and social cohesion in ways that are age-appropriate and accessible to young learners.

The discussions also highlighted the opportunities and challenges associated with digital education. Participants generally welcomed the use of digital platforms and interactive learning resources, particularly those that combine visual storytelling with educational content. However, concerns were raised regarding unequal access to technology, varying levels of digital competence among educators, and the need for continuous professional development to ensure that digital tools are used effectively.

Throughout the meetings, participants demonstrated a positive response to the DICOMI platform and educational materials. They recognised the project's potential to support inclusive learning, encourage intercultural dialogue, and provide teachers with innovative resources for addressing contemporary social issues. At the same time, stakeholders stressed the importance of ensuring that such resources remain practical, accessible, adaptable to different learning environments, and supported by adequate training and institutional commitment.

The discussions generated a wide range of recommendations directed towards students, families, teachers, and decision-makers. These recommendations are presented in the following sections of this report.

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3.1. RECOMMENDATIONS FOR STUDENTS

Participants agreed that digital comics provide an engaging and accessible way for students to explore topics related to migration, identity, diversity, and social inclusion. The visual and narrative format was considered particularly effective in encouraging discussion, critical thinking, and empathy among both migrant and local students. Stakeholders recommended integrating digital comics into language learning, social studies, citizenship education, and intercultural learning activities rather than treating them as standalone resources.

Regarding inclusion, participants highlighted the importance of creating opportunities for students from different backgrounds to learn and collaborate. Activities based on digital comics can encourage dialogue, perspective-taking, and mutual understanding, helping to reduce stereotypes and strengthen social cohesion within schools. Participants emphasised that learning materials should reflect diverse experiences and allow students to see themselves represented in educational content.

In relation to digitalisation, participants recommended combining storytelling with interactive digital tools that promote creativity and active participation. Students should be encouraged not only to read digital comics but also to create their own stories using digital platforms. This approach can strengthen digital competences, communication skills, creativity, and confidence while supporting meaningful engagement with complex social topics.

3.2. RECOMMENDATIONS FOR FAMILIES

Participants noted that digital comics can serve as a valuable bridge between schools and families by making educational content more accessible and engaging. Comics provide opportunities for parents and children to discuss themes such as migration, belonging, cultural diversity, and inclusion in a manner that is understandable and relatable. Participants suggested that schools share selected comics and learning activities with families to encourage continued discussion beyond the classroom.

To strengthen inclusion, participants recommended increasing family involvement in school activities related to intercultural learning. Migrant and local families should be provided with opportunities to participate in joint events, storytelling activities, and community initiatives that promote understanding and cooperation. Participants stressed that successful inclusion requires collaboration between schools, families, and community organisations.

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Regarding digitalisation, stakeholders highlighted the need to support families with varying levels of digital literacy. Clear guidance, multilingual information, and user-friendly digital platforms can help families engage more effectively with their children's learning. Participants also recommended providing parents with information on how digital educational tools can be used safely and constructively at home.

3.3. RECOMMENDATIONS FOR TEACHERS

Participants agreed that teachers require practical guidance and training to effectively integrate comics and digital storytelling into teaching and learning. Professional development opportunities should focus on classroom applications, lesson planning, facilitation of discussions on sensitive topics, and methods for encouraging student participation through visual storytelling. Participants considered digital comics to be a useful complementary resource that can support existing curricula and teaching practices.

In terms of inclusive education, stakeholders emphasised the importance of equipping teachers with the knowledge and skills needed to work with diverse classrooms. Continuous professional development should address intercultural competence, trauma-sensitive approaches, inclusive communication, and strategies for supporting multilingual learners. Participants highlighted the need for teachers to have access to practical resources and peer-learning opportunities that strengthen their capacity to respond to the needs of all students.

For digitalisation, participants recommended ongoing support for teachers in the use of digital learning tools and platforms. Training should go beyond technical skills and focus on pedagogical approaches that enhance student engagement and learning outcomes. Participants also highlighted the importance of ensuring that teachers have sufficient time, resources, and institutional support to successfully implement digital learning practices.

3.4. RECOMMENDATIONS FOR DECISION MAKERS

Participants recommended that comics and digital storytelling be recognised as valuable educational approaches within formal and non-formal learning environments. Decision-makers should encourage the integration of creative and visual learning methods into existing curricula, particularly in subjects related to citizenship, language learning, social studies, and intercultural education. Participants also suggested supporting the development and dissemination of high-quality educational resources that can be adapted to different contexts.

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To strengthen inclusive education, stakeholders emphasised the need for policies that promote equal opportunities, diversity, and participation for all learners. Participants highlighted the importance of sustained investment in teacher training, multilingual support, family engagement, and school-community cooperation. Inclusive education policies should address both academic achievement and students' social and emotional well-being.

Concerning digitalisation, participants recommended continued investment in digital infrastructure, accessible learning platforms, and digital competence development for educators and learners. Particular attention should be given to reducing inequalities in access to technology and ensuring that digital learning opportunities are available to all students regardless of their background or circumstances. Participants stressed that successful digital transformation requires not only technological resources but also long-term strategic support, training, and collaboration across the education sector.

Target Group	**Comics & Storytelling**	**Inclusion**	**Digitalisation**
Students	Integrate into classroom activities and project-based learning	Promote empathy and intercultural dialogue	Encourage creative digital content creation
Families	Use comics to support home-school engagement	Increase family participation in school activities	Improve digital literacy and platform accessibility
Teachers	Provide training and practical resources	Strengthen intercultural and inclusive teaching skills	Support effective use of digital tools

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Decision Makers	Support curriculum integration	Strengthen inclusive education policies	Invest in infrastructure and digital competencies

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3. CONCLUSION

The two small-scale meetings provided an important opportunity to gather stakeholder perspectives on migration, inclusive education, digital storytelling, and the digitalisation of learning. Through the participation of educators, school representatives, policymakers, digital learning experts, NGO practitioners, community actors, and family representatives, the discussions generated valuable insights and practical recommendations that can contribute to the future development of inclusive educational practices.

Participants expressed a positive overall assessment of the DICOMI project, particularly the use of digital comics as a creative and accessible learning tool. The visual storytelling approach was widely recognised as an effective method for encouraging student engagement, supporting intercultural dialogue, and facilitating discussions on complex topics such as migration, identity, belonging, discrimination, and social cohesion. Stakeholders agreed that the combination of storytelling, digital learning, and inclusive educational content offers significant potential for both formal and non-formal learning environments.

The consultations also highlighted the importance of collaboration among schools, families, community organisations, and decision-makers in creating supportive learning environments for all students. Participants emphasised that inclusive education extends beyond the classroom and requires coordinated efforts that promote participation, understanding, and equal opportunities for learners from diverse backgrounds.

A further key message emerging from the meetings was the need to strengthen digital competences among students, teachers, and families while ensuring equitable access to digital learning opportunities. Participants recognised that digitalisation can enhance learning experiences when accompanied by appropriate support, training, and accessible educational resources.

Overall, the recommendations developed through these meetings demonstrate strong support for innovative educational approaches that combine creativity, inclusion, and technology. The findings confirm the relevance of the DICOMI project objectives and provide practical guidance for strengthening educational practices that foster empathy, participation, and social cohesion within increasingly diverse learning communities.

The outcomes of these consultations will contribute to the development of the DICOMI Recommendation Programme and support future efforts to promote inclusive, learner-centred, and digitally enriched education across Europe.

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