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WP3 – "DIGITAL COMICS OF MIGRATION"

LEARNING PROGRAM

KING DANYLO UNIVERSITY

UKRAINE

Erasmus+ KA220-SCH Strategic Partnership in School Education

-DICOMI-

DIGITAL COMICS OF MIGRATION

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1. INTRODUCTION

Work Package 3 (WP3) of the DICOMI project focuses on the teacher training and classroom implementation of the Digital Comics of Migration Learning Program designed under WP2. This learning program integrates migration-related themes with digital, comic-based visual storytelling to enrich learning environments, boost academic success, and support the school belonging and social inclusion of students from migrant backgrounds. The ten primary educational modules of the DICOMI program were systematically developed based on the Social and Emotional Learning (SEL) approach and the 3E Framework: Enhance, Extend, and Empower.

The Higher Educational Institution "King Danylo University" (KDU), based in Ivano-Frankivsk, Ukraine, serves as a crucial partner in the DICOMI consortium. As Ukraine has been directly affected by the devastating effects of war and forced displacement, KDU brings an indispensable, authentic, and "insider" perspective to the project. KDU's participation ensures the reality and objectivity of the collected data, guiding the project team toward highly effective, socially cohesive methods for migrant and displaced students in contemporary European classrooms. This report presents the detailed teacher training activities, student implementation process, and quantitative/qualitative evaluations conducted by King Danylo University in Ukraine.

2. TEACHER TRAINING

The DICOMI teacher training programme was developed to strengthen teachers' capacity to create inclusive learning environments, particularly for disadvantaged students and those from migrant backgrounds affected by war and displacement. It also aimed to enhance teachers' ability to integrate digital tools and Web 2.0 resources into their teaching practices and to effectively use comics as innovative educational materials. While the ten modules were designed to support classroom practice, Module 0 (the introductory module) provided foundational knowledge on inclusion, digitalization, and the pedagogical use of comics.

2.1. DESCRIPTION OF THE PARTICIPANTS

The pilot teacher training event in Ukraine was successfully implemented during the summer break of 2025. This timing allowed participating teachers to dedicate sufficient time to professional development without competing school responsibilities. The training took place between August 22 and August 29, 2025, and was completed by 10 educators (professors and lecturers) from King Danylo University and KDU College in Ivano-Frankivsk, Ukraine. All participants completed the full 11-module curriculum and were awarded official teacher training certificates on August 28, 2025.



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Table 1 outlines the official schedule and thematic modules conducted during the DICOMI teacher training event at King Danylo University:

Date	Session No.	Module Topic	Participants
22.08.2025	Training 1	Pilot Training (Module 0 Introduction)	10 KDU Educators
25.08.2025	Training 2	Module 1: Migration is for every moving creature	10 KDU Educators
25.08.2025	Training 3	Module 2: Diverse and together	10 KDU Educators
26.08.2025	Training 4	Module 3: Migration journeys	10 KDU Educators
26.08.2025	Training 5	Module 4: Migration policies	10 KDU Educators
27.08.2025	Training 6	Module 5: We had to...	10 KDU Educators
27.08.2025	Training 7	Module 6: Far far away land	10 KDU Educators
28.08.2025	Training 8	Module 7: School	10 KDU Educators
28.08.2025	Training 9	Module 8: You never know	10 KDU Educators
29.08.2025	Training 10	Module 9: Multiple belongings	10 KDU Educators
29.08.2025	Training 11	Module 10: What about nature? (Migration & Climate)	10 KDU Educators

2.2. TRAINING EFFECT ON DIGITAL SKILLS

The DICOMI teacher training programme contributed significantly to the development of the participants' digital competences. By introducing the teachers to a diverse range of digital tools and methodologies, the training empowered them to create, adapt, and implement digital comics in educational settings. The KDU professors and lecturers reported that the training substantially expanded their understanding of how digital storytelling and online comic creation tools (such as Pixton and Canva) can be integrated into civic education, social studies, and language learning.

Furthermore, the training successfully familiarized the educators with the DICOMI online interactive platform (platform.dicomiproject.eu). The participants noted that Gen-Z students are deeply motivated by digital educational tools and that integrating digital storytelling supports their future-



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oriented IT competencies. Crucially, the teachers appreciated that while each module is built around digital integration to support the Digitalization Movement of the EU, the curriculum includes traditional, non-digital alternative activities. This traditional alternative was considered a major practical strength, as many classrooms in Ukraine experience infrastructural limitations and technical disruptions due to the ongoing war.

2.3. TEACHERS' REACTION TO COMICS IN EDUCATION

Teachers responded with high enthusiasm and positive appraisal toward the visual quality and pedagogical coherence of the DICOMI digital comics. They emphasized that comics make teaching complex, abstract, and sensitive social issues much easier and more engaging. Rather than relying on heavy textual theory, the visual and multimodal nature of comics allows students to follow complex ideas through a combination of images, text, and characters.

The educators highlighted that comic-based learning serves as an accessible learning medium that reduces cognitive barriers to comprehension, particularly for students with diverse learning needs and those recovering from war-related trauma. By engaging with both images and text, every student is given an active voice in the learning process, shifting from passive content consumers to active visual interpreters and creative content creators.

2.4. TEACHERS' PERSPECTIVES/REACTIONS ON MIGRATION AND EDUCATION

The DICOMI training successfully addressed a significant gap in professional development, as migration and inclusive education are often neglected topics in conventional teacher training curricula. The training significantly increased participants' awareness of the social, psychological, and educational implications of forced displacement, particularly concerning students affected by the wars in Ukraine and Syria.

Both teachers and professors highly appreciated the authentic, testimonial-based foundation of the DICOMI comics. Because the comics are derived directly from the real-life stories and lived experiences of displaced families, they bring a powerful sense of emotional depth, authenticity, and credibility to classroom dialogues. The teachers agreed that these authentic narratives are vital for cultivating social-emotional skills, fostering empathy, and encouraging local and displaced students to understand situation from viewpoints other than their own, thereby actively combating xenophobia and building a cohesive classroom community.



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3. ANALYSIS OF STUDENT IMPLEMENTATION

The student implementation phase involved the practical delivery of the ten DICOMI modules in a classroom setting. Educators who completed the pilot teacher training implemented the modules with the target audience at King Danylo University, using the project's digital platform, printed comic worksheets, and supplementary materials designed in WP2.

3.1. DESCRIPTION OF THE PARTICIPANTS

The student implementation at King Danylo University took place between **November 24 and December 12, 2025**, involving a cohort of **22 students** who voluntarily participated in the sessions. The modules were delivered in a systematic sequence to align with the curriculum.

Table 2 details the schedule of the classroom piloting of the 10 DICOMI modules in Ukraine:

Date	Session No.	Module Topic	Participants
24.11.2025	Module 1	Migration is for every moving creature (KDU)	22 Students
25.11.2025	Module 2	Cultural diversity (Institute for Roma)	22 Students
28.11.2025	Module 3	Migration journeys (KDU)	22 Students
28.11.2025	Module 4	Migration policies (Nordic NGO)	22 Students
01.12.2025	Module 5	Forced migration (KDU)	22 Students
01.12.2025	Module 6	Integration and belonging (Gires)	22 Students
09.12.2025	Module 7	Migration and school (YTU)	22 Students
10.12.2025	Module 8	Development and migration (YTU)	22 Students
10.12.2025	Module 9	Multiple belongings (YTU)	22 Students
12.12.2025	Module 10	Migration and climate change (29 Mayıs)	22 Students

Following the classroom implementations, the qualitative and quantitative impact was evaluated using the official DICOMI student evaluation survey. In Ukraine, **13 detailed survey responses** were submitted and analyzed. Demographically, the participating cohort consisted of **76.9% female and**

23.1% male students. In terms of education levels, **46.2%** of participants were in high school (старша школа), **38.5%** represented higher education (вища освіта), and **15.4%** were in middle school (середня школа), with 100% of the respondents being of Ukrainian origin and currently residing in Ukraine. Figure 1 illustrates the demographic structure of the Ukrainian piloting cohort:

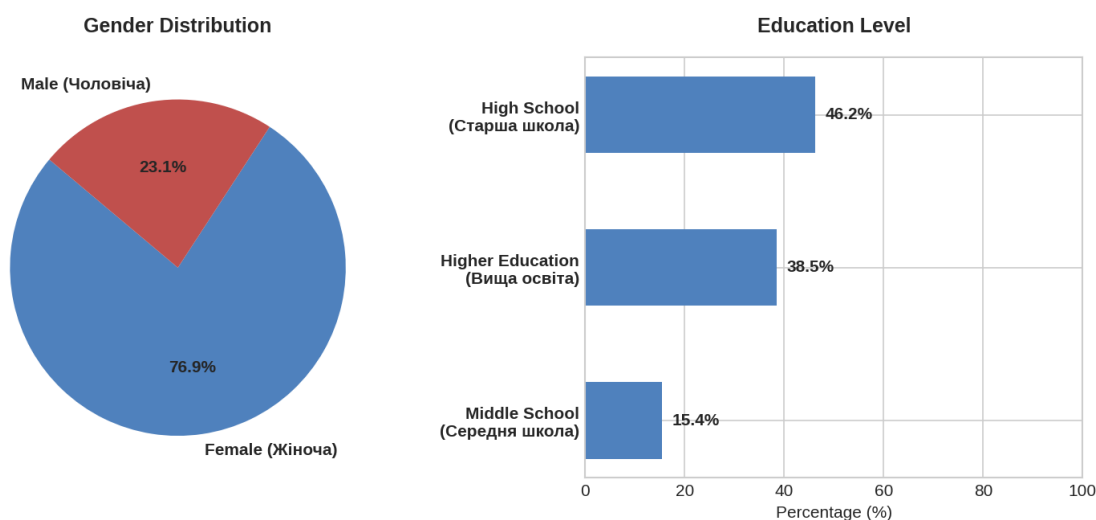


Figure 1. Gender and Education Level Distribution of Ukrainian Piloting Cohort (N=13)

3.2. DIGITAL SKILLS

One of the primary objectives of the DICOMI implementation was to strengthen students' digital competences through interactive, comic-based learning experiences. The classroom implementation actively utilized the online platform resources and Web 2.0 tools. Although the regional infrastructure in Ukraine often faced war-related energy and internet disruptions, KDU's computer facilities and blended learning environments successfully allowed students to interact with digital comics, multimedia files, and online evaluation resources.

The quantitative data from the Ukrainian student feedback survey indicates highly positive outcomes for digitalization. Students rated the usability and accessibility of the platform very highly, with the statement *"The DICOMI platform is easy to use"* receiving an impressive average rating of **4.08 out of 5.0**. This strong rating indicates that the platform provided a user-friendly, accessible, and motivating environment for students to engage with digital comics. By exploring these resources, the students successfully enhanced their digital literacy, visual literacy, and overall confidence in utilizing modern educational technologies.

3.3. STUDENTS' REACTION TO COMICS IN EDUCATION

Students reacted to the visual comics with a very high level of interest, curiosity, and engagement. The visual elements and design of the educational modules made the learning experience exceptionally enjoyable and interactive. The quantitative evaluation results reflect this high satisfaction across multiple questions on a 1.0 to 5.0 scale:

- **Artistic and Visual Value:** Students strongly agreed that the comics are artistic in terms of visual design, giving this item an outstanding average rating of **4.46 / 5.0**.
- **Illustrations in the Comics:** The visual illustrations in the comics were highly praised, receiving an average rating of **4.46 / 5.0**.
- **General Impression of Modules:** Students strongly enjoyed the DICOMI modules, resulting in an average rating of **4.31 / 5.0**.
- **Lesson Engagement:** The classroom sessions were described as highly interesting, receiving an average rating of **4.31 / 5.0**.
- **Coherent Structure:** The logical flow and structure of the learning program received an average rating of **4.15 / 5.0**.
- **Visual Layout and Design:** The visual elements and design of the modules were highly rated at **4.00 / 5.0**.
- **Comics as Educational Tools:** The overall appreciation for the comics stood at a high average rating of **4.00 / 5.0**.

Figure 2 displays the comprehensive average ratings from the student evaluation survey:

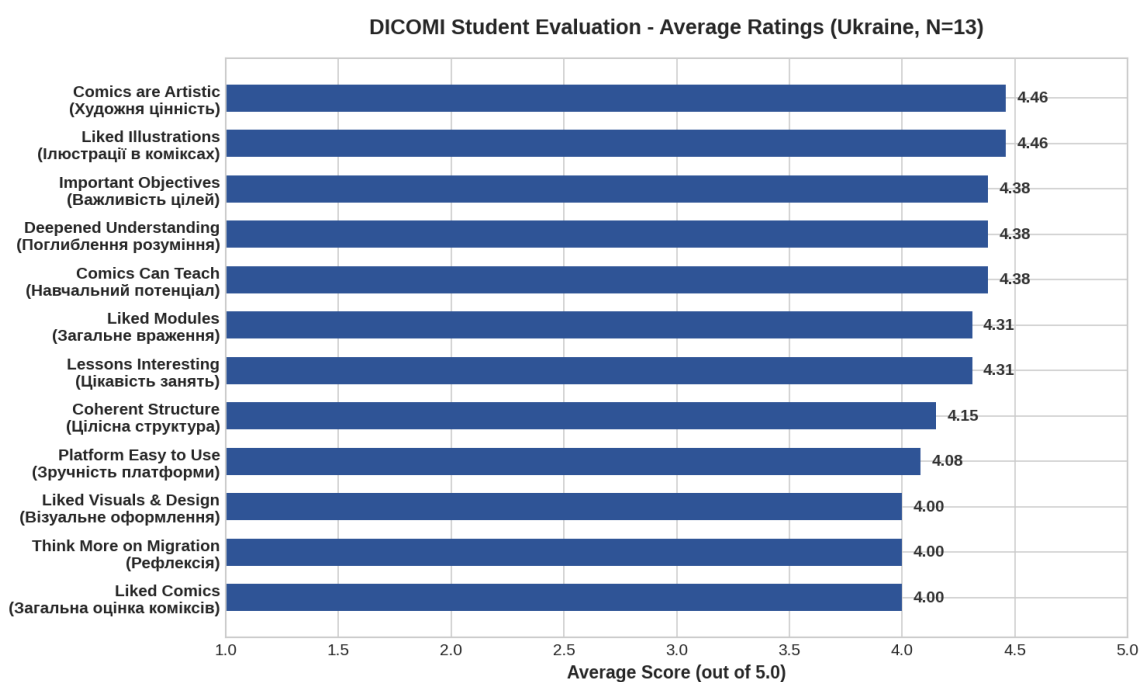


Figure 2. Average Student Ratings of DICOMI Learning Program in Ukraine (N=13)



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3.4. EMPATHY AND SOCIAL SKILLS FOR MIGRATION (STUDENTS)

The core sociological and pedagogical objective of the DICOMI program is to cultivate empathy, perspective-taking, and inclusive values among students toward those displaced by war. In Ukraine—a nation experiencing widespread internal and external displacement—the social-emotional learning aspects of the program carry unique societal significance.

The quantitative evaluation results show a profound impact on students' empathy and social-emotional growth:

- **Important and Relevant Objectives:** Students strongly agreed that the objectives of the modules are important and timely, rating this item at **4.38 / 5.0**.
- **Deepened Understanding of Migration:** The statement "After this program, my understanding of migration deepened" received a highly positive average rating of **4.38 / 5.0**.
- **Comics as a Powerful Medium:** Students strongly agreed that comics are powerful tools that can teach complex social phenomena, giving this item an average rating of **4.38 / 5.0**.
- **Brought Empathy to Action:** The statement "After the program, I started to think more deeply about migration" achieved an average rating of **4.00 / 5.0**.
- **Awareness of Migration's Complexity:** The statement "Before reading the comics, I did not know that migration was such a complex issue" received an average rating of **3.46 / 5.0**.

These findings indicate that the DICOMI program successfully transformed students' understanding of migration. Prior to the implementation, many students viewed migration in abstract or simplified terms. However, by engaging with authentic visual narratives of war-displaced families, their perspectives became much more human-centered, informed, and empathetic. The modules effectively cultivated students' perspective-taking skills—an essential component of empathy and social competence. Through classroom discussions and visual storytelling, students developed a deeper sensitivity toward the emotional and social difficulties faced by displaced families, fostering a welcoming, supportive, and inclusive classroom environment.

4. CONCLUSION

The pilot teacher training and student implementation activities under Work Package 3 (WP3) were carried out with exceptional success and effectiveness by King Danylo University in Ivano-Frankivsk, Ukraine. The training of 10 university professors and lecturers significantly strengthened their digital competences, visual pedagogy skills, and capacity to deliver inclusive instruction. Furthermore, the classroom piloting with 22 students demonstrated the profound pedagogical value of the DICOMI modules. The quantitative and qualitative evaluations show very high student satisfaction, particularly regarding the artistic and visual quality of the comics (4.46), the importance of the modules' objectives (4.38), and the deepening of students' empathy and understanding of migration (4.38).

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Ultimately, the implementation at King Danylo University confirmed that combining digital storytelling, comic-based pedagogy, and Social-Emotional Learning (SEL) represents a highly effective approach for modern European classrooms. By utilizing real-life stories and authentic testimonies of displaced families, the DICOMI modules successfully fostered empathy, perspective-taking, and digital literacy. The positive outcomes achieved in Ukraine—even amidst challenging infrastructural conditions—provide valuable and highly transferable insights. These results have been successfully reported to the project coordinator and will serve as a foundational, grounded input for the final "From Action to Recommendation Packs" under WP4, ensuring a lasting and sustainable impact on inclusive educational policy and practice.