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WP3 – "DIGITAL COMICS OF MIGRATION"

LEARNING PROGRAM

**[IRMI Institute for Roma
and Minorities Inclusion]**

[GERMANY]

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

For the purpose of this report, under (WP3 - A1), we contacted several Primary Schools in Cologne, Germany, and immediately received considerable interest in participation. We made a short introduction to our working plan, the “Digital Comics of Migration Learning Program (DICOMI Program)” and hence, the digital platform <https://platform.dicomiproject.eu/>. Moreover, the learning platform is specifically designed for teachers’ training, where teachers can navigate through an expanded scope of materials and training content. And this learning platform was the most helpful tool for this part of the project. The training helped the involved teachers to:

- Professionally develop their digital skills
- Professionally develop their sense for creating a cohesive classroom environment
- And, development of key competences in European values



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By this learning approach, we also put a special focus on digital competencies, innovative teaching methods, and migration-related education. Both the teachers and the students were integrated in a specifically designed learning programme with 10 modules. Each module included a comic with an engaging narrative, which raised special interest among the students. Moreover, for this report, we also integrated qualitative feedback and quantitative survey results collected from participating teachers (3 primary teachers), reflecting their perceptions of the program's design, relevance, and impact on teaching practice. As well as from the participating students (20 primary students). By the end of this training, all participating students received certificates and in-print copies of the comics were left in the school.

2. TEACHERS TRAINING

The teachers training was a combination of presentations, interactive discussions, and hands-on exploration of the DICOMI online platform and digital comics. This training aimed to strengthen teachers' digital skills and competencies. The scope of this training was also aimed at introducing comics as an educational methodology, and, to support reflective dialogue on migration, inclusion, and intercultural awareness in education.

Additionally, the learning platform <https://platform.dicomiproject.eu/> allowed teachers to experiment with the tools and resources in real time. Hence, the teachers said that from here on, they will exchange such creative ideas with their colleagues. The teachers also stressed that such an interactive format helps improve confidence among students when it comes to migration and inclusion.

Finally, the training created a collaborative environment where teachers could share their feedback and other challenges that may arise in the classroom.

2.1. DESCRIPTION OF THE PARTICIPANTS

The training was attended by teachers working in the primary schools and educators from the IRMI who were not previously engaged in the project. They were all identifying as female and were employed as teaching professionals. Participating



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teachers shared similar professional profiles, and still brought in a diverse classroom experiences. Their engagement in the evaluation survey demonstrates a high level of interest in digital learning tools and inclusive educational approaches.

2.2. TRAINING EFFECT ON DIGITAL SKILLS

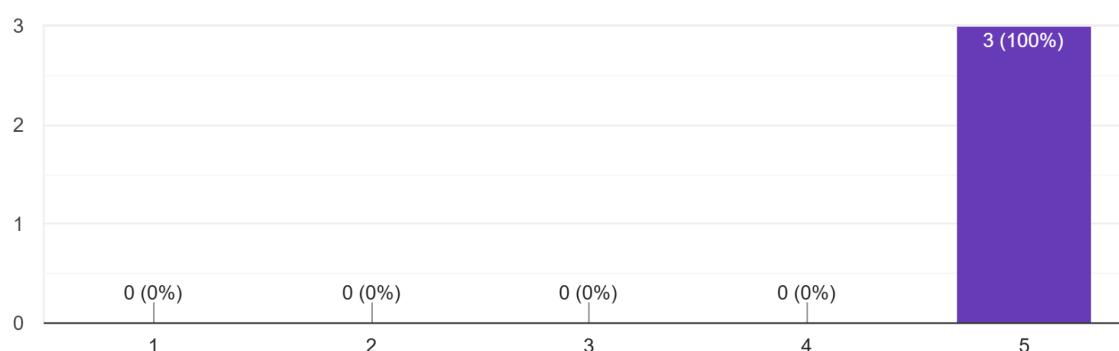
Survey results indicate a very positive impact on teachers' digital confidence and readiness. All respondents rated the DICOMI platform as easy to use and stated their intention to use it in future teaching practice. Teachers expressed strong willingness to integrate the platform and its materials into their lessons, confirming the training's effectiveness in supporting digital skill development.

2.3. TEACHERS' REACTION TO COMICS IN EDUCATION

Teachers reacted positively to the use of comics as an educational tool. Survey responses showed strong agreement that comics are visually appealing, as well as pedagogically effective. The comics were also highly rated as suitable for addressing complex topics such as migration and inclusion. Participating teachers believed that students would enjoy the comics and that comics facilitate teaching by simplifying abstract or sensitive subjects.

1. Das Lernprogramm Digital Comics of Migration erscheint in seinem Design kohärent

3 responses





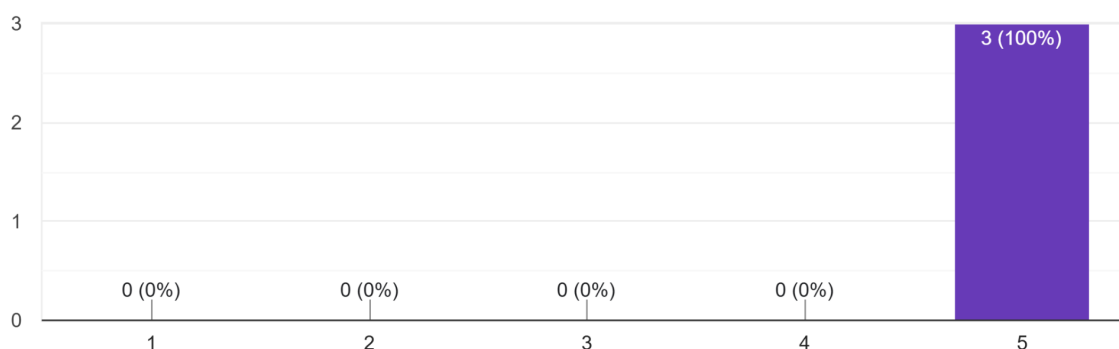
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With all 3 teachers rating the statement “*The learning program Digital Comics of Migration appears coherent in its design*” with 100% positive feedback, it was confirmed that the program's design was perceived as fully coherent and well-structured.

2. Das Lernprogramm Digital Comics of Migration erscheint in seinen Zielen kohärent.

3 responses

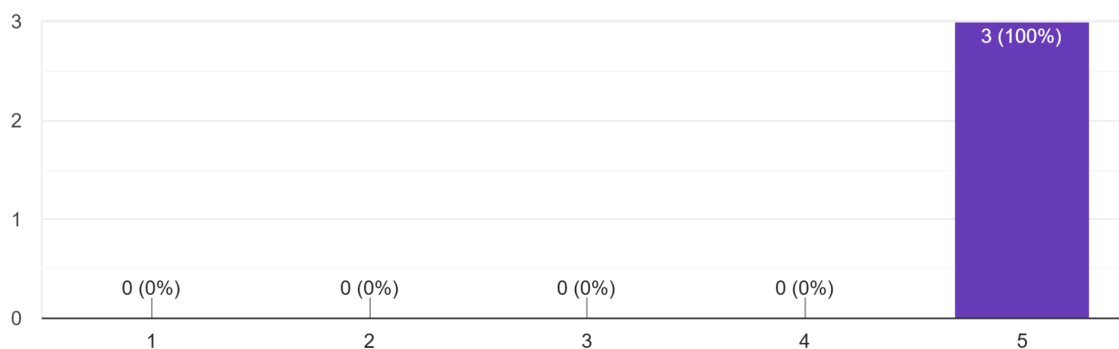


The statement “*The learning program Digital Comics of Migration appears coherent in its objectives*” shows 100% positive feedback, confirming that the program's objectives were perceived as clear and consistent.

As mentioned before in this report, teachers stressed that this format helps improve confidence among students. And the evaluated statement “*I believe that the students will like the comics in the modules*” resulted in an average score of 5.00, showing 100% positive feedback.

4. Ich glaube, dass die Schülerinnen und Schüler die Comics in den Modulen mögen werden.

3 responses





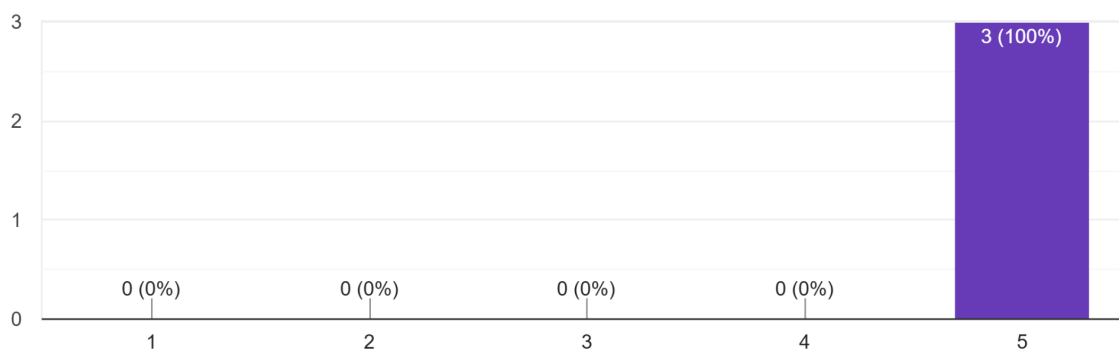
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This is also strong proof that teachers reflect a positive perception of the DICOMI learning program, and are confident that the comics will be well perceived among the students. This was also confirmed by the other two statements (number 18. *My students would love these comics (in the modules).*, 19. *I find the comics visually artistic* and 20. *I find the comics effective for the goals of the modules*, as shown below in the charts:

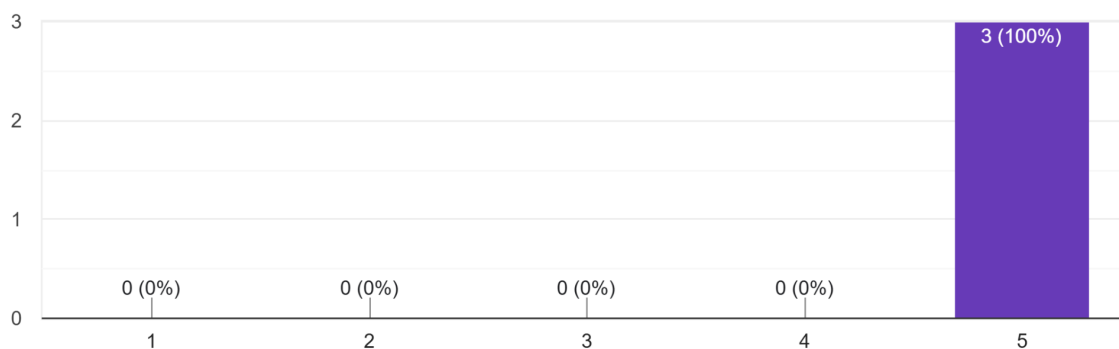
18. Meine Schülerinnen und Schüler würden diese Comics (in den Modulen) lieben.

3 responses



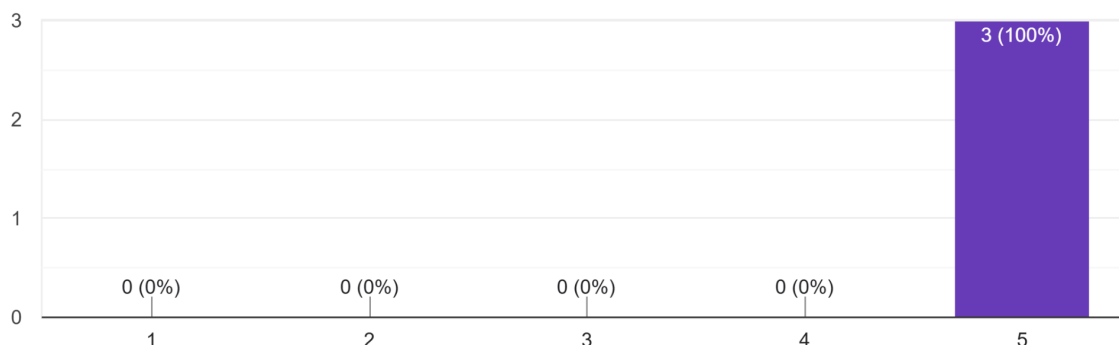
19. Ich finde die Comics in visueller Hinsicht künstlerisch

3 responses



20. Ich finde die Comics wirksam für die Ziele der Module

3 responses



2.4. TEACHERS' PERSPECTIVES/REACTIONS ON MIGRATION AND EDUCATION

Beyond their positive reactions to the comics within the evaluation survey, the participating teachers also reflected on the broader themes of migration and education. Participating teachers reported increased awareness of the challenges faced by migrants and stated that DICOMI program provides visual narratives. Additionally, such narratives are a helpful tool in humanising migration stories. Not only can they help teachers, but they can also help students to picture such issues way better.

This perspective also confirmed teachers' survey feedback:

- Teachers said the program gave them more confidence to talk with students about migration and inclusion.
- They found the modules useful because they mix digital tools with important social topics.

3. ANALYSIS OF STUDENT IMPLEMENTATION

Before the beginning, the students were briefly asked if they knew why people migrate. To make it easier to understand, the teacher gave the example of birds migrating. This step helped the students to connect the idea of migration to something similar in nature.



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During the session, the students showed curiosity about why families are pushed from their countries and how migration can affect everyday life. To some extent, the students showed previous knowledge of migrant families and some peers in the school, who came from different countries.

For the purpose of deepening the understanding of participating students on a variety of statements, we implemented both pre-testing and post-testing. The background of this testing was key to our understanding as well. It helped us understand how children perceive migration, what feelings can children with different backgrounds arise in them. We also determined improvement in their understanding of comics and their ability to critically analyze different statements.

All in all, the group atmosphere was quite positive, and students actively participated. The class teacher was of great help for helping our team, by actively reading and inducing discussion about the comics.

3.1. DESCRIPTION OF THE PARTICIPANTS

For the purpose of this report, a total of 20 primary school students were involved. The participating students were between 10 and 12 years old. A balanced mix of boys and girls was also present. Additionally, all students were enrolled in primary school and took part of the DICOMI learning modules during their classes.

3.2. DIGITAL SKILLS

The students quickly adapted to the digital format of the DICOMI platform. They were able to explore the modules independently and showed interest in how to use it.

The interactive design helped students feel confident while learning online. The comics and activities encouraged them to click through, read, and reflect - making the digital experience both fun and educational. The presentation of the platform also how key digital skills such as navigating online content, reading visual stories, and using interactive tools. Students were not only learning about migration, but also practicing how to learn in a digital space.



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3.3. STUDENTS' REACTION TO COMICS IN EDUCATION

First module *Migration is for every moving creature*. Shortly, a worksheet with five easy-to-follow questions was given to the students. The worksheet is part of our working plan, and questions like: *Why do animals migrate? Why do people migrate? Explain the similarities and differences between people and animals for migration*, were discussed and gave an interesting point of view. Animals like the Monarch butterfly, African elephant, Asian elephant, Gazelle, Zebra, Dragonfly enriched the discussion. This comic was especially interesting because the comic-story was set in a classroom. Second Module it brought discussion about what Barbousa, Börek or Hetaliye is and how can be prepared, but later the comics opened another door to the war in Syria. Module 3 introduced the comic *Migration Journey* followed by the migration journey quiz; Module 4 introduced the comic on the small and happy country on the *Fly Land Planet*; while in Module 5, students started to learn about forced migration and later, analyzed the comic *Once and Now*. By Module 6 the students felt more open, and relaxed to discuss such topics. Strong language about war avoided, since the visual storytelling made it easier for them, to talk about fear and loss. In Module 7 role-play cards were introduced, which helped to ease the group and brought more action into the process. By this comic, they agreed that creativity comes with diversity. After comic no. 8, *"Different Directions"*, students wrote a short story on *Carl's journey to Egypt and Carl's father's speech*. Additionally, participating students also learned that very famous people are/were migrants, like Freddie Mercury, Rita Ora and Vincent Van Gogh. By Module 9 students were able to bring more to the activity. They play a game with passing a ball, which was how they reflected the comic story. By the final Module 10, participants learned more complex subjects such as climate change impacts and the environment. Through all ten modules, students moved step by step from simple ideas to more complex topics. By the end, they not only improved their digital and creative skills, but also gained a deeper understanding of migration, diversity, and global challenges.



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3.4. EMPATHY AND SOCIAL SKILLS FOR MIGRATION (STUDENTS)

To assess the impact of the program on students' empathy and social skills in the context of migration, we implemented both pre-testing and post-testing. This allowed us to measure changes in their ability to understand others' perspectives, as well as improvements in communication, cooperation, and intercultural sensitivity.

Pre-testing results showed that a majority of students already expressed a positive attitude toward comics, with an average rating of 4.24 out of 5. After the learning intervention, post-testing revealed an even stronger preference, with the average rising to 4.75. This indicates a notable increase in students' enjoyment and appreciation of comics, suggesting that the program successfully deepened their engagement.



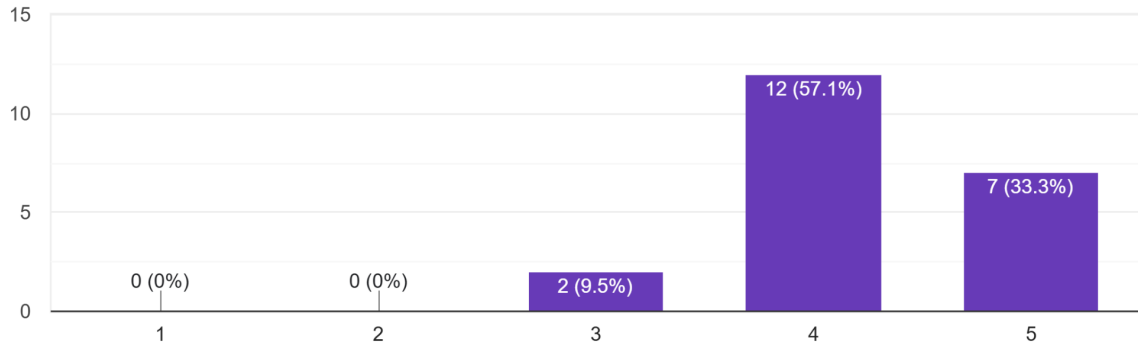
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Pre-test

İç lese gerne Comics.

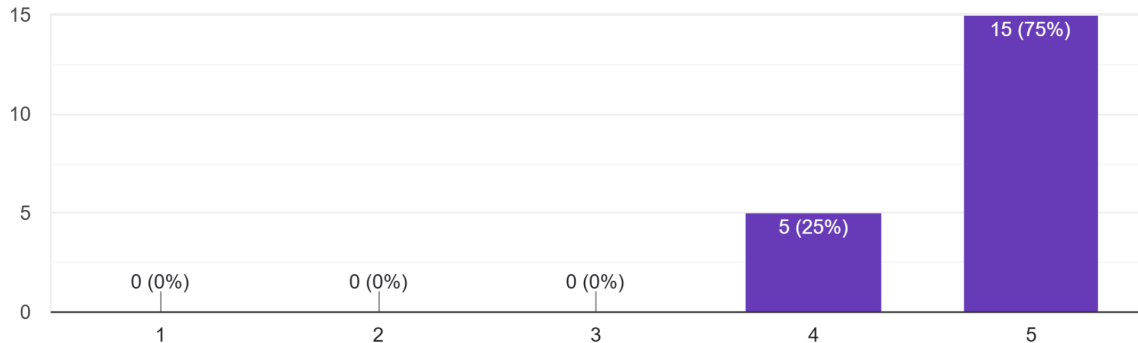
21 responses



Post-test

İç lese gerne Comics.

20 responses



At the same time, the number of students who had never read comics dropped significantly, as reflected in the post-test average of just 1.05 for the statement "I have never read comics in my life." These results suggest a clear rise in both interest and exposure to comics among participants.



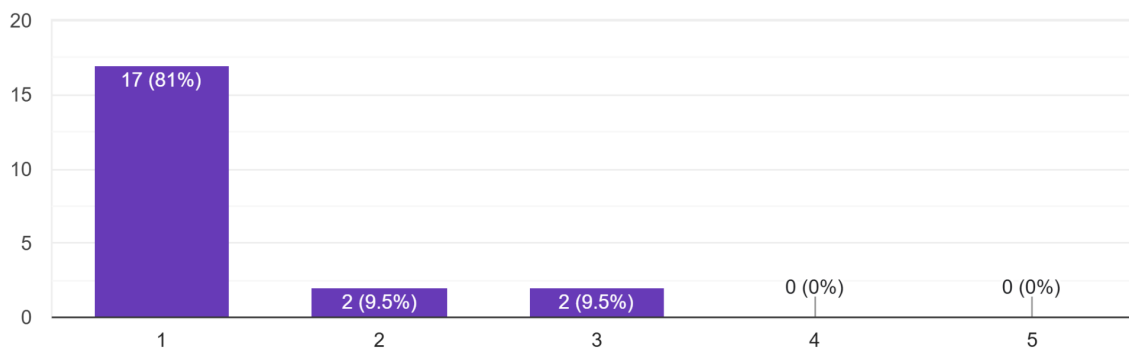
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Pre-test

Ich habe in meinem Leben noch nie Comics gelesen.

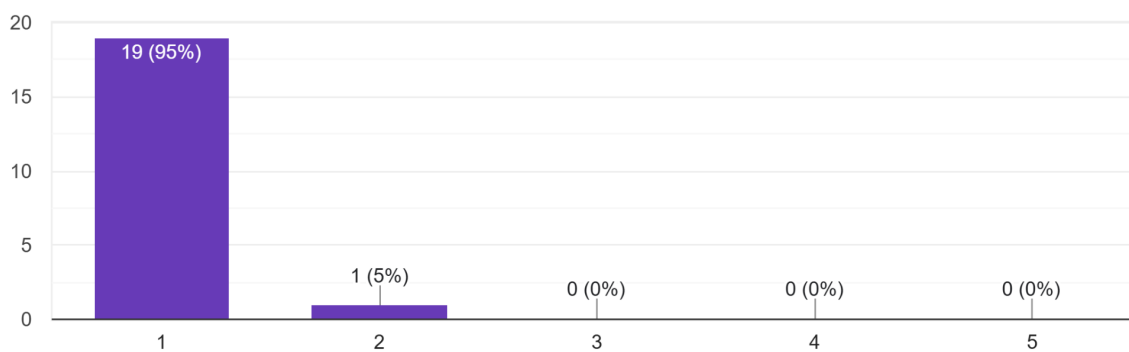
21 responses



Post-test

Ich habe in meinem Leben noch nie Comics gelesen.

20 responses





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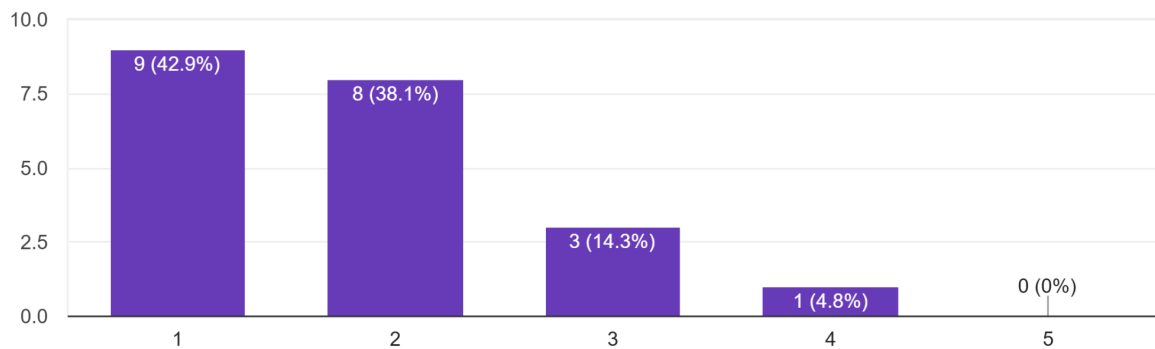


Pre-testing results revealed that students showed low levels of pity toward immigrants, with an average rating of 1.81. After the intervention, this average decreased further to 1.60, suggesting a shift away from viewing immigrants through a lens of pity. This change indicates a more nuanced and respectful understanding, aligning with the program's goal of fostering empathy rooted in equality rather than condescension.

Pre-test

Wenn ich einen Einwanderer sehe oder treffe, habe ich Mitleid mit ihm/ihr.

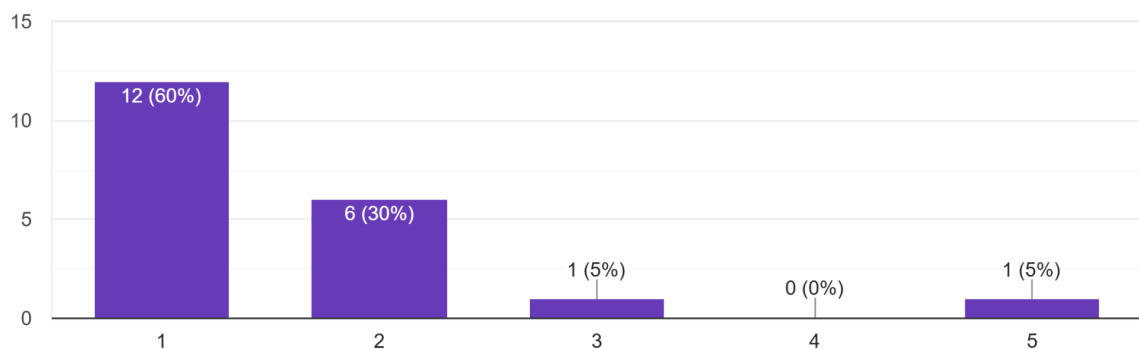
21 responses



Post-test

Wenn ich einen Einwanderer sehe oder treffe, habe ich Mitleid mit ihm/ihr.

20 responses





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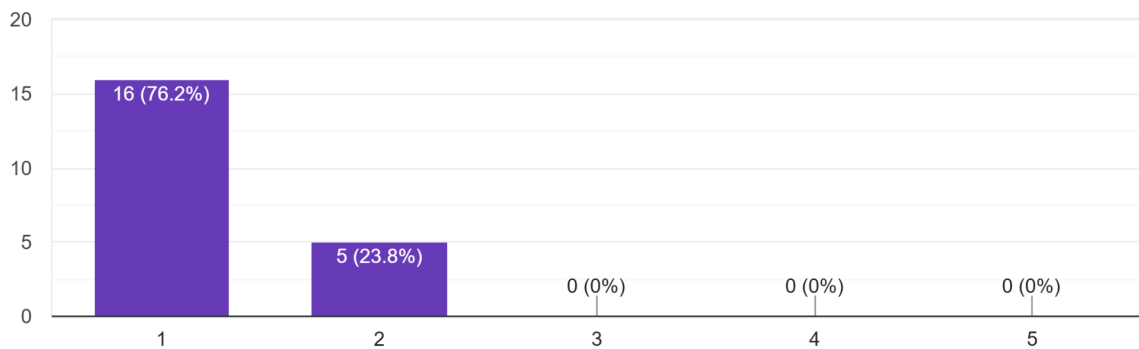


Students showed strong disagreement with the statement "We don't have to be friends with immigrants," with an average rating of 1.24 in the pre-test and 1.00 in the post-test. This shift reflects a deepening sense of social inclusion and openness.

Pre-test

Wir müssen nicht mit Einwanderern befreundet sein.

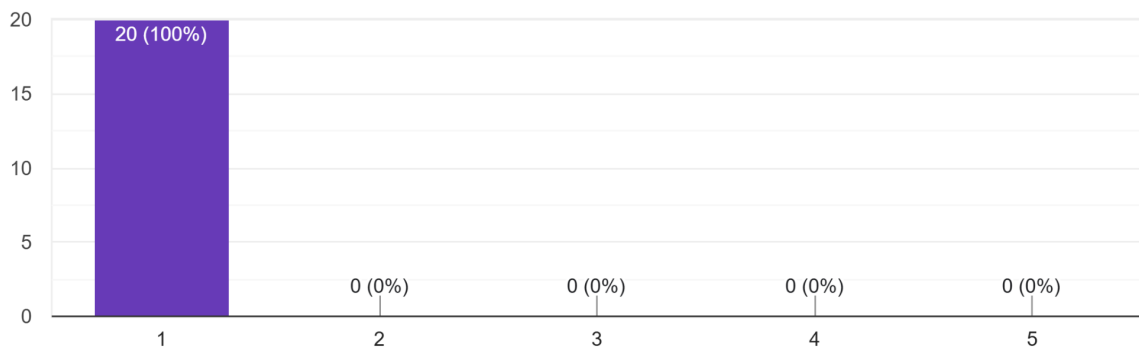
21 responses



Post-test

Wir müssen nicht mit Einwanderern befreundet sein.

20 responses





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Notably, the comics helped students to see migration not only as movement, but also as a human experience. Many of them said they had not realized how difficult migration can be before reading the stories. After the sessions, they expressed stronger empathy, saying that migrants should be supported and made to feel welcome.

Students also showed growth in their social skills. They listened to each other's ideas, worked together in role-plays and group activities, and reflected on how diversity can bring creativity. The program encouraged them to think about fairness, respect, and solidarity, which are important values for living in a diverse society.

4. CONCLUSION

The DICOMI learning program proved to be a valuable tool for both teachers and students. Teachers gained confidence in using digital methods and in opening discussions about migration and inclusion. Students enjoyed the comics, developed their digital skills, and learned to connect migration stories with empathy and social awareness.

Pre-tests and post-tests showed clear growth in empathy and social skills. Students enjoyed comics more as a learning tool, became more open to diversity, and moved away from seeing migrants with pity. Instead, they showed respect, solidarity, and inclusion.

The program helped students understand migration as both a natural and human experience. They began to see migrants not as outsiders, but as people whose journeys deserve empathy and support. By linking digital learning with intercultural topics, the DICOMI modules gave young learners a fun and effective way to prepare for life in a diverse society. Additionally, by moving step by step through the ten modules, participating students were able to explore migration from simple examples in nature to complex global challenges. The program showed that comics can make difficult topics easier to understand, while also inspiring creativity, respect, and intercultural understanding.