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WP3 – "DIGITAL COMICS OF MIGRATION"

LEARNING PROGRAM

NORDIC HORIZON INSTITUTE NGO

SWEDEN

Erasmus+ KA220-SCH Strategic Partnership in School Education

-DICOMI-

DIGITAL COMICS OF MIGRATION

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



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Contents

1. INTRODUCTION	3
2. TEACHER TRAINING	3
2.1. DESCRIPTION OF THE PARTICIPANTS	3
2.2. TRAINING EFFECT ON DIGITAL SKILLS	3
2.3. TEACHERS' REACTION TO COMICS IN EDUCATION	3
2.4. TEACHERS' PERSPECTIVES/REACTIONS ON MIGRATION AND EDUCATION	3
3. ANALYSIS OF STUDENT IMPLEMENTATION	3
3.1. DESCRIPTION OF THE PARTICIPANTS	4
3.2. DIGITAL SKILLS	4
3.3. STUDENTS' REACTION TO COMICS IN EDUCATION	4
3.4. EMPATHY AND SOCIAL SKILLS FOR MIGRATION (STUDENTS)	4
4. CONCLUSION	4



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1. INTRODUCTION

The implementation included both teacher training activities and the delivery of the DICOMI learning programme with students, following the methodology and implementation framework developed by the project partnership.

The programme was designed to support educators and learners in exploring topics related to migration, diversity, inclusion, belonging, and intercultural understanding through the use of digital comics and interactive learning activities. The DICOMI approach combines storytelling, visual learning, and digital education to create learning experiences that encourage participation, reflection, and dialogue among students from different backgrounds.

The first phase of implementation focused on teacher training. During this period, teachers and educators were introduced to the DICOMI online platform: <https://platform.dicomiproject.eu/>, the pedagogical framework behind the project, and the ten educational modules developed by the partnership. Particular attention was given to the use of digital comics as learning tools and to methods for facilitating discussions on migration, inclusion, identity, and social cohesion in educational settings. The online platform served as the main resource for accessing training materials and familiarising participants with the structure and objectives of the programme.

Following the completion of teacher training, the DICOMI learning programme was implemented with twenty students aged between 6 and 18 years. The participant group reflected the diversity of contemporary learning environments in Sweden and included both local and migrant learners, with migrant students representing the majority of participants. The implementation was carried out using all ten DICOMI modules, allowing students to engage with different aspects of migration experiences, cultural diversity, human rights, belonging, and environmental awareness.

Throughout the implementation process, students explored the digital comics, participated in guided discussions, completed learning activities, and reflected on the experiences and perspectives presented within the modules. The visual storytelling format proved particularly valuable in creating an open and accessible environment where students could express their thoughts, share experiences, and engage with themes that are sometimes difficult to discuss through traditional teaching methods alone.



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To assess the effectiveness of the programme, data were collected through pre-implementation and post-implementation surveys, participant evaluation questionnaires, classroom observations, and teacher feedback. The findings presented in this report combine both quantitative and qualitative information gathered during the implementation period and provide an overview of participant experiences, learning outcomes, and perceptions of the DICOMI approach.

The results demonstrate the potential of digital comics and storytelling as tools for supporting inclusive education, strengthening digital competences, encouraging empathy, and promoting constructive dialogue among young people from diverse cultural and social backgrounds.

Activity	Participants	Period
Teacher Training	10 Teachers	July–August 2025
Student Implementation	22 Students	September 2025 – January 2026

2. TEACHER TRAINING

2.1. DESCRIPTION OF THE PARTICIPANTS

The teacher training component of the DICOMI programme involved ten (10) participants from Sweden. The participant group consisted primarily of teachers and educators working in formal and non-formal educational settings. Their professional backgrounds included primary and secondary education, youth work, community-based learning, language support, and activities aimed at promoting inclusion and social participation among children and young people.

The participants represented a range of educational experiences and levels of familiarity with digital learning approaches. While some had previous experience using digital tools and interactive resources in their teaching practice, others were interested in expanding their knowledge of digital methodologies and creative approaches that could support student engagement. This diversity contributed positively to the training process, as participants were able to exchange experiences and practical ideas from different educational contexts.

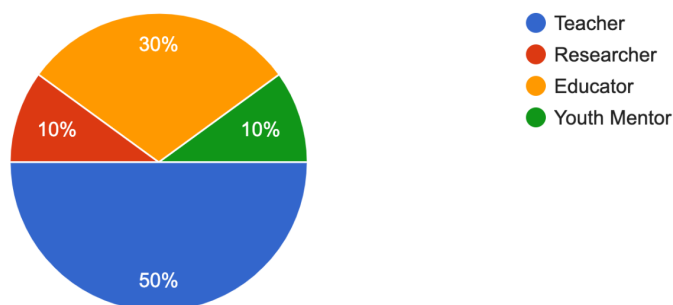


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Please choose your profession

10 responses



A common characteristic among the participants was their interest in inclusive education and their willingness to explore new methods for addressing complex social topics within learning environments. Several participants had experience working with culturally diverse classrooms, multilingual learners, migrant students, or young people requiring additional educational support. This made the DICOMI themes particularly relevant to their professional practice.

The training provided participants with the opportunity to become familiar with the DICOMI platform, explore the ten educational modules, and examine the role of digital comics as learning tools. Through the training process, participants engaged with the project content not only from an educational perspective but also from the standpoint of promoting empathy, social cohesion, intercultural dialogue, and active participation among learners.

The overall level of engagement throughout the training was high. Participants actively explored the learning materials, shared reflections based on their own professional experiences, and discussed practical ways in which the DICOMI resources could be adapted to different learning environments. The training sessions benefited from a collaborative atmosphere in which participants were encouraged to exchange ideas and consider how digital storytelling could complement existing educational approaches. They also mentioned that DICOMI program was in line with its objectives

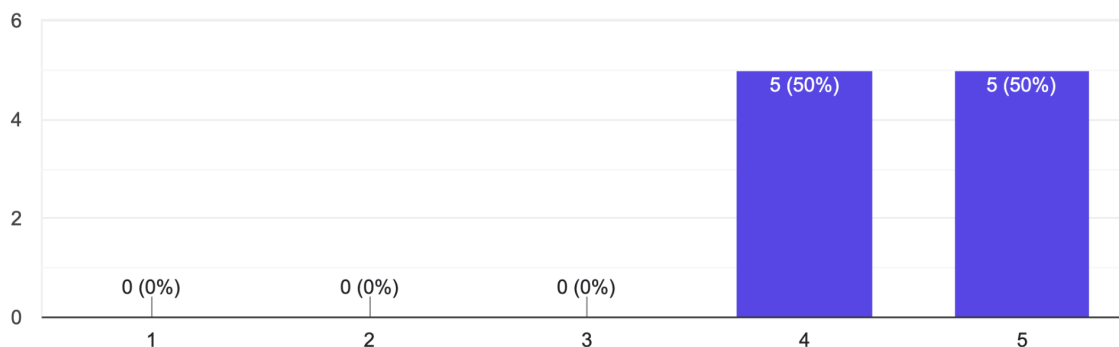


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2.Digital Comics of Migration Learning Program seems coherent in its objectives.

10 responses



Participant Profile Overview

Category	Number of Participants
Teachers	5
Educators	4
Youth Mentor	1
Total Participants	10

Areas of Professional Experience Represented

- Primary education
- Secondary education
- Non-formal education
- Youth work
- Language support and multilingual learning
- Inclusive education
- Community-based learning
- Student engagement and participation
- Digital learning and educational technology



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The diversity of experiences represented within the participant group provided a strong foundation for the successful implementation of the DICOMI learning programme and contributed to the quality of discussions throughout the training process.

2.2. TRAINING EFFECT ON DIGITAL SKILLS

One of the primary objectives of the DICOMI teacher training programme was to strengthen participants' confidence in using digital resources to support learning and classroom engagement. Through the training, teachers were introduced to the DICOMI online platform, digital comics, interactive learning materials, and methods for integrating digital storytelling into educational practice.

Feedback collected during and after the training indicated that participants viewed the platform as accessible and easy to navigate. Most teachers reported that the training helped them better understand how digital resources can be used to support active learning, encourage student participation, and address social topics through creative educational approaches. The combination of visual storytelling and digital learning activities was considered particularly useful for engaging learners with different learning preferences and backgrounds.

Participants also highlighted the practical nature of the training. Rather than focusing solely on technical aspects, the programme demonstrated how digital tools can be integrated into everyday teaching practice. Teachers appreciated the opportunity to explore the modules from a learner's perspective before considering how they could adapt the materials to their own educational settings.

The training contributed to increased confidence in using digital content to facilitate discussions, support collaborative learning, and encourage student creativity. Several participants noted that the programme introduced new ideas for combining technology with learner-centred approaches, particularly when addressing topics related to migration, identity, inclusion, and cultural diversity.

Evaluation results showed a highly positive response to the digital aspects of the programme. Participants rated the platform, learning materials, and overall user experience very positively. Teachers particularly valued the structured design of the modules, the visual quality of the comics, and the accessibility of the resources provided through the platform.

While the overall response was positive, participants also recognised the importance of ongoing professional development in digital education. Some teachers highlighted that differences in digital



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confidence among educators remain a challenge and emphasised the need for continued opportunities to explore innovative digital teaching methods and resources.

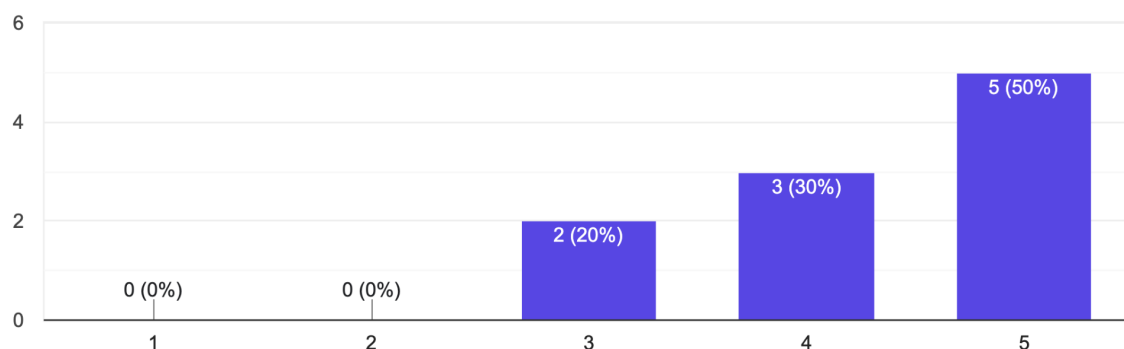
Overall, the training successfully supported the development of digital competences among participants and demonstrated how digital storytelling can be used as an effective educational tool within both formal and non-formal learning environments.

Key Observations from Teacher Feedback

- Increased confidence in using digital learning resources.
- Positive experiences navigating the DICOMI platform.
- Greater awareness of digital storytelling as a teaching method.
- Improved understanding of how digital tools can support inclusion and engagement.
- Strong interest in applying the platform and modules in future educational activities.
- Recognition of the need for continuous digital skills development among educators.

7. I find the online platform is easy to use.

10 responses



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Summary of Digital Skills Outcomes

Area	Observation
Platform Use	Teachers reported positive user experiences
Digital Storytelling	Increased understanding of educational applications

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Classroom Integration	Greater confidence in applying digital resources
Student Engagement	Recognition of the potential for interactive learning
Future Use	Strong intention to continue using similar tools

2.3. TEACHERS' REACTION TO COMICS IN EDUCATION

The digital comics were one of the most positively received elements of the DICOMI programme. Throughout the training, teachers expressed strong appreciation for the way complex topics such as migration, displacement, identity, belonging, discrimination, and social inclusion were presented through visual storytelling. Participants noted that the comic format made these themes more approachable and easier to discuss with learners of different ages and backgrounds.

Teachers highlighted that the comics offered an alternative to traditional text-based learning materials by combining images, narratives, and real-life situations. This approach was viewed as particularly beneficial for students who may struggle with lengthy written content, have different learning preferences, or are still developing language skills. Participants observed that visual storytelling has the potential to increase engagement while supporting understanding of social and emotional topics.

The training discussions revealed that many teachers saw the comics as practical classroom resources that could be integrated into a variety of subjects, including language learning, social studies, citizenship education, ethics, and intercultural education. Participants appreciated that the stories encouraged reflection rather than providing simple answers, allowing students to explore different perspectives and engage in meaningful discussions.

Teachers also responded positively to the quality and design of the comics. The visual presentation, structure of the narratives, and relevance of the migration-related themes were frequently mentioned as strengths of the programme. Participants felt that the stories reflected situations that many young people can relate to directly or indirectly, making the learning experience more authentic and impactful.

Another recurring observation was the ability of comics to create a safe starting point for discussing sensitive issues. Teachers noted that students are often more comfortable expressing opinions and



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emotions when conversations are linked to fictional characters and stories rather than personal experiences. This can help educators introduce difficult topics in a constructive and supportive manner.

At the same time, participants emphasised that comics should be used as part of a broader learning process rather than as standalone materials. Teachers highlighted the importance of guided discussions, reflection exercises, and complementary activities that help learners connect the stories to wider social, cultural, and educational themes.

The teacher's feedback demonstrated strong support for the use of comics in education. Participants viewed the DICOMI comics as engaging, relevant, and adaptable resources that can support both academic learning and social development. Many expressed interest in continuing to use similar visual storytelling approaches within their future educational practice.

Main Themes Emerging from Teacher Feedback

- Comics increase student interest and participation.
- Visual storytelling makes complex topics easier to understand.
- The format supports learners with different abilities and learning styles.
- Migration-related themes were considered relevant and timely.
- Comics can facilitate discussions on sensitive social issues.
- The resources can be adapted across different subjects and educational settings.
- Teachers expressed interest in using similar approaches in future learning activities.

Perceived Benefits of Comics in Education

Benefit Identified by Teachers	Educational Value
Visual learning	Supports understanding and retention
Storytelling	Encourages reflection and discussion
Accessibility	Engages learners with diverse needs

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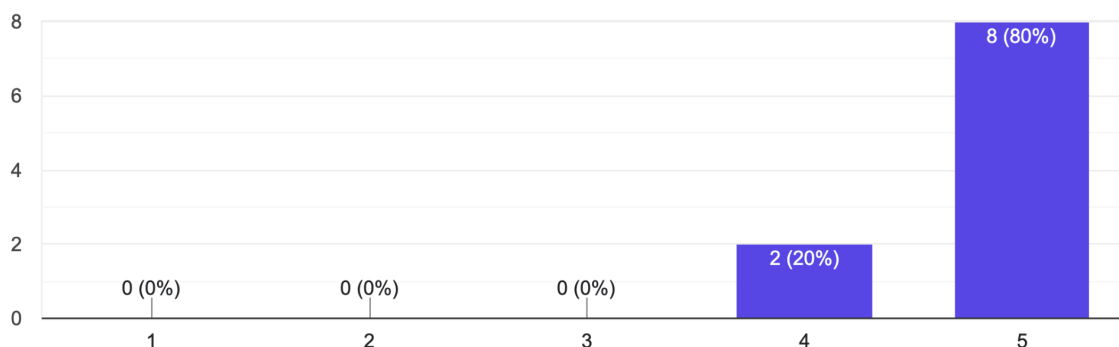
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Real-life themes	Increases relevance and connection
Creativity	Promotes active participation

4.I believe students will like the comics in the modules.

10 responses



2.4. TEACHERS' PERSPECTOIVES/REACTIONS ON MIGRATION AND EDUCATION

The DICOMI programme provided teachers with an opportunity to reflect on the educational and social dimensions of migration and to consider how schools can better support learners from diverse backgrounds. Through the modules and accompanying discussions, participants explored different aspects of migration experiences, including displacement, adaptation, identity, belonging, language barriers, and social inclusion.

Many teachers noted that migration is often discussed from a policy or societal perspective, while less attention is given to the everyday experiences of children and young people. The programme helped participants examine migration through the eyes of learners and encouraged reflection on the emotional, social, and educational challenges that migrant students may encounter during their integration process.

Participants highlighted the importance of creating learning environments where all students feel respected, valued, and represented. Teachers recognised that inclusion extends beyond academic support and involves fostering a sense of belonging, encouraging participation, and creating opportunities for meaningful interaction between students from different cultural and linguistic backgrounds.



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The discussions also reinforced the role of educators in promoting empathy, mutual understanding, and respect for diversity. Teachers emphasised that schools are often one of the first places where young people encounter different cultures and perspectives daily. As a result, educational settings play a significant role in shaping attitudes towards diversity and social cohesion.

Several participants reflected on the challenges that educators may face when supporting migrant learners, particularly in relation to language differences, varying educational backgrounds, and the social and emotional impact of migration experiences. At the same time, teachers stressed that diversity should be viewed as a strength that enriches learning environments and creates opportunities for intercultural learning for all students.

The programme also encouraged participants to consider the importance of discussing migration in a balanced and age-appropriate manner. Teachers appreciated that the modules presented migration as a complex human experience rather than focusing solely on difficulties or challenges. This approach helped stimulate thoughtful discussions while promoting understanding and respect among learners.

Overall, participants viewed the DICOMI programme as a valuable resource for supporting inclusive education and strengthening awareness of migration-related issues within educational settings. Teachers reported that the programme encouraged reflection on their own practices and provided useful examples of how topics related to migration, diversity, and inclusion can be approached constructively and engagingly.

Key Reflections from Teachers

- Schools play an important role in fostering inclusion and belonging.
- Migration should be discussed through human experiences and personal stories.
- Diversity enriches learning environments and creates opportunities for mutual learning.
- Teachers require practical resources to facilitate discussions on migration and identity.
- Empathy and intercultural understanding are essential skills for all learners.
- Inclusive education benefits both migrant and local students.
- Educational materials should reflect the diversity of contemporary societies.

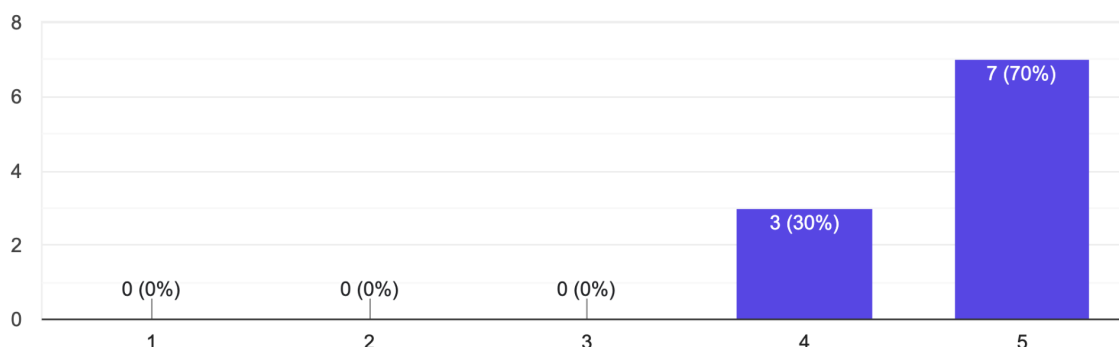


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11. I think DICOMI modules are efficient in explaining the difficulties of migration (I think DICOMI modules effectively explain the challenges of migration.)

10 responses



Main Educational Themes Identified by Teachers

Theme	Observation
Inclusion	Importance of creating a sense of belonging
Diversity	Viewed as a positive learning resource
Empathy	Essential for social cohesion
Representation	Students benefit from seeing diverse experiences reflected in learning materials
Intercultural Dialogue	Supports mutual understanding and respect

3. ANALYSIS OF STUDENT IMPLEMENTATION

3.1. DESCRIPTION OF THE PARTICIPANTS

3. ANALYSIS OF STUDENT IMPLEMENTATION

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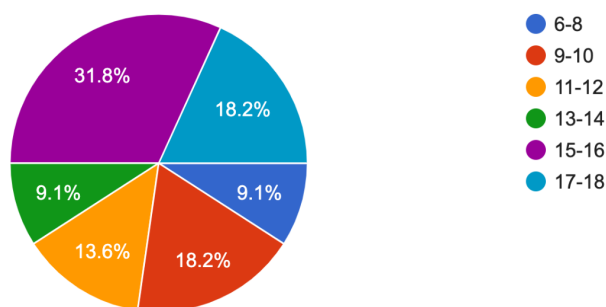
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The student implementation phase of the DICOMI programme involved twenty two (22) participants aged between 6 and 18 years. The implementation was carried out in Sweden using all ten modules of the Digital Comics of Migration Learning Programme. The participant group reflected the diversity of contemporary educational environments and included both local and migrant learners, with students from migrant backgrounds representing the majority of participants.

Please choose your age

22 responses



The implementation brought together learners with different cultural, linguistic, and educational experiences. This diversity contributed positively to the learning process and created opportunities for meaningful discussions on migration, identity, belonging, inclusion, and intercultural understanding. The mixed composition of the group also supported peer learning, allowing students to exchange perspectives and learn from one another's experiences.

Throughout the implementation, students engaged with the digital comics, completed individual and group activities, participated in guided discussions, and reflected on the themes presented in each module. The learning activities encouraged active participation and provided students with opportunities to express their views in a supportive and respectful environment.

The visual storytelling approach proved particularly effective in engaging students with varying levels of language proficiency and learning preferences. The combination of images, narratives, and interactive activities helped create an inclusive learning experience that enabled students to participate regardless of their previous knowledge of migration-related topics.

Participation levels remained consistently high throughout the implementation period. Students demonstrated curiosity about the stories presented in the comics and actively contributed to classroom discussions, reflection exercises, and collaborative activities. Many learners were able to



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relate the themes explored in the modules to situations they had observed in their communities, schools, or personal experiences.

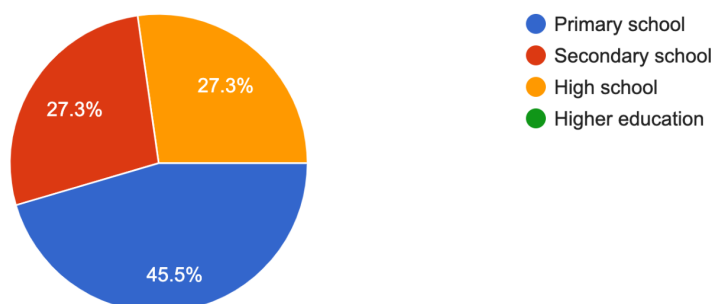
The implementation also provided opportunities for students to develop communication, critical thinking, and social skills while exploring issues related to migration and diversity. The learning environment encouraged respectful dialogue and supported the exchange of different viewpoints, contributing to a positive and inclusive group dynamic.

Participant Profile Overview

Category	Number of Participants
Students (6–18 years)	22
Local Students	A minority of participants
Students with Migrant Backgrounds	The majority of participants
Total Participants	22

Please choose level of education

22 responses



Main Characteristics of the Participant Group

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- Mixed cultural and linguistic backgrounds.
- Representation of both local and migrant learners.
- Diverse educational and social experiences.
- Different levels of familiarity with digital learning tools.
- Strong interest in interactive and visual learning activities.
- Active participation in discussions and collaborative exercises.

The diversity of the participant group contributed significantly to the implementation process and enriched the learning experience by allowing students to engage with a wide range of perspectives related to migration, inclusion, and social cohesion.

3.2. DIGITAL SKILLS

The DICOMI programme provided students with opportunities to engage with digital learning resources in a structured and meaningful way. Through the use of the DICOMI platform, digital comics, and interactive learning activities, students were exposed to educational content that combined technology, storytelling, and active participation.

Throughout the implementation, students demonstrated a high level of interest in the digital components of the programme. The visual format of the comics and the accessibility of the digital materials contributed positively to learner engagement and encouraged active participation in the learning process. Many students appeared comfortable navigating the content and interacting with the digital resources provided during the sessions.

Evaluation results indicated that students responded positively to learning through digital comics. Participants reported that the combination of images, stories, and interactive activities made the learning experience more enjoyable and easier to follow. The digital format also helped maintain attention and encouraged students to engage more actively with the topics explored throughout the modules.

The implementation supported the development of several digital competences, including the ability to access digital content, interpret information presented through multimedia formats, participate in digital learning activities, and communicate ideas through discussion and reflection. Students were encouraged to explore the materials independently while also collaborating with their peers during group activities.



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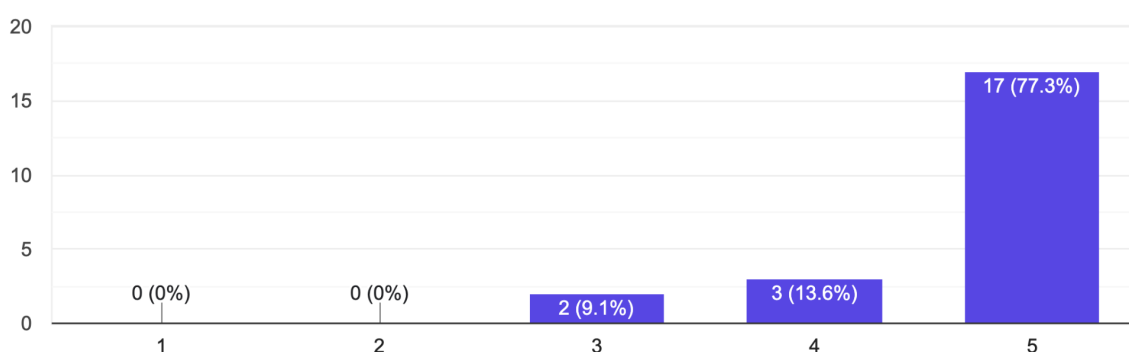
An additional benefit observed during the implementation was the ability of digital storytelling to accommodate different learning styles. Students with varying levels of language proficiency were able to engage with the visual narratives and participate in discussions, demonstrating that digital comics can provide an accessible learning pathway for diverse learner groups.

While most participants were already familiar with digital technologies in their daily lives, the programme demonstrated how digital tools can be used not only for entertainment but also for learning, reflection, and social awareness. This helped broaden students' understanding of the educational potential of digital resources.

Overall, the implementation showed that digital storytelling can be an effective approach for supporting student engagement, encouraging active learning, and strengthening digital competences in inclusive educational settings.

Digital Comics of Migration Learning Program is coherent in its design.

22 responses



Key Findings Related to Digital Skills

- Students responded positively to learning through digital comics and visual storytelling.
- Digital resources increased engagement and participation during activities.
- Students demonstrated confidence when interacting with digital learning materials.
- The visual format supported learners with different language abilities and learning preferences.
- The programme promoted the educational use of digital technologies.
- Students showed interest in exploring similar digital learning approaches in the future.

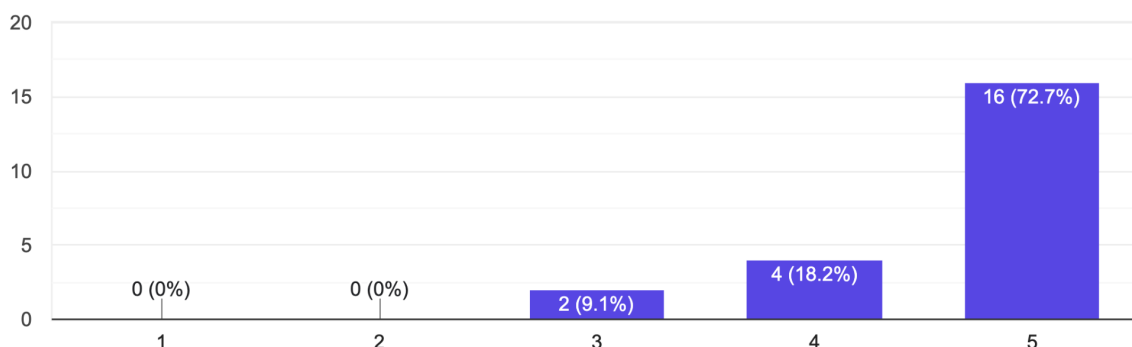


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I will use the online platform in the future.

22 responses



Digital Skills Outcomes

Area	Observation
Digital Engagement	High participation in digital activities
Content Navigation	Students were able to access and follow materials effectively
Visual Literacy	Strong engagement with visual storytelling
Collaboration	Active participation in group discussions and activities
Educational Use of Technology	Increased awareness of technology as a learning tool

3.3. STUDENTS' REACTION TO COMICS IN EDUCATION

The digital comics were one of the most engaging aspects of the DICOMI learning programme for students. Throughout the implementation, learners showed strong interest in the visual stories and actively participated in discussions related to the characters, situations, and themes presented in the modules. The comic format helped create a learning environment that was both interactive and accessible to students with different learning needs and language backgrounds.

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Students responded positively to the combination of images and storytelling. Many participants found the comics easier to understand than traditional text-heavy materials, and the visual narratives helped them follow the stories and connect with the experiences being presented. The format encouraged curiosity and motivated students to participate more confidently in classroom discussions and group activities.

The themes explored in the comics, including migration journeys, friendship, belonging, language challenges, identity, and diversity, resonated strongly with the participant group. Students from migrant backgrounds were able to relate to several of the experiences portrayed in the stories, while local students gained new perspectives on the challenges and emotions connected to migration and adaptation. This created opportunities for meaningful dialogue and mutual understanding within the group.

Evaluation results showed that students particularly appreciated the visual quality of the comics and the way learning was connected to stories and characters. Many students reported that the comics made the lessons more interesting and enjoyable, and that they would like to learn through similar creative methods in the future. The activities linked to the comics also encouraged collaboration, reflection, and creative expression among participants.

Teachers and facilitators observed that students were more willing to express their thoughts and ask questions when discussions were connected to the comic stories. The fictional characters provided a comfortable starting point for conversations about sensitive topics, allowing students to discuss emotions, experiences, and social issues in a respectful and supportive setting.

Overall, the student response confirmed that comics can be an effective educational tool for promoting engagement, understanding, and participation in diverse learning environments. The DICOMI comics successfully combined creativity and educational content, making complex social topics more approachable for young learners.

Key Observations from Student Feedback

- Students found the comics visually attractive and easy to follow.
- The stories increased interest and participation during lessons.
- Learners connected emotionally with the characters and situations presented.
- Both migrant and local students engaged in discussions about migration and inclusion.
- Students appreciated learning through a creative and interactive format.
- The comics encouraged reflection, discussion, and peer interaction.



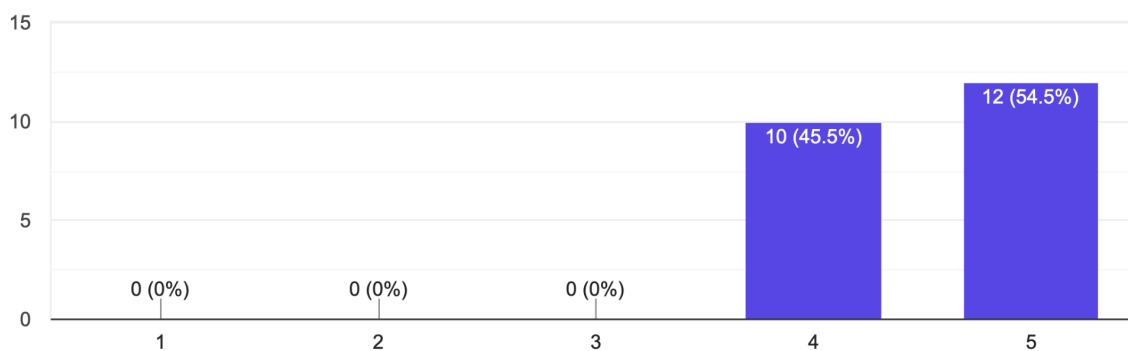
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- Many participants expressed interest in using similar learning methods again.

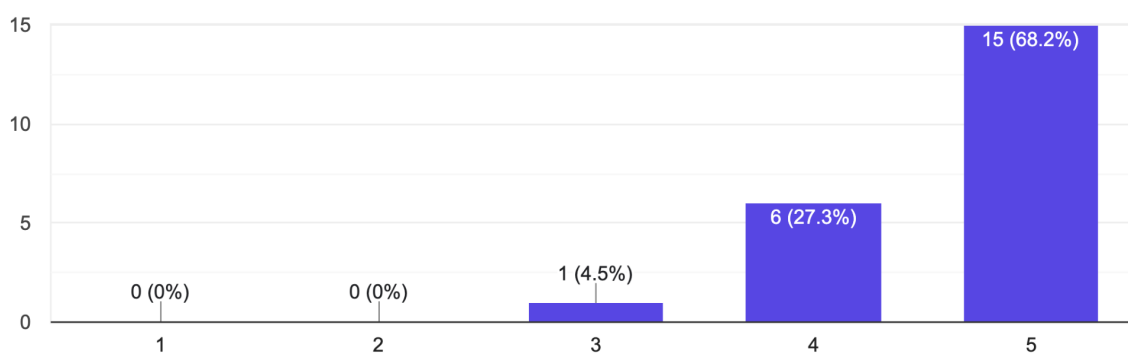
I liked the comics.

22 responses



I will read the comics later in my life.

22 responses



Main Student Reactions to the Comics

Theme	Student Response
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Visual storytelling	Helped students understand and follow the stories easily
Engagement	Increased participation and interest during sessions
Relatability	Students connected with characters and migration experiences
Discussion	Encouraged open and respectful conversations
Creativity	Made learning more interactive and enjoyable

3.4. EMPATHY AND SOCIAL SKILLS FOR MIGRATION (STUDENTS)

One of the key objectives of the DICOMI learning programme was to encourage students to develop a deeper understanding of migration experiences and to strengthen empathy towards people from different backgrounds. Through the ten modules and accompanying discussions, students were exposed to stories that explored themes such as displacement, belonging, friendship, identity, adaptation, diversity, and social inclusion.

Observations throughout the implementation indicated that students engaged thoughtfully with the migration-related themes presented in the comics. The stories encouraged learners to consider situations from different perspectives and reflect on the challenges that individuals and families may face before, during, and after migration. This created opportunities for meaningful discussions about fairness, respect, inclusion, and mutual support.

Evaluation results showed that many students became more aware of the experiences of migrant children and the importance of creating welcoming and inclusive environments. Participants demonstrated a positive attitude towards diversity and expressed support for helping newcomers feel



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accepted within schools and communities. Discussions frequently highlighted the importance of friendship, kindness, and equal opportunities regardless of cultural or linguistic background.

The programme also supported the development of communication and social interaction skills. Through group activities, reflection exercises, and guided conversations, students learned to listen to different viewpoints, express their own opinions respectfully, and engage constructively with sensitive topics. The mixed composition of the participant group further enriched these exchanges by bringing together learners with varied experiences and perspectives.

An important observation was that the programme encouraged students to move beyond stereotypes and simplistic assumptions about migration. Rather than focusing solely on challenges, the modules presented migration as a human experience involving resilience, adaptation, learning, and community support. This balanced approach helped students develop a more nuanced understanding of the topic.

Teachers and facilitators observed increased openness during discussions as the implementation progressed. Students became more comfortable sharing ideas, asking questions, and reflecting on social issues. The stories provided a neutral starting point that helped learners discuss sensitive topics respectfully and constructively.

Overall, the implementation contributed positively to students' empathy, intercultural awareness, and social understanding. The findings suggest that digital storytelling can be an effective tool for supporting inclusive attitudes, encouraging dialogue, and strengthening social cohesion among young learners from diverse backgrounds.

Key Outcomes Related to Empathy and Social Skills

- Increased awareness of migration experiences and challenges.
- Greater appreciation of diversity and inclusion.
- Positive attitudes towards welcoming and supporting newcomers.
- Improved ability to consider different perspectives.
- Enhanced communication and respectful discussion skills.
- Increased reflection on friendship, belonging, and social responsibility.
- Stronger understanding of the importance of empathy in everyday interactions.

Suggested Visuals

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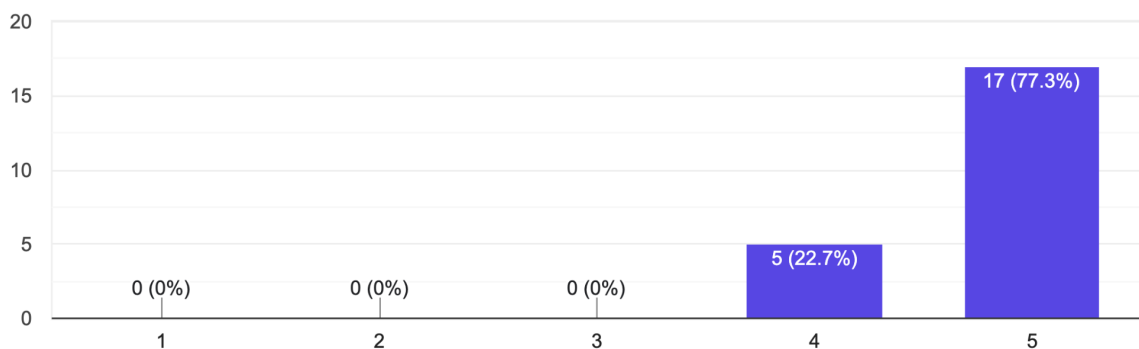
Figure 12. Student Attitudes Towards Migration and Inclusion

Bar chart showing average responses to statements such as:

- I understand migration better after participating in the programme.
- I believe migrant students should feel welcome at school.
- The programme helped me understand different experiences and perspectives.
- The comics made me think about the feelings of other people.

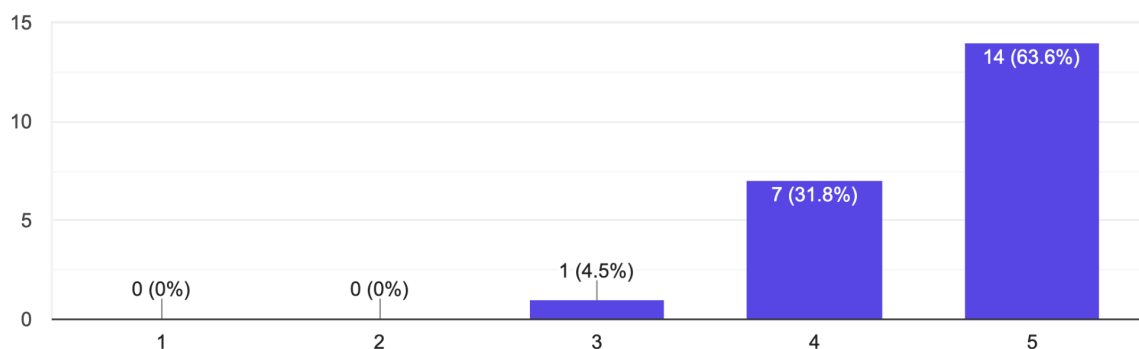
We should make immigrants feel welcome.

22 responses



My awareness about migration has increased after this program.

22 responses



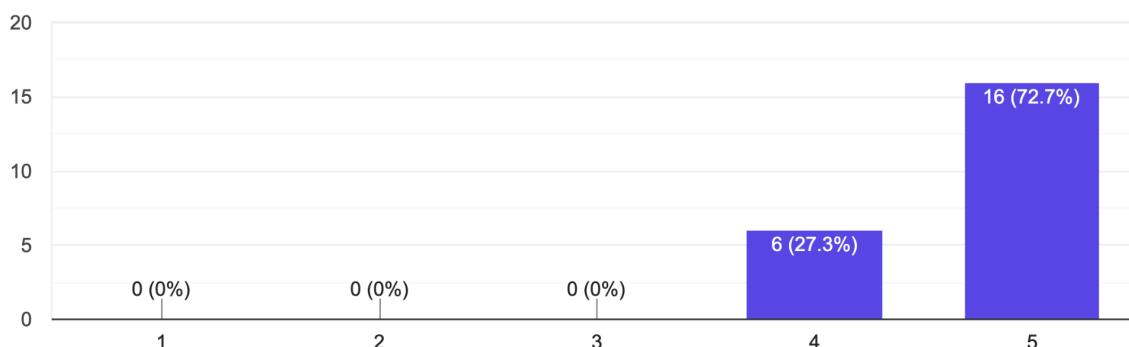


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I think we should help immigrants.

22 responses



Social and Emotional Learning Outcomes

Outcome Area	Observation
Empathy	Greater understanding of others' experiences
Inclusion	Positive attitudes towards diversity and belonging
Perspective-Taking	Increased ability to consider different viewpoints
Communication	More confident participation in discussions
Social Cohesion	Improved appreciation of mutual respect and cooperation

4. CONCLUSION

The implementation of the DICOMI in Sweden successfully brought together teachers, educators, and students in a learning process that combined digital storytelling, inclusive education, and intercultural learning. Through the teacher training activities and the subsequent implementation of all ten DICOMI modules, participants were introduced to innovative educational approaches designed to address contemporary social issues in an engaging and accessible manner.

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The teacher training component provided educators with practical knowledge, resources, and confidence to use digital comics and storytelling within their educational practice. Participants responded positively to the DICOMI platform and recognised the potential of visual narratives to support learner engagement, encourage discussion, and facilitate the exploration of complex topics such as migration, identity, belonging, and diversity. The training also highlighted the value of combining digital tools with learner-centred methodologies that promote participation and reflection.

The student implementation demonstrated that digital comics can serve as effective educational resources for learners from diverse cultural and linguistic backgrounds. Students actively engaged with the stories, participated in discussions, and reflected on the experiences presented throughout the modules. The visual and interactive nature of the learning materials contributed to high levels of participation and supported understanding of topics that may otherwise be difficult to address through conventional teaching methods.

Beyond the development of digital competences, the programme contributed to broader educational and social outcomes. Students were encouraged to consider different perspectives, discuss migration-related experiences, and reflect on the importance of inclusion, empathy, and mutual respect. The mixed composition of the participant group created valuable opportunities for intercultural dialogue and peer learning, reinforcing the programme's objective of promoting social cohesion and understanding among young people.

Feedback collected from both teachers and students indicates that the DICOMI approach is relevant, engaging, and adaptable to different educational contexts. Participants valued the combination of storytelling, visual learning, and digital resources, and many expressed interest in applying similar approaches in future learning activities. The findings suggest that digital comics can play a meaningful role in supporting inclusive education while also contributing to the development of digital, social, and intercultural competences.

While the implementation was highly successful, it also highlighted the importance of continued investment in innovative educational methods, teacher capacity building, and accessible digital learning resources. Sustaining these efforts will be essential for ensuring that learners from all backgrounds have opportunities to participate fully in inclusive and supportive educational environments.