



MYTHS & TRUTHS

Methodological handbook for professionals and organisations working with migrants

Erasmus+ Project KA210-ADU

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Arbeitsgemeinschaft Europäischer Familien (Germany)

We do not intend to tell people whether or not they should migrate. Our aim is to enable them to make informed decisions, better understand the reality they will face, and develop a more conscious, autonomous and realistic migration plan.

Approach of the handbook

This handbook is based on a core conviction: integration depends not only on the efforts of the host society, nor solely on the initiative of migrants, but on the interaction between these two spheres. For this reason, the aim of this guide is not to tell anyone whether or not they should migrate, but to help ensure that migration decisions are more informed, realistic and conscious, and that the reception process results in fairer, more humane and more effective support mechanisms.

The methodology draws inspiration from Paulo Freire and adult learning. It is based on the idea that the migration experience also generates knowledge, and that sharing it, analysing it and putting what has been learnt into practice can bring about change.

The methodological guide and the Toolbox are complementary resources. The guide sets out the foundations, the principles of the intervention and the pedagogical rationale behind each phase. The Toolbox brings together the activities, fact sheets and practical materials developed and validated during the project. Throughout the guide, references are made to the relevant pages in the Toolbox and the quick reference sheets available in the digital repository.

Official repository of materials: <https://mythsandtruths.eu/materiales/>

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The guide includes direct references to the Toolbox pages and the quick reference sheets available in the digital repository.

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PART I The project

Chapter 1

What is Myths & Truths?

Myths & Truths is a European adult education project, part of the Erasmus+ KA210-ADU programme, which addresses the social inclusion of migrants, asylum seekers and refugees in the European Union through a training-based, participatory and preventative approach. The starting point is simple: to challenge the misinformation, stereotypes and unrealistic expectations that can accompany migration processes, in order to gain a clearer understanding of the reality of integration through more accurate information and a critical perspective.

As well as providing information, the project creates learning spaces where participants can reflect on their own migration journey, discuss the myths and realities they encounter, gain autonomy and develop personal, intercultural and civic skills that are useful for their integration process.

1.1 The origins of the project

- *How it came about.*

Myths & Truths arose from a situation that partner organisations frequently encounter in their work with migrant communities. Many people begin or continue their migration journey with insufficient information and expectations based on partial, idealised or erroneous accounts. In some cases, they arrive without having been able to plan their integration process adequately, or with information that does not correspond to reality and with few resources to cope with the adjustment.

From this perspective, the project was conceived with a preventative approach: to act before misinformation cements fragile migration pathways, by facilitating processes of guidance, reflection and support that help people make more informed and realistic decisions.

- Identified needs.

The needs identified span various areas. One of these is the lack of reliable information on rights, duties, values, administrative procedures and basic resources in host countries. We also encounter socio-cultural barriers, culture shock, isolation and a lack of support networks – situations that can increase the vulnerability of new arrivals.

Added to these difficulties are those relating to access to housing, employment, education, healthcare, psychological support and legal advice, alongside what is still limited civic participation on the part of the foreign population. Not all of these difficulties are down to the individual. Many have a structural component and require coordination between professionals, services and organisations.

- Partners.

The project is being carried out through the collaboration of two organisations with complementary areas of expertise. The San Ricardo Pampuri Association, based in Spain, brings its track record in comprehensive social intervention, reception, training, employability, guidance and psychosocial support for migrants and people facing social exclusion. The Spanish Academy of Training / Spanische Weiterbildungsakademie e.V.

contributes its expertise in dialogical and participatory methodologies, work with migrant communities, training of multipliers and digital tools applied to adult education.

The combination of these two experiences makes it possible to bring together direct social intervention work with educational tools that can be used and adapted in other contexts.

- European context.

Myths & Truths is set against a European backdrop characterised by rising migration flows, an increase in applications for international protection, and the persistence of poverty and social exclusion amongst people of foreign origin in the European Union. The proposal is aligned with European priorities regarding inclusion, diversity, common values, active citizenship and the integration of migrants and refugees.

The project addresses a need evident in various Member States: to improve integration processes through preventive and participatory approaches, involving migrants, host communities and the professionals who support them. The collaboration between Spain and Germany also enables the methodology to be tested and tools to be developed that can be adapted to other European contexts.

1.2 The problem we aim to address

Migrants make many of their decisions based on information from family members, social media, communities of origin or isolated experiences of other migrants. Whilst this information may be useful and well-intentioned, it is often biased, out of date or lacking in context, and does not always reflect the legal, social and labour market realities of the host country. As a result, expectations are created that may not match the actual conditions of integration, increasing the risk of frustration, disorientation and social exclusion.

Furthermore, a lack of access to accurate and structured information before and during the migration process makes it difficult to plan the migration journey realistically. Many people arrive without sufficient knowledge of their rights and responsibilities, the resources available, possible training and employment pathways, or the cultural and social dynamics of their new environment. This can delay their independence, weaken their position in the integration process and reinforce their reliance on informal networks which, at times, perpetuate myths and stereotypes.

The project was set up to create safe and reflective spaces where these expectations can be analysed collectively, compared with real-life experiences and supplemented with rigorous and up-to-date information. Through training activities, participatory exercises and accessible materials, the aim is to foster a more realistic understanding of the migration process, strengthen personal planning skills and promote a more autonomous, informed and sustainable integration into the host society.

The project's objectives are focused on several areas of work. We aim to ensure that people have access to reliable and contextualised information, are better able to anticipate the different stages of their migration process, and have more resources to make their own decisions.

1.3 Objectives

The project aims to transform the way in which migrants access information and shape their migration plans. It is not merely a matter of providing data, but of creating the conditions for people to make more informed, realistic and responsible decisions regarding their integration process.

Firstly, the aim is to encourage informed decisions by facilitating access to accurate, up-to-date and contextualised information on rights, responsibilities, resources, opportunities and real challenges in the host

country. This helps to reduce uncertainty and prevent decisions based on myths, rumours or isolated experiences.

Secondly, the aim is to promote more realistic migration planning, helping people to anticipate stages, needs and obstacles, and to develop pathways consistent with their abilities, resources and circumstances. This helps to reduce frustration and increase their sense of control over the process itself.

The project also seeks to foster critical thinking regarding the information circulating on social media, within communities and in informal settings. Through collective reflection exercises, participants are encouraged to question oversimplified narratives, cross-check sources and construct their own interpretations based on real and diverse experiences.

Another key objective is to foster learning communities amongst migrants, where they can share experiences, concerns, strategies and lessons learnt. These spaces promote cohesion, mutual support and the collective construction of knowledge, reinforcing a sense of belonging and the capacity for joint action.

The project also aims to ensure that materials are created with the participation of migrants themselves and reflect their voices, experiences and perspectives. These resources serve as training tools and, at the same time, offer other migrants relatable examples of situations they may encounter during their journey.

Finally, the aim is to improve the skills of professionals, volunteers and community workers who work with migrant populations, strengthening their ability to identify needs, facilitate reflection and support integration more effectively. Within this framework, the project also seeks to identify and train 'multipliers' within the migrant communities themselves, who are capable of transferring what they have learnt to their own environments and extending the project's impact beyond the direct participants.

PART II Our methodology

The Myths & Truths methodology is based on dialogue and participation. It is inspired by Paulo Freire's critical pedagogy and by learning communities. During the sessions, migrants do not play a passive role: they contribute their experiences, cross-check information, ask questions and participate in the development of resources that may later be useful to other people and communities.

The principles of the Myths & Truths methodology

The Myths & Truths methodology is based on a dialogical, participatory and emancipatory conception of learning, inspired by Paulo Freire's critical pedagogy and the learning communities approach. The intervention is conceived not as a process of one-way transmission of content, but as a space for the co-construction of knowledge, where migrants are active participants, capable of analysing their reality, questioning dominant narratives and generating transformative resources for themselves and their communities.

The eight principles that guide this methodological approach are set out below.

1. The individual is at the centre: we do not teach, we accompany

This principle aligns with Freire's conception of education as a practice of freedom, in which the learner is not an empty vessel to be filled, but a historical agent capable of interpreting the world and transforming their reality. Rather than adopting a role as a transmitter of knowledge, the facilitation team takes on a supporting role, creating the conditions for each person to explore their own experiences, identify their needs and chart their own paths to integration.

This principle encapsulates a fundamental idea of Freire's pedagogy: the person participating in an educational process is not a vessel into which content must be poured. They arrive with a history, knowledge and the capacity to interpret their own reality. For this reason, the facilitation team accompanies the process and creates the conditions for each person to reflect on their experiences, identify their needs and progress along their path to integration.

2. Experience is knowledge: the migration experience has educational value

Migration is in itself an intense learning process, fraught with challenges, decisions, losses and opportunities. The Myths & Truths methodology is based on the premise that this experience has incalculable educational value and must be recognised as a legitimate source of knowledge. Rather than starting from abstract theories or external models, it draws on people's real-life stories, their life journeys, their expectations, their achievements and their difficulties.

This approach enables the content to be linked to the participants' everyday lives, makes learning meaningful and validates the diversity of experiences within the group. Furthermore, it helps to dismantle the notion that valid knowledge comes solely from institutional or academic sources, and recognises popular and experiential knowledge as the basis for collective reflection.

3. Peer learning: many answers emerge from within the group itself.

Dialogue enables people to share experiences, compare viewpoints and seek solutions together. In practice, the group functions as a learning community in which each person can contribute something whilst also learning from others.

This horizontal learning fosters cohesion, reduces isolation and creates informal support networks that can endure beyond the formal intervention. Furthermore, it enables people to recognise one another as mutual resources, capable of guiding, advising and supporting one another in their integration processes.

4. Critical reflection: We do not correct myths; we create spaces where they can be questioned.

Following Freire's pedagogy of questioning, the aim is not to impose a 'correct truth' in the face of myths, but to create conditions in which people can critically analyse the information circulating in their environments. Through guided reflection exercises, participants are invited to identify the sources of that information, compare it with real-life experiences and assess its usefulness or accuracy.

This approach avoids direct confrontation or dismissal—which often generate resistance—and instead fosters a process of autonomous awareness-raising. Critical reflection thus becomes a tool for empowerment, enabling people to navigate with greater confidence in environments characterised by high levels of informational uncertainty.

5. Critical reflection: we do not correct myths straight away; we generate questions in order to examine them.

Horizontal dialogue is a central principle of Freirean pedagogy, which rejects the vertical relationship between educator and learner and proposes a relationship of mutual learning. In the Myths & Truths methodology, the professional does not take centre stage during the session, but acts as a facilitator: they ask questions, listen actively, summarise contributions and feed back emerging ideas to the group so that they can explore them further.

This approach democratises the learning space, gives a voice to all participants and fosters a climate of trust and respect. Furthermore, it enables the facilitator to learn from the group, adjust the session in real time and respond more precisely to the needs identified.

6. The aim is not to replace a myth with an answer that the professional presents as the only correct one. Instead, conditions are created so that the group can question the origin of information, cross-check it against their own experiences and reliable sources, and assess to what extent it is useful or reflects reality.

The knowledge generated in the workshop is not the property of the facilitator or the organisation, but of the group that has built it up. This principle reinforces the idea that learning is a collaborative process and that the conclusions, agreements or resources produced are the result of everyone's contribution.

Collective construction also has an important symbolic effect: it validates the group's ability to generate useful and recognisable knowledge, and strengthens the sense of belonging and shared responsibility. Furthermore, it facilitates the transfer of learning to other contexts, as people feel justified in sharing what they have built with their networks.

7. Transformative action

Inspired by Freire's conception of praxis as the union of reflection and action, this methodology does not stop at analysis, but drives the creation of concrete outputs that enable learning to be transferred to the community. Reflections are transformed into videos, podcasts, testimonials, training materials, social media posts or other resources that can circulate beyond the workshop setting.

This productive dimension has several effects: it consolidates learning, gives a voice to participants, generates accessible resources for other migrants, and reinforces the authors' identity as agents of change. Furthermore, it contributes to the project's sustainability, as the materials created can continue to be used and adapted in other contexts.

8. Continuous improvement: Each workshop builds on the previous one.

The methodology is conceived as a living, constantly evolving process. Each activity is systematically evaluated, gathering feedback from participants, facilitators and partners to identify strengths, challenges and

opportunities for improvement. This formative evaluation allows for adjustments to content, dynamics and resources, and ensures that the programme remains relevant and adapted to the changing needs of the groups.

Horizontal dialogue: the professional does not monopolise the session.

In Myths & Truths, the facilitator guides the conversation. They ask questions, listen, organise the contributions and feed back the ideas that emerge to the group so that they can be explored in greater depth. This does not mean setting aside technical knowledge, but rather using it when it helps to clarify, contrast or supplement the group's reflection.

The Myths & Truths methodology is grounded in a theoretical and practical framework that integrates Paulo Freire's critical pedagogy, dialogic learning and the learning communities approach within the field of adult education. This threefold inspiration enables the design of interventions that not only convey information, but also transform relationships, empower participants and generate collective knowledge with social impact. Within the framework of this project, the consistent application of these principles has yielded tangible benefits in terms of inclusion, autonomy, migration planning and the sustainability of outcomes.

Paulo Freire and critical pedagogy

Paulo Freire's work is one of the most influential bodies of thought in the field of popular education and adult education. For Freire, education is not a neutral act, but a political practice that can contribute both to the reproduction of structures of domination and to the liberation of the oppressed (Freire, 1970). In **Pedagogy of the Oppressed**, the author proposes an educational model based on dialogue, consciousness-raising and praxis, the latter understood as the union of reflection and transformative action on reality.

Freire criticises 'banking education', in which the educator deposits content into the learner, and advocates a problematising form of education, in which both learn together through a critical reading of the world (Freire, 1970). In this sense, the educator is not the holder of the truth, but a facilitator who helps participants to identify their own experiences as a source of knowledge and to question the dominant narratives that legitimise inequalities.

In the context of migration, this perspective is particularly relevant. Migrants are often the subject of external discourses that define their place, their needs and their possibilities. Freirean pedagogy, by contrast, invites us to view them as historical subjects capable of interpreting their reality, naming it and transforming it. As Freire (1996) points out, 'teaching is not about transferring knowledge, but about creating the possibilities for its production or construction'. The Myths & Truths methodology embraces this principle by creating spaces where people not only receive information, but also analyse, cross-check and collectively rework it.

Collective construction: conclusions are developed with the group.

What emerges during the workshop is based on the contributions of the participants. Agreements, conclusions and resources are reviewed with the group before being accepted as valid. This way of working recognises the knowledge that exists within the communities themselves and facilitates the sharing of what has been learnt with others afterwards.

Dialogic learning has emerged as a contemporary development of Freirean pedagogy and has established itself as a scientific framework for explaining how people learn more and better through interactions based on egalitarian dialogue (Flecha, 2000; Aubert et al., 2008). This approach is based on seven principles: dialogue n equality, cultural intelligence, transformation, the instrumental dimension, meaning-making, solidarity and equality of differences (Aubert et al., 2008).

Equal dialogue implies that all contributions are valued on the basis of the validity of the arguments, not on the hierarchical position of the speaker. Cultural intelligence recognises that all people possess valuable cognitive

and communicative abilities, regardless of their academic level. Transformation refers to the change that takes place in people and their context as a result of learning. The instrumental dimension emphasises the importance of acquiring life skills. Meaning-making connects learning with personal experiences and projects. Solidarity refers to the building of mutually supportive relationships, whilst equality of differences recognises diversity as a source of enrichment (Flecha, 2000).

In the Myths & Truths methodology, these principles translate into activities where all voices are heard, where knowledge is constructed cooperatively, and where learning is action-oriented: videos, testimonies, materials and messages created by the participants themselves. Dialogic learning also makes it possible to overcome the dichotomy between expert knowledge and grassroots knowledge, and to recognise that migrants possess valuable knowledge about their own experiences, which can be shared and multiplied.

One of the most notable benefits of the project has been the **creation of support networks amongst migrants who previously lacked them**. Through the sessions, participants have built bonds of trust, identified community role models and created informal spaces for exchanging information, guidance and mutual support. These networks have helped to reduce social isolation, increase a sense of belonging and facilitate access to community, employment and training resources.

Adult education and learning communities

Putting learning into practice

The workshop's reflections are translated into concrete outputs that can be taken beyond the classroom: videos, podcasts, testimonials, training materials, social media posts or other formats. The aim is for the shared experiences and lessons learnt to also benefit other migrants and professionals working with them.

Within the context of the Myths & Truths project, learning communities are conceived as informal networks of migrants who share experiences, reflect on myths and realities, and create their own resources to guide others. These communities not only foster individual integration but also strengthen the social fabric, promote cohesion and contribute to a more balanced narrative on migration.

A key benefit of this approach has been the **design of realistic life plans that are consistent with the participants' pathways, resources and contexts**. Through guided reflection and the sharing of experiences, people have been able to identify achievable goals, anticipate obstacles and construct more structured integration pathways. This has helped to reduce the frustration associated with unrealistic expectations and increase the sense of control over their own migration journey.

The project has also led to the **development of a guide to social and labour market integration**, designed on the basis of the needs and resources identified by the participants themselves. This guide is not a generic document, but a contextualised tool that reflects the real barriers encountered in accessing employment, training and services, and which offers practical strategies validated by the participants' own experiences. Its value lies in the fact that it combines institutional information with practical knowledge, making it more useful and accessible to other migrants in similar situations.

Another significant benefit is the **replicability of the materials produced**, which have been designed in a flexible format that can be adapted to various migrant groups and communities. The videos, podcasts, testimonies and training resources can be reused, translated or adapted to other contexts, thereby extending the project's impact beyond the direct participants. This capacity for transfer has been reinforced by the participation of communities from different backgrounds, which has enabled experiences to be compared and the content to be enriched with diverse perspectives.

PART III

Chapter 3: Preparing the intervention

Continuous improvement means reviewing what happens in each workshop and using that information in the next one. Feedback from participants, facilitators and partner organisations is gathered to identify what has worked, what difficulties have arisen and what needs adjusting. The methodology is not intended to be a fixed framework.

The importance of a preliminary assessment in socio-educational interventions with migrants

Any training or community-based intervention aimed at migrants requires, as a prerequisite for quality and relevance, a thorough understanding of the participants' profile. Designing activities without this preliminary assessment carries the risk of offering generic, decontextualised or unhelpful content that does not respond to the group's actual needs or available resources. Within the framework of critical pedagogy and dialogic learning, assessment is not an administrative formality, but an ethical and pedagogical act that recognises the uniqueness of each person and each community (Freire, 1970; Elboj et al., 2002).

Before running a workshop, it is necessary to know:

- **who is taking part:** the composition of the group in terms of age, gender, and family and community roles;
- **where they come from:** country or region of origin, cultural background, mother tongue and identity markers;
- **how long they have been in Europe:** the stage of the migration process they are at (new arrivals, medium- or long-term residents, people in transit);
- **why they decided to migrate:** economic, family, political, security, life plans or other reasons;
- **language:** level of proficiency in the host country's language and in other languages commonly used for communication;
- **educational level:** educational background, qualifications, basic skills and digital skills;
- **administrative situation:** legal status, access to rights, level of regularisation and any institutional barriers;
- **sources of information:** networks from which they obtain information on migration, integration, employment, housing, services, etc.;
- **Before preparing a workshop, it is important to get to know the group well. If activities are designed without this information, it is easy to end up using examples, paces or content that do not meet people's needs. In Myths & Truths, the assessment forms part of the intervention and helps to decide what to work on and how to do so.**

This set of dimensions enables us to understand not only the descriptive characteristics of the group, but also their migration narratives, their resources, their vulnerabilities and their potential. As Freire (1996) points out, 'understanding the learner's context is a prerequisite for a respectful and transformative educational intervention'. In the same vein, dialogic learning emphasises the need to start from the participants' concrete reality so that learning is meaningful and can be translated into action (Aubert et al., 2008).

Assessment tools: profile sheets

As part of the Myths & Truths project, this diagnostic phase has been structured around the **group profile sheets**, developed jointly by the ASRP and the AEF. These sheets are systematic tools for gathering and analysing information, enabling the characterisation of groups prior to designing activities. They include both quantitative and qualitative dimensions and are based on individual interviews, participant observation, referral records and the expertise of the technical teams.

The sheets record, amongst other aspects:

- the **composition of the groups** (gender, age, background, family situation);
- the **socio-cultural context** (level of education, language, religion, support networks);
- the **sources of information** they rely on (family, social networks, organisations, institutions);
- **migration expectations** (employment, education, family reunification, return, etc.);
- the **priority needs** identified (housing, employment, training, health, legal support, etc.).

This tool enables workshops to be tailored to the specific circumstances of each group, allows for the selection of relevant examples and case studies, facilitates the adaptation of language and pace, and helps anticipate potential barriers to understanding or participation. Furthermore, it facilitates the identification of potential multipliers within the group, as well as the identification of the need for more intensive support for certain individuals.

From methodology to practice

Related activity: Initial interview and profiles of migrant groups

Reference: [Myths & Truths Toolbox, pages 5–21](#)

Methodological application: It enables an understanding of participants' backgrounds, expectations, barriers, personal resources and socio-cultural characteristics before selecting or adapting activities.

Practical resource: [Download the 'Initial interview and assessment' quick reference sheet](#)

The use of profile sheets also has methodological value: it turns the assessment into a continuous process rather than a one-off exercise. As the intervention progresses, the sheets are updated with new information, allowing activities to be readjusted, certain content to be reinforced or new emerging topics to be introduced. This flexibility is consistent with the principle of continuous improvement that underpins the Myths & Truths methodology.

In Myths & Truths, facilitating does not simply mean conveying content. The main task is to create the conditions for the group to discuss their experiences, cross-check information and build shared learning. To do this effectively, technical knowledge, the ability to listen and an approach consistent with participatory work are required.

Chapter 4 Preparing the facilitator

The role of the facilitator in the Myths & Truths methodology

In the Myths & Truths methodology, the facilitator is not a conveyor of content, but rather an agent who creates the conditions for the group to construct collective knowledge based on their own experiences. Their role is not to teach, but to support processes of critical reflection, equal dialogue and transformative action. This role requires specific preparation, both technical and attitudinal, consistent with the principles of Paulo Freire's critical pedagogy and dialogic learning (Freire, 1970; Flecha, 2000).

Preparing the facilitator involves working on key aspects relating to their approach, their communication skills, their ability to listen and their handling of the information that emerges within the group. The central aspects of this preparation are outlined below.

What the facilitator should do

Firstly, the facilitator must create a climate of trust and safety, where everyone feels empowered to speak, ask questions and share without fear of being judged. This requires establishing basic rules of respect, confidentiality and active listening from the outset, and maintaining them consistently throughout the sessions (Elboj et al., 2002).

They must also draw on the group's experiences, using open-ended questions that encourage participants to recount their experiences, identify expectations and cross-check information. Their task is to link individual contributions to common themes, summarise ideas and feed them back to the group to deepen collective reflection.

The facilitator must also be mindful of how participation is distributed. Differences in language, educational level, gender, administrative status or confidence in speaking may mean that some voices take up more space than others. Adapting language, timing and group dynamics helps ensure that more people can participate.

Another key role is to identify and record relevant information that emerges during the session: myths identified, sources of information used, needs expressed, resources shared, expectations and potential multipliers. This information is essential for tailoring future interventions and for developing context-specific materials.

From methodology to practice

Related activity: Feedback and recording templates for the pilot workshops

Reference: [Myths & Truths Toolbox, pages 27–28 and 31–32](#)

Methodological application: Facilitates the recording of myths, emerging learnings, participation, needs and areas for improvement for subsequent sessions.

Practical resource: [Download the 'Facilitator's Checklist' quick reference guide](#)

Finally, the facilitator should maintain a reflective attitude and a commitment to continuous improvement, reviewing their own practice, recognising their limitations and seeking ongoing training. Self-assessment and peer supervision are valuable tools for ensuring the quality of the intervention (Freire, 1996).

What the facilitator should not do

The facilitator should avoid **imposing their own interpretations** or directly correcting myths without allowing space for group reflection. Doing so could generate resistance, invalidate participants' experiences and reproduce a top-down dynamic that runs counter to the principles of dialogic learning.

Nor should they **monopolise the conversation**, speak more than the group or draw attention to themselves. Their role is to facilitate, not to take centre stage. When one person dominates the discussion, the facilitator should intervene gently to redistribute participation.

They must also avoid **making value judgements** about participants' decisions, expectations or life trajectories. The methodology is based on respect for autonomy and on understanding each migration journey as legitimate within its own context.

They must not overlook signs of unease, discomfort or conflict. If these arise, they must assess what is happening, intervene carefully and, where necessary, seek additional professional support, such as psychological support or legal advice.

Finally, you should avoid **gathering information in an intrusive manner or without a clear purpose**. Every question must serve an educational purpose or aim to improve the intervention, and must be asked with sensitivity towards each person's privacy and personal history.

How to ask questions: techniques and principles

The question is the facilitator's main tool. In the Myths & Truths methodology, questions should be **open-ended, neutral and designed to encourage reflection**. For example:

- "Where did you hear that information?"
- "What were you expecting to find when you arrived?"
- "What has been different from what you imagined?"
- "What would you have liked to know before you came?"
- "How did you resolve that situation?"

These questions are not seeking a 'correct' answer, but rather aim to stimulate memory, comparison and critical analysis. According to Freire (1970), 'problematising education brings people into contact with reality, challenging them to understand it'. Well-formulated questions are the driving force behind this challenge.

It is also important **to avoid closed or leading questions** that influence the answer ("Isn't it true that...?", "Are you sure that wasn't the case?"). Instead, it is recommended to use phrasing that invites the person to expand on, contrast or explore the issue in greater depth ("What other experiences do you know of regarding that?", "How do other people in your community experience it?").

Listening here involves paying attention to what the person is saying and how they say it. Active listening requires taking time, not interrupting unnecessarily, and showing that you are following the story. Dialogic listening adds another dimension: one person's account may contain insights that are useful to the rest of the group.

Listening, in this context, is not just about hearing, but about **welcoming, validating and connecting**. Active listening involves mindfulness, eye contact, open body language and verbal feedback ("I understand", "tell me more", "that's important"). Dialogic listening goes one step further: it recognises that every account contains valuable knowledge that can enrich the group (Aubert et al., 2008).

The facilitator must listen **without interrupting prematurely, without finishing people's sentences and without jumping to conclusions**. They must also listen **to what is said and what is left unsaid**: silences, hesitations, contradictions and emotions. These elements provide key information about the group's atmosphere and unspoken needs.

Listening also involves **reflecting back to the group what has been heard**, summarising ideas and highlighting common points. For example: 'I can see that several people are talking about...', 'I notice there is a shared concern about...'. This strengthens cohesion and shows that contributions are valued.

How to record information

Recording information is a strategic task that enables learning to be systematised, patterns to be identified and continuous improvement to be fostered. The facilitator should record information **selectively, ethically and in a way that is useful**, avoiding verbatim transcription or the excessive collection of personal data.

It is recommended to use **structured templates** that include fields such as:

- myths or beliefs identified;

- sources of information mentioned;
- expressed expectations;
- priority needs;
- shared resources;
- potential multipliers;
- A Myths & Truths workshop is structured in five phases. The sequence serves as a guide and can be adapted to the group, the time available and the topic being addressed. The important thing is that there is scope to build trust, explore expectations, reflect, develop learning with the group and translate this into a practical outcome.

These records can be made during the session (brief notes) or afterwards (reflective summary), whilst always ensuring confidentiality and the ethical use of information. The data collected should be used to refine content, design materials and plan future interventions.

Furthermore, the record is a tool for **teamwork**: sharing notes with other facilitators and partners allows for the comparison of perspectives, enriches the analysis and ensures methodological consistency across different contexts.

PART IV How we run a workshop

The delivery of a Myths & Truths workshop is structured around five sequential phases that ensure a coherent educational process: from creating a safe environment to transforming knowledge into concrete actions. Each phase is based on the principles of dialogic learning and critical pedagogy, ensuring that the group plays a central role in constructing meaning.

Phase 1: Building trust

Objective: To establish an atmosphere of psychological safety and a sense of belonging to the group that facilitates open participation and dialogue on an equal footing.

Description:

This initial phase is essential for breaking down emotional and hierarchical barriers. **Introductory activities** are used to enable participants to get to know one another beyond biographical details, sharing aspects of their identity, background or motivations. The facilitator models an attitude of active listening and validation, emphasising that all voices are valuable.

Ice-breaking activities may include name games, origin maps, brief migration timelines or playful activities that reduce initial tension. It is important that these activities are inclusive, adapted to the group's language level and sensitive to their cultural diversity.

Rationale:

As Freire (1970) points out, dialogue is only possible in a climate of mutual trust and respect. Dialogic learning also emphasises that emotional safety is a prerequisite for people to take the risk of sharing experiences and questioning beliefs (Aubert et al., 2008).

From methodology to practice

Related activity: Icebreakers for the first pilot workshop

Reference: [Toolbox Myths & Truths, pages 22–24](#)

Methodological application: These help to establish a sense of security, equality and cohesion before addressing migration experiences.

Phase 2: Exploring expectations

Objective: To identify initial perceptions regarding key aspects of integration (housing, work, documentation, health, language, support networks, retirement) and subsequently compare these with actual lived experience.

Description:

This phase focuses on the dichotomy **between Expectations and Reality**. A structured template can be used in which participants note down what they expected to find in the host country in relation to different areas, and what they are actually finding. This tool helps to highlight discrepancies, surprises and adjustments.

In addition, **sociodemographic variables** (age, gender, country of origin, length of residence, educational level, immigration status) are incorporated to help interpret the results and identify common patterns or significant differences between subgroups.

Rationale:

Exploring expectations is a way of accessing the implicit migration narratives and frames of reference that guide people's decisions. According to Ballester (2017), understanding these expectations is key to supporting realistic and sustainable integration processes.

From methodology to practice

Related activity: Expectations vs. reality

Reference: [Toolbox Myths & Truths, pages 22–28](#)

Methodological application: This helps to identify preconceptions, sources of information and differences between what is imagined and what is experienced.

Practical resource: [Download the 'Expectations vs. reality' quick reference sheet](#)

Phase 3: Reflection

Objective: To foster critical thinking through dialogue, the comparison of experiences and the analysis of information.

Description:

This phase is the core of the workshop. The group is guided by **open-ended questions** that encourage reflection (“Where does that information come from?”, “What was different from what you imagined?”, “What would you have liked to know beforehand?”). A **moderated discussion** is facilitated, allowing participants to compare their experiences, identify similarities and differences, and analyse the sources of information they have used.

Group work allows for a deeper exploration of specific topics, the sharing of coping strategies and the recognition of common resources. **Comparing experiences** amongst people from different backgrounds or with varying lengths of residence enriches the reflection and helps to challenge generalisations.

Rationale:

Critical reflection is a central principle of Freirean pedagogy. Freire (1996) states that “to study is not to consume ideas, but to create and recreate them”. Dialogic learning complements this idea by emphasising that knowledge is constructed through interaction with others (Flecha, 2000).

From methodology to practice

Related activity: Recognising reality

Reference: [Toolbox Myths & Truths, pages 29–32](#)

Methodological application: Facilitates a collective comparison of expectations without correcting or invalidating the participants' experiences.

Practical resource: [Download the quick reference sheet 'Recognising reality'](#)

Phase 4: Collective construction

Objective: To systematise the group's learning and generate shared outputs that reflect the collective voice.

Description:

In this phase, the group collaboratively identifies:

- **Myths:** beliefs or information that have been shown to be biased, out of date or of little use;
- **Realities:** aspects confirmed by direct experience or by reliable sources;
- **Lessons learnt:** personal and collective insights into the migration process;
- **Recommendations:** practical advice they would give to others who are about to arrive or who are just starting their journey.

These elements can be recorded on noticeboards, concept maps, shared lists or in digital formats. The facilitator summarises the contributions and returns them to the group for validation.

Rationale:

The collective construction of knowledge is a principle of dialogic learning that reinforces shared responsibility

and a sense of belonging (Elboj et al., 2002). Furthermore, it enables the group to produce resources that are useful to others, thereby broadening the workshop's impact.

From methodology to practice

Related activity: Group work and map of shared truths

Reference: [Toolbox Myths & Truths, pages 61–62](#)

Methodological application: Transforms individual experiences into collective knowledge and messages validated by the group.

Phase 5: Transform

Objective: To translate collective reflection and construction into concrete actions and transferable resources.

Description:

The final phase brings the Freirean praxis cycle to a close: reflection + action. Participants transform their learning into tangible outputs that can be shared beyond the workshop:

- **Videos or testimonials** recorded by the participants themselves;
- **Podcasts or audio recordings** featuring recommendations and experiences;
- **Graphic materials** (posters, infographics, brief guides);
- **Posts for social media** or awareness-raising campaigns;
- **Letters or recommendations** for people in their country of origin.

These outputs not only consolidate what has been learnt, but also empower participants as agents of change and disseminators of accurate information.

Rationale:

Freire (1970) defines praxis as “action and reflection by people on the world in order to transform it”. This phase ensures that the workshop does not end with reflection alone, but has an impact on the community. Furthermore, the creation of materials by the participants themselves increases the relevance and credibility of the messages (García, 2019).

From methodology to practice

Related activity: From expectations to shared truths

Reference: [Toolbox Myths & Truths, pages 61–64](#)

Methodological application: Turn reflection into messages, testimonials, audio recordings or videos that are useful to other migrants.

Practical resource: [Download the ‘Communicating Reality’ quick reference sheet](#)

PART V The thematic pathways

Rationale for the thematic pathways: from assessment to curriculum development

The thematic pathways that structure the Myths & Truths intervention do not constitute a prescriptive, externally imposed curriculum, but rather emerge from a process of participatory assessment and active listening to the real needs expressed by groups of migrants. This approach is in line with the principles of popular education and critical pedagogy, which hold that educational content must be rooted in the concrete reality of learners and their significant problems (Freire, 1970; UNESCO, 2015).

Within the framework of the European welfare state, access to basic social rights (work, housing, health, education, social protection) directly determines migrants' prospects for integration and autonomy. However, information on these areas is often fragmented, relayed through informal networks or distorted by myths and unrealistic expectations. For this reason, the thematic modules are organised around the key dimensions that shape everyday life and the long-term migration journey.

Each module addresses a need identified through practical experience of working with migrant communities, and is designed flexibly to adapt to the specific contexts of each group. The academic rationale and relevance of each module are described below, including the module on retirement, which arose in response to the need felt by various groups to plan their migration beyond the short term.

Module 1: Migration Plan

Rationale:

This module forms the cross-cutting foundation of the entire programme. It addresses the conscious and planned development of the migration project, understood not only as a geographical move, but as a life journey with economic, social, emotional and political dimensions (Ballester, 2017). The module focuses on identifying reasons for migration, initial expectations, available resources and anticipated obstacles.

Significance:

It enables participants to situate their experience within a coherent narrative framework, make informed decisions and develop a sense of agency over their own process. Furthermore, it facilitates the identification of specific support needs and the planning of personalised pathways.

From methodology to practice

Related activity: Initial interview, Expectations vs. reality and My dreams

Reference: [Toolbox Myths & Truths, pages 5–6, 22–28 and 65](#)

Methodological application: Links the individual's journey, expectations and personal aspirations.

Practical resource: [Download the quick reference sheet 'Migration plans and dreams'](#)

Module 2: Expectations vs. reality

Rationale:

This module addresses the gap between what is imagined and what is experienced in the host country. It is based on cultural shock theory and studies on integration that highlight the importance of align ' expectations to avoid frustration and exclusion (García, 2019). Initial perceptions regarding housing, work, documentation, health, language, support networks and other areas are analysed.

Significance:

It helps participants to identify discrepancies, normalise difficulties and reformulate their plans in a more

realistic way. It also enables them to identify circulating myths and unreliable sources of information, and to contrast these with validated experiences.

From methodology to practice

Related activity: Expectations vs. reality and Recognising reality

Reference: [Toolbox Myths & Truths, pages 22–32](#)

Methodological application: Enables an analysis of the gap between prior expectations and actual experience.

Practical resource: [Download the 'Expectations vs. reality' quick reference sheet](#)

Module 3: Work

Rationale:

Access to employment is one of the key conditions for economic independence and social integration. This module addresses pathways to employment, the recognition of qualifications, employment rights, the prevention of exploitation and job-search strategies within the European context (IOM, 2020).

Significance:

It provides practical information on training pathways, the recognition of qualifications, networking opportunities and job placement resources. It also helps to dispel unrealistic expectations about the labour market and to promote proactivity and planning.

From methodology to practice

Related activity: Job search

Reference: [Toolbox Myths & Truths, pages 39–45](#)

Methodological application: Focuses on employability, understanding the labour market and preparing job-search tools.

Practical resource: [Download the 'Job Search' quick reference sheet](#)

Module 4: Housing

Rationale:

Access to decent housing is a fundamental right and a prerequisite for family and social stability. This module covers the conditions for accessing rental accommodation, administrative requirements, tenants' rights and obligations, and options for temporary or shared accommodation.

Importance:

It guides participants on how to avoid situations of abuse, how to prepare documentation, how to access financial support and how to manage conflicts. It also addresses the community aspect of housing as a space for building support networks.

From methodology to practice

Related activity: Finding accommodation

Reference: [Toolbox Myths & Truths, pages 46–47](#)

Methodological application: Helps to analyse prices, requirements, local resources and options for moving within the area.

Practical resource: [Download the 'Housing search' factsheet](#)

Module 5: Documentation

Rationale:

One's administrative status determines access to rights, services and opportunities. This module provides up-to-date information on regularisation procedures, types of permits, deadlines, requirements and sources of legal advice.

Importance:

It reduces the uncertainty and vulnerability associated with a lack of accurate information. It enables participants to plan ahead for administrative procedures, identify risks and access legal support resources. It also helps to dispel myths about procedures and promotes autonomy in dealing with administrative matters.

From methodology to practice

Related activity: Administrative procedures and the regularisation process

Reference: [Toolbox Myths & Truths, pages 35–38](#)

Methodological application: Organises stages, dates and administrative options within the migration process.

Practical resource: [Download the 'Regularisation' factsheet](#)

Module 6: Language

Rationale:

Language proficiency is one of the most decisive factors for integration into education, the labour market and society. This module covers language training provision, the language levels required for various administrative procedures and jobs, and strategies for independent and community-based learning.

Importance:

It encourages participants to prioritise language learning, guides them on available resources and helps them set realistic goals. It also addresses the emotional aspect of learning a new language in migration contexts.

From methodology to practice

Related activity: Group profiles and linguistic adaptation of the workshops

Reference: [Toolbox Myths & Truths, pages 7–21](#)

Methodological application: Enables language, visual aids and facilitation to be adapted to the group's language skills.

Module 7: Education and training

Rationale: Knowledge of the education system and training pathways determines access to opportunities, the recognition of prior learning and the development of realistic pathways for adults and their families.

Importance: It enables an understanding of options, requirements, accreditation, training resources and specific steps to continue or reorient one's educational journey.

From methodology to practice

Related activity: The education system

Reference: [Toolbox Myths & Truths, pages 53–54](#)

Methodological application: Starts with the group's educational pathways, challenges preconceptions and concludes with a personal next step.

Practical resource: [Download the 'Education system' fact sheet](#)

Module 8: Health and Wellbeing

Rationale: Access to healthcare and to understandable information on rights, resources and care pathways is an essential aspect of inclusion and of physical and emotional wellbeing.

Significance: It helps to dispel myths, identify access routes and develop practical pathways for different health situations, including mental health.

From methodology to practice

Related activity: Healthcare system

Reference: [Toolbox Myths & Truths, pages 55–56](#)

Methodological application: Use 'true', 'false' or 'I don't know' statements and case studies to map out the pathway to care.

Practical resource: [Download the 'Healthcare system' fact sheet](#)

Module 9: Support networks

Rationale:

Social and community networks are key protective factors for mental health and social integration. This module identifies types of networks (family, community, institutional, digital), analyses their role and explores strategies for building and strengthening them (Putnam, 2000).

Importance:

It helps participants recognise their existing networks, identify gaps and develop strategies to expand them. It also promotes the creation of learning communities amongst migrants as spaces for mutual support and the dissemination of accurate information.

From methodology to practice

Related activity: Support networks and social participation

Reference: [Toolbox Myths & Truths, pages 57–60](#)

Methodological application: Facilitates the mapping of formal and informal networks and the definition of a concrete step to strengthen them.

Practical resource: [Download the 'Support Networks' factsheet](#)

Module 10: Social participation

Rationale:

Participation in civic and community life is an indicator of advanced integration and active citizenship. This module addresses forms of participation (associations, volunteering, participatory councils, consultative processes) and promotes the exercise of civic rights and responsibilities (European Commission, 2021).

Importance:

It fosters a sense of belonging, shared responsibility with the host society and the ability to influence decisions affecting migrant communities. It also helps to dispel stereotypes about the passivity or isolation of migrants.

From methodology to practice

Related activity: Support networks and social participation

Reference: [Toolbox Myths & Truths, pages 57–60](#)

Methodological application: Links integration, belonging, community participation and active citizenship.

Practical resource: [Download the 'Social participation' factsheet](#)

Module 11: Retirement and long-term planning

Rationale:

This module emerged in response to the needs expressed by various groups of participants, particularly middle-aged and older people, who voiced concerns about their long-term future in the host country. Retirement, pensions, dual social security contributions, bilateral agreements and planning for a return to one's country of origin or for ageing in the host country are aspects that are rarely addressed in conventional interventions, yet are crucial to the sustainability of the migration project (ILO, 2018).

Significance:

It enables participants to plan their lives beyond the short term, make informed decisions about social security contributions, savings, return or continued residence, and plan for their later years with greater confidence. It also helps to highlight migration as a comprehensive life project, encompassing all stages of life, rather than merely as a strategy for immediate survival.

From methodology to practice

Related activity: Thinking about our future today: retirement and social responsibility

Reference: [Toolbox Myths & Truths, pages 48–52](#)

Methodological application: Introduces contributions, entitlements, planning and intergenerational solidarity as part of one's life journey.

Practical resource: [Download the 'Retirement' factsheet](#)

Summary

The 'Myths & Truths' thematic pathways do not constitute a fixed list, but rather a flexible framework that adapts to the needs identified in each context. The published Toolbox develops activities on expectations, administrative procedures, regularisation, employment, housing, retirement, education, health, support networks, social participation and personal life plans. Language and communication are addressed across the board through linguistic adaptation, visual aids and, where necessary, intercultural mediation.

PART VI The Toolbox

The Myths & Truths Toolbox is the practical application of this methodological guide. It brings together the initial interview, the profiles of the target groups, the pilot workshops, the worksheets, the feedback tools and the wrap-up activities developed and validated during the project. It can be used as a complete programme, through standalone workshops or by selecting specific resources to integrate into other programmes.

Access the Toolbox and quick reference sheets: <https://mythsandtruths.eu/materiales/>

What is the Toolbox?

The Myths & Truths project's Toolbox is a digital repository of open-access resources, designed for use by social organisations, educators, facilitators and migrant communities across Europe. Its purpose is to systematise and share the lessons learnt, methodologies and outputs generated during the project, facilitating their replication and adaptation to other contexts.

The Toolbox is not a static archive, but a living set of interconnected tools that can be combined according to the needs of each intervention. All resources are designed in line with the principles of critical pedagogy, dialogic learning and community participation, and are freely available at no cost.

Toolbox resources and how to use them

1. 'Myths & Truths' methodological guide

Description:

A structured document explaining the theoretical foundations, methodological principles, workshop implementation phases and thematic pathways of the project. It includes guidance for facilitators, examples of activities and practical recommendations.

How to use it:

- As a reference guide for designing interventions based on the Myths & Truths methodology;
- As training material for new facilitators;
- As a basis for adapting the methodology to other groups or national contexts.

Target audience: Educators, social workers, project coordinators, third sector organisations.

2. Group profile sheets

Description:

Structured templates for collecting and analysing information about participants prior to running workshops (background, length of residence, educational level, immigration status, sources of information, expectations, etc.).

How to use:

- As a diagnostic tool prior to the intervention;
- To identify specific needs and tailor content;
- To identify potential multipliers within the group.

Target audience: Facilitators, organisation staff, direct intervention teams.

3. Kit of exercises and activities

Description:

A collection of activities categorised by workshop phase (building trust, exploring expectations, reflecting, collective building, transforming). Includes instructions, required materials, timing and variations for different groups.

How to use:

- As a resource bank for preparing sessions;
- To select activities tailored to the group's profile;
- To combine activities from different thematic modules.

Target audience: Facilitators, adult educators, community outreach workers.

4. Audiovisual materials (videos, podcasts, testimonials)

Description:

Productions created by and with migrants that recount real-life experiences, debunk myths and offer practical advice. They include subtitles and versions in several languages.

How to use:

- As awareness-raising material in workshops and events;
- As a teaching resource to illustrate thematic content;
- As content for sharing on social media and in communication campaigns.

Target audience: Workshop participants, migrant communities, the general public, the media.

5. Thematic guides by itinerary

Description:

Documents specific to each thematic module (migration plans, work, housing, documentation, language, support networks, social participation, retirement). Each guide includes up-to-date information, local resources and practical strategies.

How to use:

- As supporting material during workshops;
- As a reference resource for participants;
- As a basis for adapting content to specific national contexts.

Target audience: Participants, facilitators, advisory organisations.

6. Recording and evaluation templates

Description:

Tools for recording information during sessions (myths identified, expectations, learning outcomes, recommendations) and for evaluating the impact of the workshops (satisfaction questionnaires, learning rubrics, outcome indicators).

How to use:

- To systematise learning and improve future interventions;
- To gather evidence of the project's impact;
- To share data with partners and adjust strategies.

Target audience: Project coordinators, facilitators, evaluation teams.

7. Repository of good practices and external resources

Description:

A curated database of projects, initiatives, publications and tools from other European organisations working on migrant integration, adult education and civic participation.

How to use it:

- As a source of inspiration for designing new activities;
- To connect with other organisations and build synergies;
- To broaden knowledge of innovative approaches in the field of migration.

Target audience: Social organisations, researchers, policy-makers.

8. Dissemination and scaling-up tools

Description:

Ready-to-use materials for awareness-raising campaigns: posters, infographics, social media posts, radio spots, blog articles and content for platforms such as EPALE.

How to use:

- To raise the profile of the project's results;
- To amplify the voices of participants;
- To encourage the replication of the methodology in other contexts.

Target audience: Partner organisations, the media, community networks.

Principles for using the Toolbox

1. Open access: All resources are free of charge and available for download.
2. Adaptability: The materials can be modified, translated and adapted to local contexts as required.
3. Acknowledgement: Please cite the Myths & Truths project and its sponsoring organisations when using these resources.
4. Continuous improvement: Users are invited to share feedback, adaptations and new versions to enrich the Toolbox.

Summary

The Myths & Truths Toolbox brings together materials that can be used directly or adapted for other groups. Its value lies in combining a common methodological framework with resources developed through the work carried out during the project. It is not necessary to use all the materials or always follow the same order: each organisation can select those that best meet the needs of its participants.

PART VII Evaluation

Evaluation in the Myths & Truths methodology: principles and approaches

In Myths & Truths, evaluation accompanies the process and is not limited to a final assessment. It is used to find out what people are learning, how each workshop is working and what adjustments the methodology requires. The group's contributions form part of this review, in line with the project's participatory approach.

There are three complementary levels of evaluation:

1. Participant evaluation (individual level);
2. Workshop evaluation (activity level);
3. Methodology evaluation (project level).

Each level addresses different questions, uses specific tools and serves different purposes: ranging from recognising personal progress to validating and improving the methodology as a whole.

1. Participant evaluation

Objective:

To recognise and assess each person's individual progress in terms of knowledge, skills, autonomy and capacity to take action regarding their own migration project.

What is assessed:

- Understanding of key information on rights, resources and procedures;
- Ability to identify myths and cross-check sources of information;
- Development of a more realistic and structured migration plan;
- Strengthening of support networks and community involvement;
- Acquisition of practical skills (job seeking, administrative procedures, using services, etc.).

Tools:

- Individual interviews before and after the intervention, to identify changes in expectations, knowledge and plans;
- Guided self-assessments, in which participants reflect on what they have learnt and their next steps;
- Personal portfolios, containing evidence of their progress (notes, materials produced, action plans);
- Competency rubrics, tailored to the thematic modules covered.

Methodological approach:

Participant assessment is carried out from a formative rather than a summative perspective. The aim is not to measure performance, but to support the individual in becoming aware of their own progress. As Freire (1996) points out, 'to assess is to know in order to transform', and in this sense, assessment helps participants to recognise themselves as active agents in their own integration.

Use of the results:

- To tailor individual support;

- To identify the need for referral to other resources (training, employment, legal advice, psychological support);
- To recognise achievements and strengthen self-efficacy.

2. Workshop evaluation

Objective:

To assess the quality of the delivery of each session, the relevance of the content, group participation and the perceived usefulness of the activities.

What is assessed:

- Level of participation and group atmosphere;
- Relevance and clarity of the content covered;
- Usefulness of the activities and materials;
- Participants' satisfaction;
- Outputs generated (myths identified, recommendations, materials created).

Tools:

- Satisfaction questionnaires at the end of each workshop, with closed and open-ended questions;
- Observation logs completed by the facilitator (participation, difficulties, emergencies);
- Group summaries drawn up with the group at the end of the session ("What have we learnt?", "What could we improve?");
- Myth and learning record sheets, which enable emerging content to be systematised.

Methodological approach:

The workshop is evaluated immediately and formatively, with the aim of making adjustments in real time or in subsequent sessions. Priority is given to the participants' voices, and a bureaucratic or overly quantitative approach is avoided. Dialogic learning emphasises that evaluation should be yet another space for dialogue and collective construction (Flecha, 2000).

Use of the results:

- To improve the planning of future workshops;
- To adapt content to the group's needs;
- To identify best practices and areas for improvement;
- To inform the overall evaluation of the project.

3. Evaluation of the methodology

Objective:

To analyse the coherence, relevance, effectiveness and transferability of the Myths & Truths methodology as a whole, based on the aggregation of data from multiple workshops, contexts and organisations.

What is being evaluated:

- Consistency between methodological principles and implemented practice;
- Impact on participants (changes in knowledge, expectations, projects and networks);
- Degree of replicability in different contexts and with different groups;
- Usefulness of the materials and tools produced;
- Contribution to the project's objectives (inclusion, critical thinking, participation, creation of learning communities).

Tools:

- Consolidated reports by partner organisation, summarising workshop results and participant feedback;
- Transnational evaluation meetings, where partners compare experiences and refine the methodology;
- Focus groups with participants and facilitators, to gather qualitative feedback on the approach;
- Outcome indicators, as defined in the project application (number of participants, materials produced, multiplier events, etc.);
- Analysis of outputs (guides, videos, podcasts, testimonials) in terms of quality, use and dissemination.

Indicators

Expected outcome	Indicator
Critical thinking	Percentage of participants who cross-check sources
Migration planning	% who draw up an action plan
Support networks	Number of new community contacts
Social participation	Participation in community activities

Methodological approach:

The evaluation of the methodology combines quantitative and qualitative approaches and is carried out in a participatory manner with all partners. A purely prescriptive approach, or one focused on meeting indicators, is avoided, and priority is given to understanding the processes of change and the conditions that facilitate or hinder them.

Use of the results:

- To validate the methodology as a transferable good practice;
- To introduce improvements to the Toolbox and the methodological guide;
- To inform other organisations and multipliers about the potential and limitations of the approach;
- To provide a basis for future funding applications and replication projects.

PART VIII Continuous improvement

This methodological proposal is based on the principle of continuous improvement, understood as an ongoing process of reflection, review and reconstruction of educational practice. From this perspective, there is no such thing as a perfect workshop or a definitive manual, but rather an open tool that can be enriched through the experience of its implementation.

This conception finds strong support in the critical pedagogy of Paulo Freire, who understands knowledge as a collective construction that emerges from dialogue, reflection and praxis. Within this framework, participants cease to play an exclusively receptive role and become active agents in the production of knowledge, contributing experiences, questions and insights that help transform both the educational process and the teaching materials themselves.

The Learning Communities model also reinforces this perspective by positioning dialogic learning and the participation of the entire educational community as central elements for improving teaching and learning processes. The systematic incorporation of participants' contributions fosters the shared construction of knowledge and enables the methodological approach to be adapted to the specific needs, characteristics and contexts of each group.

Consequently, each delivery of the workshop serves as a source of information for revising and updating the manual. The ongoing evaluation of the process generates new research questions, identifies emerging needs, incorporates new teaching materials and resources, enables the design of activities better aligned with the learning objectives, and gathers evidence and testimonies that enrich the accumulated knowledge about the experience.

The evaluation also serves to facilitate learning as a team and as partner organisations. Reviewing the results, challenges and contributions of participants enables changes to be made to subsequent activities and keeps the manual open to practice-based improvements.

PART IX. Adapting the methodology to different European contexts and migrant communities

The Myths & Truths methodology has been designed to be transferable and adaptable to different European contexts. Although it stems from the experience developed by the partner organisations in Spain and Germany, its pedagogical principles allow for its application across different reception systems, regulatory frameworks and migration realities.

However, the pilot experience carried out during the project has shown that adaptation should not be limited solely to the content or resources available in each country. It is also essential to adapt the methodological strategies to the characteristics of the participating communities, respecting their forms of communication, their cultural references and their different ways of constructing knowledge.

This chapter presents, on the one hand, the essential elements that must be retained in any implementation and, on the other, the main recommended adaptations based on the results obtained from the learning communities that took part in the validation of the methodology.

1. Methodological constants: what must not change

Regardless of the country or the target group, there are principles that form the identity of Myths & Truths and which must be preserved in any adaptation:

- The migrant as the central figure in the learning process.
- Learning based on real, lived experiences.
- Horizontal dialogue between facilitators and participants.
- Critical reflection on myths, expectations and the realities of migration.
- The collective construction of knowledge.
- A focus on action and the application of learning.
- The evaluation and continuous improvement of the methodology.

These principles ensure the pedagogical coherence of the model and form the basis of its transformative potential.

2. Adaptable elements

Whilst maintaining the methodological constants, the following can be freely adapted:

- The content and thematic modules.
- The materials and resources used.
- The working languages.
- The duration and format of the workshops.
- The final outputs produced by the participants.
- The examples, testimonials and case studies used.

Adaptation must always respond to the needs identified in each region and within each migrant community.

3. Lessons learnt from the participating learning communities

The methodology was validated through learning communities made up of migrants from different cultural backgrounds living in Spain. This diversity enabled the identification of strengths, limitations and specific recommendations for future implementations.

3.1. Participants of Latin American origin

People from Latin America showed a high level of participation throughout all phases of the project. They readily shared personal experiences, critically analysed their migration expectations and actively participated in the development of materials aimed at future migrants.

The best results were achieved through methodologies based on dialogue, the analysis of personal experiences, the production of testimonials and the collective creation of content.

Recommended adaptations:

- Promote peer-to-peer learning.
- Incorporate narrative and autobiographical activities.
- Encourage critical discussions and analysis of real-life cases.
- Promote community leadership and the role of multipliers.

3.2. Participants of sub-Saharan African origin

The African communities also demonstrated a high degree of involvement and commitment to the project. Of particular note was their interest in sharing lessons learnt that could help others in their countries of origin to make more informed decisions.

The participatory, visual and practical activities generated very high levels of participation and enabled the production of high-quality outreach materials.

Recommended adaptations:

- Use visual and audiovisual methodologies.
- Reduce reliance solely on written materials.
- Include projective techniques
- Encourage cooperative and experiential activities.
- Incorporate intercultural mediation where language barriers exist.

3.3. Women of Moroccan and Syrian origin

Participants of Moroccan and Syrian origin demonstrated high levels of attendance and commitment to the project, although they faced greater difficulties in participating in activities centred on autobiographical reflection and the critical analysis of personal experiences.

Activities requiring the sharing of intimate experiences, emotions or migration-related difficulties resulted in more limited participation than was observed in other groups. However, they responded well to activities focused on practical information, solving everyday problems and mutual support.

This experience suggests that this situation may be linked to various factors: cultural differences in the public expression of personal experiences; socialisation patterns that are more group-oriented than individual- ; the

need for greater levels of trust before addressing sensitive issues; and, in some cases, particularly complex migration or life experiences.

Recommended adjustments:

- Spend more time building relationships and group trust.
- Start by working with collective experiences rather than individual ones.
- Include facilitators or role models from the communities themselves.
- Use visual aids, external accounts and case studies before asking for personal narratives.
- Apply trauma-informed approaches when working with refugees or forcibly displaced people.
- Always respect different paces of participation.

4. Adaptation to different geographical contexts

Urban contexts

In urban settings, it is recommended to strengthen knowledge of community resources, specialist services and opportunities for social participation.

It is particularly useful to focus on resource mapping, network building and the management of cultural diversity.

Rural contexts

In rural areas, the creation of support networks, autonomy in accessing services and the use of digital resources to overcome geographical barriers take on greater importance.

Activities should pay particular attention to preventing social isolation and strengthening local community participation.

5. Recommendations for implementing organisations

Before applying the methodology in a new country or territory, it is recommended that:

- Carry out a preliminary assessment of the target communities.
- Identify the cultural and linguistic characteristics of the participants.
- Adapt the examples and materials to the local context.
- Provide facilitators with adequate training in intercultural skills.
- Incorporate ongoing evaluation and improvement mechanisms.
- Document the adaptations made to facilitate future transfer.

Summary

The pilot project carried out during Myths & Truths demonstrates that the methodology can be successfully applied in a wide variety of migration contexts, provided that its fundamental principles are upheld and the intervention strategies are adapted to the characteristics of each community.

The main lesson learnt is that participation does not take the same forms across all groups. A truly person-centred methodology does not seek to standardise participation, but rather to create the conditions necessary for each community to contribute its experience, knowledge and skills based on its own cultural codes and forms of expression.

This combination of methodological consistency and contextual flexibility is one of the key factors behind the success and transferability of the Myths & Truths methodology at European level.

Conclusion

The Myths & Truths methodology stems from the conviction that integration is a shared process requiring accurate information, critical thinking, active participation and respectful support. In contrast to approaches focused exclusively on the transmission of information or on meeting immediate needs, this proposal positions migrants as the protagonists of their own learning and of the shaping of their migration journey.

Inspired by Paulo Freire's critical pedagogy, dialogic learning and learning communities, the methodology creates spaces where the migration experience is transformed into knowledge, dialogue becomes a tool for transformation, and reflection becomes action. It does not aim to offer single answers or rigid models of integration, but rather to create the conditions for each person to analyse their own reality, compare expectations, identify resources and make more informed and autonomous decisions.

Throughout the project, it has been observed that when migrants have safe spaces to share experiences, challenge myths and build collective knowledge, they enhance their capacity for planning, strengthen their support networks and develop a more realistic and sustainable understanding of integration processes. Similarly, professionals and organisations acquire tools that improve their ability to provide support and foster more participatory, inclusive and effective interventions.

This methodological guide is not a static document. It is designed to remain open to review, shared learning and the incorporation of new experiences, needs and contexts. Every workshop, every group and every community contributes new insights that enrich the methodology and reinforce its adaptability.

Ultimately, Myths & Truths aims to contribute to a more inclusive Europe, where decisions on migration are based on knowledge rather than misinformation; where migrants are recognised as active agents of social transformation; and where integration is understood as a process of collective construction based on dignity, participation and mutual learning.

Digital resources and access to project materials

Availability of resources

In order to ensure the sustainability, accessibility and transferability of the project's results, the materials developed within the framework of Myths & Truths are not included as printed appendices to this methodological guide.

In line with the Erasmus+ programme's recommendations on open access to the results of projects funded by the European Union, all resources will be available in digital format via on the project's official website. This

approach allows the materials to be kept permanently up to date, facilitates their free download and promotes their adaptation to different national, linguistic and cultural contexts.

The digital version of the Toolbox constitutes a dynamic and constantly evolving repository, which can be enriched with new experiences, adaptations and resources developed by organisations using the methodology.

Resources available on the digital platform

The following materials can be viewed and downloaded via the project's website:

- Myths & Truths Methodological Guide.
- Group profile sheets.
- 'Expectations vs. Reality' factsheet.
- Kit of group dynamics and activities.
- Thematic guides by learning pathways.
- Assessment rubrics.
- Questionnaires for participants.
- Facilitator's checklist.
- Recording and monitoring templates.
- Audiovisual materials (videos, podcasts and testimonials).
- Database of best practices.
- Resources for multipliers.
- Outreach and awareness-raising materials.

Open access and reuse

This publication and the associated resources are distributed under the Creative Commons Attribution 4.0 International (CC BY 4.0) licence.

You are permitted to share, reproduce and adapt the materials for any purpose, provided that you give appropriate credit to the Myths & Truths project and the participating organisations, include a link to the licence and indicate any changes made. Licence: <https://creativecommons.org/licenses/by/4.0/deed.es>

Access links

Project website: <https://mythsandtruths.eu/>

Resource repository and Toolbox: <https://mythsandtruths.eu/materiales/>

European platforms for disseminating results: available via the official website and the project's resource repository.

Consulting the digital version ensures access to the most up-to-date version of all materials, incorporating methodological improvements, new resources and contributions arising from future implementations of the methodology in various European countries.

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PARTICIPANT'S LEARNING RUBRIC

Project: Myths & Truths

Module: _____

Date: _____

Facilitator: _____

Criterion	1 Initial	2 Under development	3 Adequate	4 Advanced
Identifies myths and realities about migration	Has difficulty distinguishing between them	Identifies some with help	Identifies most of them independently	Analyses critically and provides examples
Cross-checks sources of information	Relies on a single source	Begins to cross-check information	Uses several reliable sources	Critically assess the quality of the sources
Take part in group discussions	Participates very little	Participates occasionally	Participates regularly	Facilitates the participation of others
Reflects on their migration plans	Limited reflection	Identifies some key aspects	Analyses strengths and challenges	Develops a realistic and strategic vision
Builds support networks	Fails to identify sources of support	Identifies some resources	Uses resources and contacts	Actively contributes to community networks
Capacity for action	Does not define future actions	Defines vague actions	Sets realistic objectives	Develops a structured action plan

Overall assessment

- ☐ Initial
- ☐ In progress
- ☐ Adequate
- ☐ Advanced

Comments

WORKSHOP EVALUATION QUESTIONNAIRE

Workshop title: _____

Date: _____

Please rate each statement on a scale of 1 to 5:

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

Item	1	2	3	4	5
I felt listened to and respected	☐	☐	☐	☐	☐
The workshop has helped me to better understand the reality of migration	☐	☐	☐	☐	☐
I have been able to share my experiences freely	☐	☐	☐	☐	☐
I have learnt useful information for my daily life	☐	☐	☐	☐	☐
I can now better identify myths and rumours	☐	☐	☐	☐	☐
The activities have been interesting	☐	☐	☐	☐	☐
The facilitator has encouraged everyone to take part	☐	☐	☐	☐	☐
I would recommend this workshop to others	☐	☐	☐	☐	☐

Open-ended questions

What has been most useful to you?

What have you learnt today that you didn't know before?

What would you change about the workshop?

What topic would you like to work on in future sessions?

FACILITATOR'S CHECKLIST

Workshop: _____

Date: _____

Facilitator: _____

Before the workshop

Checklist	Yes	No
I have reviewed the group profile	☐	☐
I am familiar with the socio-cultural characteristics of the participants	☐	☐
I have adapted the activities to the language level	☐	☐
I have prepared materials and resources	☐	☐
I have defined the objectives of the session	☐	☐

During the workshop

Check	Yes	No
I have created an atmosphere of trust	☐	☐
I have clearly explained the objectives	☐	☐
I have used open-ended questions	☐	☐
I have avoided directly correcting the myths	☐	☐
I have encouraged open dialogue	☐	☐
Everyone has had the opportunity to participate	☐	☐
I have validated the experiences shared	☐	☐
I have recorded relevant information	☐	☐
I have identified potential multipliers	☐	☐

After the workshop

Verification	Yes	No
I have collected the participants' evaluations	☐	☐
I have recorded any myths identified	☐	☐

Verification	Yes	No
I have recorded emerging insights	☐	☐
I have identified referral needs	☐	☐
I have updated the profile records	☐	☐
I have drawn up a summary of the session	☐	☐
I have identified areas for improvement for future interventions	☐	☐

Facilitator's reflections

What worked particularly well?

What difficulties arose?

What will I change for the next session?

Methodological fidelity: Myths & Truths

Rate on a scale of 1 to 5 the extent to which the session adhered to the project's methodological principles:

Principle	Rating
Active participation	___
Peer dialogue	___
Critical reflection	___
Collective construction	___
Transformative action	___
Continuous improvement	___

Overall rating of the session: ___ / 30.